

EFL Education Journal

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The Impact of Using Authentic Materials on the Eleventh Grade Students' Listening Comprehension Achievement

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Abstract: This research was intended to know whether or not there was a significant impact of using Authentic Materials on students' listening comprehension achievement. The research design was quasi-experimental research using Post-test Only Design. The research area was SMA Muhammadiyah 3 Jember chosen by purposive method. The research participants were 30 students of XI IPA 1 as the experimental group and 30 students of XI IPA 3 as the control group. The experimental group was taught listening comprehension using Authentic Materials, while the control group was taught by conventional materials. The result showed that in t-test column, the value of significant (2-tailed) was 0,004 or there was a significant effect of Authentic Materials on the eleventh grade students' listening comprehension achievement. Therefore, the English teacher should use Authentic Materials in teaching English especially in teaching listening.

Keywords: Listening Comprehension Achievement, Authentic Materials

1. Introduction

Listening is one of the skills to be achieved by students because, according to Regina (1997), "Students spend the majority of each school day listening and much of what students know is acquired through listening". Thus, English teachers have to choose the best method and type of material to develop the students listening skill. The material that is used should be relevant and interesting for students.

Authentic Materials is one of the materials that can help students in listening class. According to Ross (2007), "the use of authentic listening materials is an important

factor to take into consideration in designing listening comprehension materials since the learners are given the chance to develop the skills needed to comprehend and to use language used in real situations”. From this case, it can be said that authentic material can expose the students to get information or knowledge from the real language use which is very useful for their learning language experience.

Authentic material that was used is recorded from VOA since it provides an opportunity for the selection of content that is both interesting and motivating for the students (Morrison 1989,14). Besides, recorded from VOA will bring the students to communicate something “real”, up to date information and of course, it is relevant. In addition, VOA special English is one of the radio programs from VOA network it provides a short feature report, about agriculture. Further, it is a good authentic material which can explore students’ need and it can develop students’ motivation for learning English, especially in science program.

2. Literature Review

2.1 Theoretical Framework

Authentic materials has been defined by many experts of languages. Hammer (1991) in Tamo (2009:74) defines authentic materials as the real texts which are designed for native speakers. They are not designed for language students, but for the speakers of the language. It means that all parts of authentic materials are not aimed to the language learning, but it is purely for interaction between native speakers. According to Peacock (1997) in Tamo (2009:75), authentic materials are materials that have been produced to fulfill some social purpose in the language community. Social purpose here means that authentic materials can be used for social interactions.

In addition, Sanderson (1999) in Tamo (2009:75) defines authentic materials as materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that is written for a native-English-speaking audience.

McKay (2011:1) states that it is compatible that communicative language teaching (CLT) often encourages teachers to use authentic materials as a resource for two main purposes. First, it is used to increase the students' listening comprehension by including the real examples of language use. It means that ESL students can accustom themselves to be acquainted with the language of native speakers. Second, authentic material is used to illustrate how English is used in English-speaking countries. It is important for the students to know the variety of English accents that is used by native speakers especially British English and American English.

In this sense, there are some sources of authentic listening materials in our life such as from TV and radio broadcast, daily conversations, speech, films, news paper, and magazine. English teachers can easily find the authentic listening materials. Some resources are provided in the internet that can be freely downloaded. The most important thing that should be considered by the teacher is that the teacher should select the appropriate and suitable materials for the students by considering the students' level. Using authentic materials in listening can give challenge to the teachers to know how it will attract the students' attention and motivation. Krashen (1987), in Larsen Freeman & Long(1991),believes that a high affective filter inhibits acquisition, where as a low affective filter promotes it. In this regard, Krashen (1989) identifies materials which tend to lower the affective filter

as “comprehensible input on topics of real interest ” that is, by and large, a hint if not direction, to authentic materials.

2.2 Conceptual Review

There are three stages in the new teaching model of listening comprehension. Stage one is preparation before class, stage two is classroom teaching, and stage three is learning after class. During these stage, teachers and students set teaching objectives, choose teaching content and design teaching activities mutually. The following activities are adapted from some source including Guo and Wills (2008), Lou and Qi (2005), and Regina (1997).

1. Pre- Listening activities

The activities chosen during pre-listening may serve as preparation for listening in several ways. Pre-Listening activities are also needed to encourage students to listen at the interpretive and critical levels. Besides, it is important to activate and build students' prior knowledge. Guo and Wills (2008) say that setting a listening purpose and/or determining the strategy whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrase) should be prepared by the teacher. Further, before listening the teacher can show pictures, review related vocabulary, predict the content of listening text, give opportunity for class discussion or just give instructions or directions to the activity. Those activities can spark interest and motivate students to attend to the spoken message.

2. Whilst listening activities

Activities while listening relate directly to engagement with text, and students do them during or immediately after the time they are listening. During the listening activity, students verify and revise their prediction. Regina (1997) adds that while listening students make interpretations and judgments based upon what they know, assessing what more they need to know. In this activity, students' comprehension

of the speaker's language, ideas and message will also be encouraged. Further, Guo and Wills (2008) point some activities while listening can be used by teacher. Some of them are decide what is and is not important to understand, use predicting to encourage students to monitor their comprehension as they listen and encourage students to examine how or why their responses were incorrect.

3. Post-listening activities

This activity is intended as a kind of follow up activities. This is because post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences and encourage interpretive and critical listening and reflective thinking (Regina,1997). Post-listening activities are most effective when implemented immediately after the listening experience. It is important to the teacher to extend students' learning, encourage students to understand that there are purposes for listening, and emphasize that the information gained will be useful to them.

Further, Lou and Qi (2005) confirms the purpose of post listening activities is to check and reflect whether the learners have understood or not what they need to understand and whether they have successfully completed the while-listening task or not. In addition checking each other's answers, summarizing and writing a report, doing an oral presentation or Group Discussing on the passage(s) can be developed in this activities.

2.3 Previous Study

The use of authentic materials has been previously investigated by some researchers. First, an experimental research that had been conducted by Ghaderpanahi (2012). The purpose of her research was to examine the influences of authentic aural materials on listening ability of thirty female undergraduate psychology majors studying English as a foreign language. It basically focused on

using authentic materials and real-life situations as part of the communicative approach. The results of the listening comprehension posttest were compared to that of the pretest using t-test ($P < .05$). Analysis of the interviews and the questionnaire revealed that the use of authentic materials in the EFL classroom enhanced EFL students' listening comprehension ability. Results showed a statistically significant improvement in listening ability of the EFL students.

3. Research Method

3.1 Research Design

The design of this research is a quasi-experimental with post-test only design. It aims to know whether or not using Authentic Materials has significant impact on high school student's report text listening achievement. The researcher uses a quasi-experimental design because the researcher must use groups formed naturally like a classroom, a family unit and an organization. According to Keppel & Wickens (as cited in Cresswell: 2014), to be selected as research respondents, each individual has an equal probability and the sample in the research should be representative of the population. This research focuses on the Eleventh Grade Students' report text listening achievement by using Authentic Materials at SMA Muhammadiyah 3 Jember. There are two groups in the research, they are control group and experimental group. The control group does not receive a treatment of Authentic Materials while the experimental group receive a treatment of Authentic Materials in teaching report text listening.

3.2 Research Context

This research was conducted at SMA Muhammadiyah 3 Jember. The research area is determined by purposive method. In purposive method the researcher selects particular elements from the population that will be representative or informative

about the topic (Mc Millan, 1996:92). Moreover, a purposive method is a method in choosing a research area based on a certain purpose or reason.

3.3 Research Participants

The research participants were the eleventh grade students of XI IPA of SMA Muhammadiyah 3 Jember in the 2017/2018 academic year. The result of the homogeneity test was analyzed by using ANOVA formula in the SPSS. Hence, the two classes were taken as the experimental group (XI IPA 1) and the control group (XI IPA 3).

4. Research Finding and Discussion

The main data were gained from the scores of the post-test which were conducted on December 26th 2017 for control group and December 25th 2017 for experimental class. The total number of the test was 20 in the form of true false questions and it should be finished in 45 minutes. The result of data analysis proved that Authentic Materials significantly affected the students' listening comprehension achievement at SMA Muhammadiyah 3 Jember. It was shown by the statistical computation value of t-Test which was less than the value of t-table with significant level of 5% ($0.004 < 0.05$). This means that the null hypothesis saying, "There is no significant effect of using Authentic Materials on the students' listening comprehension achievement" was rejected. Thus, the alternative hypothesis stating, "There is a significant effect of using Authentic Materials on students' listening comprehension achievement" was accepted.

In applying Authentic Materials in the experimental group, there were some differences such as in time for each activity during the teaching learning process in each meeting. In the first meeting, the researcher needed an extra time compared to

the second meeting because some students did not understand about recorded of Authentic Materials. The researcher had to make sure that the students understood and could use Authentic Materials while learning listening. Although there was a difference in time of each activity during the teaching and learning process, the total time allocation was the same. In the second meeting, the students understood much better about the steps of Authentic Materials.

Dealing with the teaching learning process, in the first and the second meeting of the experimental group showed better enthusiasm in the listening activity, and they enjoyed listen the recorded. The findings above were in line with what was argued by Tamo (2009) that the advantages of Authentic Materials have a positive effect on learners' motivation. In other words, they will be motivated to know further about how the native speakers use the real language. In contrast to the experimental group, the students in the control group (taught using conventional materials) showed different situations. The students in the control group were less active.

From the discussion above, it can be said that the use of Authentic Materials was effective in teaching listening comprehension. It was proved by the result of the post-test score which was the experimental group got higher mean score than the control group. Besides, the research findings of this research supported by the others previous researches that showed the same fact dealing with the positive effect of the Authentic Materials towards the students' listening comprehension.

5. Conclusion

Referring to the result of the hypothesis verification and the discussion, it can be concluded that there is a significant effect of using Authentic Materials on the eleventh grade students' listening comprehension achievement at SMA

Muhammadiyah 3 Jember in the 2017/20148 academic year. The English teacher should therefore use Authentic Materials as an alternative teaching in listening class to teach listening comprehension to make the students develop their thinking more effectively. Hopefully, the result of this research can be used as information for the future researchers to conduct further research dealing with the use of authentic materials.

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