

## THESIS ARTICLE

# 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

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### Abstract

*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 was conducted in two cycles and each cycle had two meetings and listening comprehension test. The research subjects were the students of class 11 IPA 3 at SMA Negeri 1 Pakusari in the 2013/2014 academic year. The research subject were taught hortatory exposition text by using authentic materials in the form of spoken passages. The improvement of the students' listening comprehension achievement and their participation were analyzed quantitatively. The data collection methods were listening test, observation, interview, and documentation. Listening test was conducted to collect the data about students' achievement in listening by using authentic materials while interview and documentation were conducted to collect data about information related to students previous scores in listening, research subject, and the curriculum used. The researcher used the objective test for listening test in the form of multiple choices. Observation was conducted to record the students' activities and responses in the teaching learning proces. The indicators observed were the students acivities in asking questions, answering the teacher's questions' listening to the recorded materials, and doing the exercises. Based on the listening comprehension test, the percentage results of this research showed that the students' listening comprehension test in Cycle 1 getting scores  $\geq 75$  was 71.42% or only 25 students of 35 students. In Cycle 2, the percentage result of the students' listening comprehension test was 82.85% or 29 students of 35 students. And, 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 improve the students' listening comprehension and active participation in the teaching learning process of listening activities.*

**Keywords:** *authentic materials, listening comprehension, active participation*

### Introduction

English plays an important role in the communication among people all over the world. Knowing the importance of English, Indonesia considers English as a foreign language that is generally taught at school. The English syllabus emerged as the approval of *UU Sistem Pendidikan Nasional No.2, 1989*. It shows that the government has given positive attention to the English development at school. English has become the compulsory subject for junior and senior high schools. There are four language skills that should be mastered by the students. They are listening, speaking, reading, and writing.

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. If they are watching television, the conversation that they catch on that television program will take 50 percent of their attention only for listening. Burley and

Allen (1995) in Miller (2003:1) state that 40 percent of our daily communications is spent on listening, 35 percent on speaking, 16 percent on speaking, and 9 percent on writing. The teaching of listening comprehension for EFL students has received more attention in recent years. Many researchers and classroom teachers are doing research to find out what listening comprehension in the target language is, and to solve the learners' problems in English listening comprehension.

The problems in listening comprehension such as difficulties in predicting what the speaker is going to say, limitation in vocabulary, and recognizing the main points in the listening comprehension, should be solved by applying certain strategies. Basically, the listening materials should be relevant to students' daily lives. Therefore, selecting suitable listening materials is one important consideration to take. The authentic listening

material can be a good choice after facing the students' problem in listening.

## Research Methods

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.

In this research, the scores of listening test were the primary data. According to Hughes (2003:9), test can be categorized into four types, they are: proficiency tests, achievement tests, diagnostic tests, and placement tests. In this research, an achievement test was used in order to measure the students' listening comprehension achievement after being taught using authentic listening materials.

Researchers use a number of procedures to ensure that the inferences they draw, based on the data they collect, are valid and reliable (Fraenkel and Wallen, 2008:147). According to Hughes (2003:22), a test is said to be valid if it measures accurately what is supposed to be measured. This research established content validity because the content of the test materials were constructed by considering the indicators to be measured. As the test established content validity, it might be reliable as well. In this research, the researcher constructed the test item consulted with the English teacher and the consultants. The researcher chose the objective test in the form of multiple choices. According to Heaton (1989:26), objective tests are frequently criticized on the ground that they are simpler to answer than subjective tests. Further, Heaton (1989:27) says that multiple choice format is one of the most frequently used types of items in objective test. The number of test item was 20 items which consisted of 8 items for finding general information and 12 items for finding specific information of English text. Dealing with scoring, each correct answer of the item was scored 5 points. So, the total score of the test items was 100. Furthermore, the test was done in 50 minutes in each cycle.

According to McMillan (1992:128), observation in the classroom action research is used to describe the activities, responses, and involvement of the students in the teaching learning process. The observation conducted by the researcher was intended to record the students' activities and responses in teaching and learning process. The observation instrument used in this research was observation checklist used to observe the students' participation. Arikunto (2006:159) states that checklist is a list of variables in which data will be collected. The indicators observed were the students' activities in asking the questions, answering the teacher's questions, listening to the recorded material, and doing the exercises. The students were categorized as the active students if they could fulfill at least two indicators that had been determined. But, if they fulfilled < two indicators, they were considered as passive students.

## Research Results

Based on the listening comprehension test, the percentage results of this research showed that the students' listening comprehension test in Cycle 1 getting scores  $\geq 75$  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' listening comprehension and active participation in the teaching learning process of listening activities.

## Discussion

Related to the use of authentic materials in teaching learning process of listening comprehension, it could be seen that authentic materials could improve the students' participation in teaching learning process and it could improve the students' scores in listening comprehension

test. The observation checklist showed that the average percentage of the students' participation in Cycle 2 was higher than that in Cycle 1. In average, it increased from 64.70% of the students in Cycle 1 to 75.71% of the students in Cycle 2 who had actively participated during the teaching learning process. Therefore, it can be concluded that the use of authentic materials improved the students' participation in teaching learning process of listening comprehension.

Based on the results of the students' listening comprehension test, it could be seen that the result of the students' listening comprehension test in Cycle 1 did not achieve the target score requirement of this research that was 75% of the students who got score  $\geq 75$ . The result of the listening comprehension test showed that the percentage of the students who got score  $\geq 75$  was only 71.42%.

There were some factors that influenced the failure of the teaching learning process and the students' results. First, the researcher did not give more chance to the students to ask questions while they still had some difficulties especially in understanding the main points of the spoken passage. Consequently, it was quite difficult for them to find the main points. Second, while explaining the hortatory exposition text, the researcher did not give the examples of some phrases or sentence that indicated the general information stated in the spoken passage. Third, the researcher did not have enough authority in asking the students to bring the dictionary as what the researcher asked. It showed that some students did not bring the dictionary as what the researcher asked. It made them difficult to find the meaning of some difficult words while the teacher asked them to find the meaning of the difficult words in the spoken passages.

To overcome those problems, the researcher gave more chance to the students to ask questions while they had some difficulties and guided the students to find the main points. The researcher gave the examples of phrases or sentences indicated the general information stated in the spoken passage. Then, the researcher had the students bring their dictionary to make them easier in finding the meaning of some difficult words.

After revising some factors, the students could improve their listening comprehension test in Cycle 2. The percentage of the students who got score  $\geq 75$  in Cycle 2 (82.85%) was higher than the percentage got in Cycle 1 (71.42%). It means that it achieved the target requirement that was 75%. It showed that revising some factors helped the students to improve their listening comprehension and active participation. Therefore, the students' problems could be solved in Cycle 2. In conclusion, the use of authentic materials could improve the students' listening comprehension achievement in Cycle 2

## Conculsion and Suggestion

Based on the data analysis and discussion, it could be concluded that teaching listening comprehension by using authentic materials could improve the students' listening comprehension achievement and their participation in the teaching learning process of the class 11 IPA 3 at SMA Negeri 1 Pakusari in the 2013/2014 academic year. It is suggested that the English teachers use authentic materials in teaching listening because authentic materials could motivate the learners to learn the real language based on their real live situations. They could give the students new experiences in listening and comprehending the real native speakers' accents. As a result, it could help the students improve their listening comprehension achievement. Future researchers are suggested to use the result of this research as references to conduct a research using the same research design on different language skills, which is, improving the students' reading comprehension achievement using Authentic Materials. Future researchers can also use different research design, such as an experimental study on the effect of using Authentic Materials on the students' listening or reading comprehension achievement

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