IMPROVING THE ABILITY OF STUDENTS IN LISTENING COMPREHENSION BY USING AUTHENTIC MATERIALS OF THE ELEVENTH GRADE STUDENTS

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Abstract

This research aimed to prove that the use of Authentic Materials can improve the listening comprehension of the eleventh grade students at SMA Negeri 1 Sausu. The problem of this research concerned with the lack of the students' listening skill. This research applied a quasi-experimental research design. In choosing the sample, the researcher used technique of total sampling because all classes had an equal chance of being sample in the research. 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 between the experimental and control group. It was proved through testing hypothesis. Applying 0,05 level of significance and the degree of freedom (df) is 64, showed that $t_{counted}$ **3.69** was higher than the value of the t_{table} **1.99**. In conclusion, the use of Authentic Materials is affected to improve students' listening comprehension.

Keywords: Improve; Listening Comprehension; Authentic Material.

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 Buck (2001) 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 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

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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.

Based on the KTSP Curriculum 2004 for SMA, students are expected to understand daily transactional and interpersonal dialogue and understand simple monolog text.Related to the aim above, teacher has to find creative materials and appropriate method that can help in teaching and learning process in order to reach these goal. Providing creative methods can help students build their ability before they start to listen. Harmer (1991) 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. Wallace (1992:145) defines authentic materials as"…real-life text, not written for pedagogical purposes".Gebhard (1996) provides examples of authentic materials that can be used as source materials for lesson planning are shown below:

1. 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.
2. 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.
3. 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.

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:

1. Authentic materials have a positive effect on learners' motivation.

   Peacock (1997:152) states that "… authentic materials are motivating because they are intrinsically more interesting".
2. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Authentic materials and media can

reinforce for students the direct relationship between the language classroom and outside world.

3. Authentic materials can contextualize language learning. So, students focuses more on content and meaning than the language itself.
4. Authentic materials provide readily available and inexpensive resources for teachers that add variety to the instructional program.

The researcher limited her research on using songs and videos as the sources of authentic materials. Thus, the researcher formulated problem statement as can the use of authentic materials improve the ability of students in listening comprehension?

Since students listen to all kinds of music outside the classroom, so they are very enthusiastic when the teachers 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.

Nowadays, videos 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.

METHODOLOGY

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. The design of this research proposed by Hatch and Farhady (1982:22) as follows:

G_1=	T_1 X	T_2
G_2=	T_1	T_2

Where:
G_1 = experimental group
G_2 = control group
T_1 = pre-test for experimental/control group
T_2= post-test for experimental/control group
X = treatment

Best (1981:8) says "Population is any group of individuals that have one or more characteristics in common had are of interest to the researcher". Based on the definition of population, the researcher chose the eleventh grade science major students of SMA Negeri 1 Sausu as her population. It consists of two parallel classes. They are IPA¹ and IPA². Each class consists of 32 and 34 students.

Best (1981:8) states "A sample is a small proportion of a population selected for observation and analysis". In choosing class to be a sample, the researcher used technique of total sampling because all classes have an equal chance of being sample in the research. Sugiyono (2009:67) argues "Total sampling adalahteknikpenentuan sample denganmengambilseluruhanggotapopulasisebagairespondenatausampel". Therefore, the researcher took all of the population as the sample. Thus, the sum of the sample is 66 which are the total students of class II IPA¹ is 32 and the total students of II IPA² is 34.

In order to select which one is the experimental and the control group, the researcher wrote name of the class on the paper and then she folded the papers and put them in a glass. Finally, she shook the glass repeatedly and dropped it. The first paper drop out was the experimental group and the second paper drop out was the control one

The researcher found out two variables based on her title. The independent variable was the application of authentic materials while listening comprehension of eleventh grade science major of SMA Negeri 1 Sausuwas as dependent variable.

In collecting the data, the researcher used test as the instrument of this research. The test covered into two; pre-test and post-test. Creswell (2005:285) states "Pre-test is a measurement on some attributes or characteristics that you assess for participants in an experiment before they receive a treatment". So, it could be concluded that pre-test is a test that will be given before treatment in order to test the students' listening skill entry level.

Creswell (2005:285) states "Post-test is a measure on some attributes or characteristics that is assessed for the participants in an experimental after a treatment". Post-test was given after giving treatmentin order to test students' progress of listening skill after doing the treatment. It was conducted to both experimental and control group. Both of

the tests had the same kind and level of difficulty. The form of the tests was multiple choices.

After collecting the data, the researcher firstly computed the individual score to know the ability of student, by using the formula byArikunto (2006:240) as follows:

$$\Sigma = \frac{x}{n} X\ 100$$

Where:
Σ = standard score
x = obtained score
n = maximum score

Then the researcher computed the students' mean score by using the formula proposed by Hatch and Farhady (1982:55) as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:
$\bar{X}$ = average scores
$\sum X$ = value achieved
N = total number of students

After getting the mean score of both experimental and control group, the researcher computed the mean score and squared deviation in order to know if there is significant distinction between the result of pre-test and post-test of experimental and control group. The researcher used a t-test formula proposed by Arikunto (2006:312) as follows:

$$\Sigma X^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma Y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

Where:
Σx^2 = deviation score of experimental group
Σy^2 = deviation score of control group
N = number of students

After determining students' score, the researcher put their score into rating scale. This was aimed to find out the students' successfulness in doing pre-test and post-test as proposed by Heaton (1988:100) as follows:

Table 1:
Rating Scale

No	Scale	Rating	Level
1	85-100	Excellent	High
2	65-86	Good	High
3	55-64	Fair	Low
4	10-54	Poor	Low

Then the researcher analyzed the data in order to know the significant difference or testing hypothesis by using t-counted formula as proposed by Arikunto (2006:311) as follows:

$$t = \frac{\mathrm{M}x - \mathrm{M}y}{\sqrt{\left[\frac{\sum x^2+\sum y^2}{\mathrm{n}x+\mathrm{n}y-2}\right]\left[\frac{1}{\mathrm{n}x}+\frac{1}{\mathrm{n}y}\right]}}$$

Where:
M_x = mean of experimental group
My = mean of control group
$\sum x$ = sum of squares deviation of experimental group
$\sum y$ = sum of squares deviation of control group
N_x = number of experimental group
N_y = number of control group

FINDINGS

The researcher calculated the result both of the test (pre-test and post-test) and the deviation scores of experimental and control group. The test consisted of 10 items of multiple choices and each item was scored 1. The results of pre-test and post-test of the experimental and the control group were presented in table 1 and 2

After counting the students' grade, the researcher computed the mean score of the experimental group in pre-test and post-test based on table 1 using formula:

Pre-test: $\overline{x} = \frac{\sum X}{N}$ **Post-test**: $\overline{x} = \frac{\sum X}{N}$

$\overline{x} = \frac{2130}{32} =$ **66.56** $\overline{x} = \frac{2880}{32} =$ **90**

Table 2
Experimental Group's Score on Pre-test and Post-test

No	Initial Names	Maximum Scores	Total Score in Pre-test		Total Score in Post-test	
			Raw Score	Standard Score	Raw Score	Standard Score
1	APU	10	7	70	10	100
2	AAP	10	7	70	10	100
3	AFS	10	7	70	10	100
4	ASP	10	8	80	9	90
5	AWY	10	7	70	9	90
6	DRS	10	7	70	9	90
7	DRI	10	5	50	9	90
8	GAM	10	5	50	9	90
9	IGP	10	8	80	10	100
10	IPP	10	7	70	9	90
11	IWY	10	6	60	9	90
12	IKD	10	7	70	8	80
13	IMW	10	7	70	8	80
14	IWW	10	5	50	8	80
15	KRS	10	6	60	9	90
16	NKA	10	8	80	9	90
17	NKK	10	7	70	10	100
18	NKT	10	6	60	8	80
19	NSI	10	7	70	8	80
20	NMJ	10	6	60	8	80
21	NND	10	8	80	9	90
22	NBS	10	6	60	9	90
23	NWS	10	7	70	9	90
24	NWL	10	6	60	9	90
25	NWY	10	7	70	9	90
26	PDI	10	6	60	8	80
27	PSD	10	5	50	8	80
28	RPN	10	8	80	10	100
29	RZS	10	7	70	10	100
30	SMR	10	6	60	10	100
31	STB	10	7	70	9	90
32	WEM	10	7	70	9	90
Total Score			**213**	**2130**	**288**	**2880**

Table 3
Control Group's Score on Pre-test

No	Initial Names	Maximum Scores	Total Score in Pre-test		Total Score in Post-test	
			Raw Score	Standard Score	Raw Score	Standard Score
1	ASS	10	6	60	8	80
2	AMK	10	6	60	8	80
3	AMH	10	6	60	8	80
4	BAH	10	7	70	8	80
5	DCW	10	6	60	8	80
6	DWS	10	7	70	9	90
7	DMS	10	7	70	9	90
8	EST	10	6	60	9	90
9	FJR	10	6	60	8	80
10	FSP	10	7	70	8	80
11	FKD	10	7	70	8	80
12	GAA	10	9	90	10	100
13	GAJ	10	8	80	8	80
14	GNT	10	7	70	8	80
15	ISD	10	7	70	9	90
16	KDR	10	6	60	8	80
17	KMG	10	7	70	8	80
18	KRS	10	8	80	8	80
19	KEG	10	8	80	9	90
20	MAS	10	8	80	9	90
21	NPY	10	7	70	7	70
22	NNB	10	8	80	8	80
23	NTS	10	8	80	9	90
24	OPT	10	6	60	8	80
25	PAS	10	4	40	8	80
26	PSY	10	7	70	9	90
27	PNA	10	8	80	9	90
28	PNY	10	6	60	8	80
29	RSD	10	7	70	8	80
30	RZD	10	5	50	8	80
31	SHD	10	5	50	8	80
32	TKD	10	5	50	7	70
33	WWR	10	6	60	7	70
34	WYR	10	7	70	7	70
Total Score			**222**	**2220**	**280**	**2800**

Next, the researcher counted the computation of the pre-test and post-test mean score of the control group based on the pre-test score of the control group that can be seen on the table 2 is as follow:

Pre-test: $\bar{x} = \frac{\sum X}{N}$ **Post-test**: $\bar{x} = \frac{\sum X}{N}$

$\bar{x}$= 2220= **65.29** $\bar{x}$= 2800= **82.35**
34 34

Thedeviation of experimental group and control groupis presented in the table 5 and 6.

Table 4
Experimental Group's Deviation on Pre-test and Post-test

No	Initial Names	Students' Scores		Deviation	X^2
		Post-test	Pre-test		
1	APU	100	70	30	900
2	AAP	100	70	30	900
3	AFS	100	70	30	900
4	ASP	90	80	10	100
5	AWY	90	70	20	400
6	DRS	90	70	20	400
7	DRI	90	50	40	1600
8	GAM	90	50	40	1600
9	IGP	100	80	20	400
10	IPP	90	70	20	400
11	IWY	90	60	30	900
12	IKD	80	70	10	100
13	IMW	80	70	10	100
14	IWW	80	50	30	900
15	KRS	90	60	30	900
16	NKA	90	80	10	100
17	NKK	100	70	30	900
18	NKT	80	60	20	400
19	NSI	80	70	10	100
20	NMJ	80	60	20	400
21	NND	90	80	10	100
22	NBS	90	60	30	900
23	NWS	90	70	20	400
24	NWL	90	60	30	900
25	NWY	90	70	20	400
26	PDI	80	60	20	400
27	PSD	80	50	30	900
28	RPN	100	80	20	400
29	RZS	100	70	30	900
30	SMR	100	60	40	1600
31	STB	90	70	20	400
32	WEM	90	70	20	400
Total		**2880**	**2130**	**750**	**20100**

Table 5
Control Group's Deviation on Pre-test and Post-test

No	Initial Names	Students' Scores		Deviation	X^2
		Post-test	Pre-test		
1	ASS	80	60	20	400
2	AMK	80	60	20	400
3	AMH	80	60	20	400
4	BAH	80	70	10	100
5	DCW	80	60	20	400
6	DWS	90	70	20	400
7	DMS	90	70	20	400
8	EST	90	60	30	900
9	FJR	80	60	20	400
10	FSP	80	70	10	100
11	FKD	80	70	10	100
12	GAA	100	90	10	100
13	GAJ	80	80	0	0
14	GNT	80	70	10	100
15	ISD	90	70	20	400
16	KDR	80	60	20	400
17	KMG	80	70	10	100
18	KRS	80	80	0	0
19	KEG	90	80	10	100
20	MAS	90	80	10	100
21	NPY	70	70	0	0
22	NNB	80	80	0	0
23	NTS	90	80	10	100
24	OPT	80	60	20	400
25	PAS	80	40	40	1600
26	PSY	90	70	20	400
27	PNA	90	80	10	100
28	PNY	80	60	20	400
29	RSD	80	70	10	100
30	RZD	80	50	30	900
31	SHD	80	50	30	900
32	TKD	70	50	20	400
33	WWR	70	60	10	100
34	WYR	70	70	0	0
Total		**2800**	**2220**	**510**	**10700**

After obtaining data of both the experimental and control group in pre-test and post-test, the researcher calculated the data by using statistical analysis.

Based on the table 5 and 6, the researcher then computed the means score of the deviation of the test, the researcher applied the formula proposed by Hatch and Farhady (1982:55) as follows:

$$\bar{x}_1 = \frac{\sum X}{N}$$

$$\bar{x}_1 = \frac{750}{32}$$

$$\bar{x}_1 = \mathbf{23.43}$$

Thus, the mean deviation of experimental group was **23.43**

$$\bar{x}_2 = \frac{\sum X}{N}$$

$$\bar{x}_2 = \frac{510}{34}$$

$$\bar{x}_2 = \mathbf{15}$$

Therefore, the mean deviation of control group was **15**

After calculating the mean deviation of the both groups, the researcher calculated the sum of the square deviation by using the formula below:

$$\Sigma X^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma X^2 = 20100 - \frac{(750)^2}{32}$$

$$\Sigma X^2 = 20100 - \frac{562500}{32}$$

$$\Sigma X^2 = 20100 - 17578.125$$

$$\mathbf{\Sigma X^2 = 2521.875}$$

Therefore, the sum of square deviation of experimental group was **2521.875**

The sum of square deviation of the control group, after that,was calculated in the following ways:

$$\Sigma Y^2 = \Sigma y^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma Y^2 = 10700 - \frac{(510)^2}{34}$$

$$\Sigma Y^2 = 10700 - \frac{260100}{34}$$

$$\Sigma Y^2 = 10700 - 7650$$

$$\mathbf{\Sigma Y^2 = 3050}$$

Next, the researcher continued to find out the score of the two groups using $t\text{-}_{table}$ to see whether there was significant difference between the means of the two classes as presented in the following ways:

$$t = \frac{\mathrm{M}x - \mathrm{M}y}{\sqrt{\left[\frac{\sum x^2+\sum y^2}{\mathrm{n}x+\mathrm{n}y-2}\right]\left[\frac{1}{\mathrm{n}x}+\frac{1}{\mathrm{n}y}\right]}}$$

$$t = \frac{23.43 - 15}{\sqrt{\left[\frac{2521.875+3050}{32+34-2}\right]\left[\frac{1}{32}+\frac{1}{34}\right]}}$$

$$t = \frac{8.43}{\sqrt{\left[\frac{5571.875}{64}\right]\left[\frac{66}{1088}\right]}}$$

$$t = \frac{8.43}{\sqrt{[87.06][0.06]}}$$

$$t = \frac{8.43}{\sqrt{[5.22]}}$$

$$\boldsymbol{t = 3.69}$$

There was a significant differenceof the students' achievement before getting the treatment and after getting the treatment proven by the data previously.The researcher found that the $t_{counted}$($\mathbf{3.69}$)was higher than the t_{table} value (**1.99**). It means that the researcher hypothesis was accepted. In other words, the use of authentic materials can improve the listening comprehension of the eleventh grade students at SMA Negeri 1 Sausu.

DISCUSSION

In the result of these findings, the researcher recommended that teacher should try to use authentic materials in teaching listening in 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. Harmer (1991:135) suggests"That teacher must prepare the pre activity well in order to build students' positive expectations of what they are going to listen to". It is also important that materials selected for the classroom can motivate students, as Peacock (1997) states that using authentic materials 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 a direct contact with the native speakers.

The researcher gave pre-test for the students in order to test their entry level in listening and also their vocabulary. The data collected shows the percentage of the

experimental group who got excellent rating (15.6%), good rating (46.8%), fair rating (25%), and poor rating (12.5%).

After giving pre-test, the researcher gave treatment to the students. The experimental class was treated by using English songs (acoustics and 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 explained 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. The students who got excellent rating were increased from 15.6 % to 75%, while the students who got good rating were decreased from 46.8% to 25% and for poor rating were none.

From the result of pre-test and post-test, 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). The result of his research showed that the score of the students were increased when implementing authentic materials in classroom. It increased the level of their listening comprehension in the post-test from 4.28 to 4.55. Yaqin (2008) 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 mean score of pre-test and post-test results in experimental group were 66.56 and 90. It showed that the post-test results of experimental and control group were higher than the result of pre-test. Both researches showed that authentic materials is effecting to improve students' listening

comprehension due to students focus more on content and meaning rather than the language itself. Gebhard (1996) sees 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 AND SUGGESTION

After analyzing the data collected, the researcher draw conclusion. The hypothesis stated by the researcher that the use of authentic materials can improve students' listening comprehension of the eleventh grade students of SMA Negeri 1 Sausu. Before the treatment was given to the eleventh grade students science major of SMA Negeri 1 Sausu, their listening comprehension was still poor/low. After getting the treatment, the score of experimental group increased from only 66.56 to 90 after. So, authentic materials can be an alternative material for the teacher to improve the students' ability in listening and to achieve the students' comprehension.

The researcher also wants to give some suggestions based on the obstacles that she faced during the research. First, the students had lack of vocabulary because they were not accustomed to hear native speaker. So, in order to solve this problem, the teacher should ask the students to find the meaning of the word related to the topic before starting the lesson. Addition, the teacher should speak more English than Indonesian language in classroom activity in order to make the students familiar in listening English words

Second, the facilities did not really support teaching and learning process of listening activities. In learning listening skill, tape recorder, laptop, speaker and textbook are very useful in improving the ability of student's in listening. Unfortunately, those were not provided by the school. Therefore, the stakeholder in the school should supply those facilities in order to motivate the students in learning English. Finally, for readers or the English teachers, it is suggested to use authentic materials to improve other skills because it was proven based on the study, they are effective to improve students' listening comprehension

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