



**THE USE OF AUTHENTIC MATERIALS TO IMPROVE THE 11 IPA 3
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT
OF SMA NEGERI 1 PAKUSARI IN THE 2013-2014
ACADEMIC YEAR**

THESIS

By
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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DEDICATION

This thesis is proudly dedicated to:

My lovely mother, Dra.Susiani. Thank you so much for the prayer, support, and your love. Without you, I will not stay still;

My beloved father, Drs. Hairudin. Thank you so much for your prayer, support, and very great advices for me;

My sisters, Royisi Nur Jamilah and Choirunnisa Nur Diana, and my beloved family. Thank you very much for your love and support.

And for my future wife, Winda Dwi Lestari thank you for your support and your time that you have given to me. I will never forget everything you have done for me.

MOTTO

“Most of the successful people are
the ones who do more listening than talking”¹

¹ Bernard M. Baruch

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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SUMMARY

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Listening is considered as the most important skill. We put listening as the most frequent skill that we use. Most of the students spend their time with the activities related to listening. Sometimes, the students still have some difficulties in finding the general and specific information in the spoken passage. Therefore, they failed in the listening comprehension test. Further, the English teacher used the textbook and records her own voice for listening materials. It makes the students have no experience in comprehending native speakers' voice and the students assume that the teaching learning process of listening comprehension in the classroom is uninteresting. In this case, authentic materials was chosen to help the students to improve their listening comprehension achievement to give them new experiences in listening to real native speaker's voice since authentic material could give the students various information about what is happening in the world nowadays, so they can get a lot of experiences especially in educational field.

This research was classroom action research. It was intended to improve the 11 IPA 3 students' listening comprehension achievement and active participation by using authentic materials. This research subjects were the students of class 11 IPA 3 at SMA Negeri 1 Pakusari in the 2013/2014 academic year. This class was chosen because this class had problem in listening comprehension and the mean score for this class in listening comprehension was 68.7. Besides, according to the teacher, the students' participation in learning process is also low. The improvement of the students' listening comprehension achievement and their participation were analyzed

quantitatively. In this research, the observation and listening comprehension test were used to get the primary data, while interview guide and documentation were used to get the secondary data.

This research was conducted in two cycles and each cycle had two meetings and listening comprehension test. Each cycle covered the four stages that include planning of the action, the implementation of the action, classroom observation and evaluation, data analysis and reflection. Based on the listening comprehension test, the percentage results of this research showed that the students' listening comprehension test in Cycle 1 getting scores ≥ 75 was 71.42% or only 25 students of 35 students. This, of course, did not achieve the target of success of this research yet, that was 75%; so, the actions were continued to Cycle 2.

In Cycle 2, the percentage result of the students' listening comprehension test was 82.85% or 29 students of 35 students. It means that the percentage result of the students' listening comprehension achievement improved from 71.42% in cycle 1 to 82.85% in cycle 2. Therefore, the criteria of success of this research, that was 75%, had been achieved and it proved that the use of authentic materials in teaching listening comprehension was successful to improve the students' listening comprehension achievement of hortatory exposition text.

Based on the observation, the average result of the percentage of the students' active participation in cycle 1 was 64.70%. It means that the target of success in this research had not been achieved yet. Further, the observations were continued to cycle 2. Moreover, the average result of the percentage of the students' active participation increased from 64.70% in cycle 1 to 75.71% in cycle 2. It means that the use of authentic materials could increase the students' active participation in the teaching learning process of listening activities. Thus, it is suggested to the English teachers to use authentic materials in teaching listening because authentic materials could motivate the learners to learn the target language as authentic materials are really close to the use of real language.