

The Use of Authentic Materials to Improve Students' Listening Skill

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Abstract: The objectives of the research are to identify whether the use of authentic materials improve the students' listening skill and to describe the classroom situation when authentic materials are implemented in this research. The research was conducted in two cycles at the eleventh grade students of one state senior high school in Banyudono. The data were collected through interview, observation, questionnaire, and test. The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean score of pre-test and post-test. The research findings show that authentic materials improve the students' listening skill and the classroom situation. The improvements of students' listening skill are: 1) the students could find the main idea, 2) the students could find the explicit information, 3) the students could find the implicit information, and 4) the students could find the meaning of the word. The improvement of classroom situation are: 1) the students paid attention to the teacher's explanation, 2) the students actively participated during the lesson, 3) the students showed interests in the materials and teaching technique used by the teacher, and 4) the students showed high motivation in listening class.

Keywords: *students' listening skill, authentic materials.*

INTRODUCTION

In the process of teaching and learning English, students' ability in mastering the four language skills is very important. These will involve receptive skills, they are listening skill (understanding the spoken language) and reading skill (understanding written language). And productive skills are speaking skill (producing spoken language) and writing skill (producing written language). Unfortunately, most of Indonesia education institutions in which English is one of first foreign languages have concerned with the teaching of written language. In fact, mastering spoken language is very important in communication. In order to master the spoken language, we must be able to speak and we must be able to listen.

Underwood (1989: 1) states that, "Listening is the activity of paying attention to and trying get meaning from something we hear". Helgesen (2012: 24) states that, "Listening is an active, purposeful processing of making sense of what we hear". Rubin (in Helgesen and Brown 2012: 7) states that, "Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express". While Rost (1994: 7) states that, "Listening is part of oracy- a capacity to formulate thought verbally and communicate with others. Listening is a skill that underlies all verbal communication".

Based on the definitions above, it can be concluded that listening is an active process where the listeners paying attention,

understanding, evaluating of spoken text and possibly giving response to what has been heard.

Based on the result of pre-research, the researcher found the students' problems in listening skill and classroom situation. The problems above are caused by some reasons. The researcher found out those reason from the questionnaire, the interview, pre-observation, and the pre-test result. The problem indicators in listening skill as follows: (1) the students were difficult to find the main idea, (2) the students were difficult to find the explicit information, (3) the students were difficult to find the implicit information, and (4) the students were difficult to find the meaning of the word.

Then, the problem indicators in classroom situation as follows: (1) the students did not pay attention to the teacher's explanation, (2) the students did not actively participate during the lesson, (3) the students did not show interests in the materials and teaching technique used by the teacher and, and (4) the students did not show high motivation in listening class.

Based on the pre-test results, the researcher found that the students' listening skill was low. It could be seen from their listening score. The minimum score was 40, the maximum score was 70, and the mean score of pre-test was 58.21.

Considering the problems above, the researcher decided using authentic materials to improve students' listening skill and classroom situation.

Edge (1998: 46) states that, "Authentic materials is referred to examples of language that were not originally produced for language learning purposes but which are now being used in that way". Harmer (2012: 273) states that, "Authentic material is language where no concessions are made

to foreign speakers. It is normal, natural language used by native or competent speakers of a language".

Another definition of authentic materials is given by Miller (2003: 1) who says, "Authentic materials are any spoken texts which have not been specially prepared for language learners, and they are often delivered via technologies like radio, television/video, and the internet or CD-ROM".

From the definitions above, it can be concluded that authentic materials are materials that are not specifically prepared for the purpose of learning, and they are often delivered via technologies like radio news, television/video, film, internet or CD-ROM and etc.

Using authentic materials in teaching listening are useful for the students. The students do not only learn content of spoken text in the classroom but they also learn the real language in the classroom. Authentic materials such as public announcement, radio news and film are entertaining. With application of these materials, the students will be interested and motivated in learning of spoken language. Furthermore, authentic materials are often rich in vocabulary. By finding the meaning of the words, the students can enrich their vocabulary.

The aims of this research are to find out whether or not authentic materials improve the students' listening skill and whether or not authentic materials improve the classroom situation.

RESEARCH METHODS

This research was conducted in one state senior high school in Banyudono. The researcher conducted the research to the eleventh grade students. The class was XI IPA 2. It consisted of 5 boys and 23 girls. The method used in this study was classroom action research.

In this research, the researcher used some techniques to collect the data. The first technique is interview. The researcher interviewed the English teacher and two students to know the students' problems before the researcher conducted his research. At the end of the research, the researcher also applied this technique to know the students' response toward authentic materials. The second technique is observation. In the pre-research, the researcher observed the learning process to know how the classroom atmosphere and the students' activities during the teaching learning process. The third technique is questionnaire. The researcher gave questionnaires to the students to know the students' problems in listening skill. The fourth technique is test. The researcher used pre-test before the action began to know the students' ability in listening skill. Then, post-test was applied after the researcher had implemented the authentic materials.

The qualitative data were analyzed by using five steps proposed by Burns. They are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative

data were analyzed by comparing the students' mean score of pre-test, post-test 1, and post-test 2.

RESEARCH FINDINGS AND DISCUSSIONS

In this action research, the researcher has two objectives. The first is to find out whether the use authentic materials improve the students' listening skill and the second is to describe the classroom situation when authentic materials are implemented in this research.

In cycle 1, teaching and learning process was conducted in four meetings. The first meeting, the researcher used the researcher used authentic materials from public announcements. The second meeting, the researcher used authentic materials from radio news. The third meeting, the researcher used authentic materials from documentary film. The fourth meeting, the researcher did first post-test.

Table 1. The Score of each Indicator in Pre-test and Post-test 1

No	Indicators	Pre –test	Post-test 1	Post-test 2
1	Finding the main idea	2.7	2.9	3.2
2	Finding the explicit information	4.7	5.3	6.0
3	Finding implicit information	1.7	2.1	2.6
4	Finding the meaning of the word	2.4	2.8	3.1
Students' mean score		58.21	67.14	75.17

After observing and analyzing the result of research in cycle 1, the researcher found several positive results and some weaknesses in the first cycle. The positive results were: 1) there was improvement of students' listening skill. The students could find the main idea and found the meaning of

the word. It could be seen from the table 1 and 2. The mean score for the post-test 1 was 67.14. It was higher than the mean score of the pre-test that was 58.21; 2) there were changes on classroom situation. Most students paid attention to the researcher's explanation. Students were interested when

the researcher implemented authentic materials in teaching listening. Authentic materials such as public announcement, radio news and documentary film could motivate students in learn listening. The students were enthusiastic when the researcher implemented authentic materials in teaching listening.

Besides, the researcher found several weaknesses in the first cycle. At the first meeting, student still confused to understand the content of spoken text. Students were still difficult to catch information spoken in fast speech. Students needed more practice. The students still got difficulties in finding the explicit information. A few of students still looked talk with their friends during teaching and learning process. At the first meeting, the students still looked passive in presenting the result of their discussion and other groups also looked passive in giving the comment.

From the result of observation in cycle 1, the researcher wanted to solve the problems. The researcher revised the plan and prepared three meetings for cycle 2. The researcher focused on finding the explicit and implicit information. The researcher also revised to make the classroom situation more interesting and comfortable. The first meeting, the researcher used authentic materials from radio news in teaching listening. The second meeting, the researcher used authentic materials from documentary film in teaching listening. And the last meeting, the researcher did the post-test 2.

In cycle 2, the researcher found that there was improvement in students' listening skill. It could be seen from the table 1. The mean score for the post-test 2 was 75.17. It was higher than the mean score of the post-test 1 that was 67.14. In cycle 1, most of students still got difficulties in finding the explicit and implicit information. After the

researcher implemented authentic materials in cycle 2, the problems indicators in listening skill were covered. The students could find the explicit and implicit information.

Before the application of authentic materials the students did not show interests in the materials and teaching techniques used by the teacher. The students did not show high motivation in learning listening. In addition, the situation of class was not alive and paid little attention to the lesson. They did not participate actively in listening class. The situation of class was not alive.

The situation of class changed after the researcher implemented authentic materials in the classroom. Authentic materials are entertaining for students. Authentic materials such as public information, radio news, and documentary film made students interested and motivated in learning listening.

Besides, the researcher made discussion in listening class. The students discussed the group task in group and then present its result in front of class. It made students active in listening activities. They felt enjoyable and comfortable in doing class activities. They mostly became more serious in paying attention to the lesson. They became serious in joining the class by participating in every class activities, answering questions, discussion, and talking about the topic seriously. In short, the situation of class became alive.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings, it can be concluded that authentic materials improve the students' listening skill and classroom situation. It is supported by results of the mean score of pre-test, post-test 1, and post-test 2. It can be seen from the mean score of pre-test 58.21, it improved

67.14 in first post-test, and it increase up to 75.17.

Based on the result of post-questionnaire, it shows that 71% of students assume that their listening score increase after implementing authentic materials and 82% of students agree that the class becomes active and alive after implementing authentic materials.

From the results of the research, the researcher gives some suggestions to improve students' listening skill. The teacher should teach listening to the students seriously. English teachers have responsibility to give effective materials and appropriate ones with the students' competence. The teacher does not only use LKS as teaching materials but also the teacher uses other interesting materials in teaching listening. Authentic materials can be used in teaching listening. Authentic materials make the students learn comfortably in listening class. By using this media, the students will be interested and motivated in learn listening.

Besides, English teacher does not only explain the material in front of class but also the English teacher involves the students during the teaching learning process. The teacher should deliver the materials to the students clearly. The teacher gives guidance and helps to the students when they get difficulties in teaching learning process.

The students are suggested to have more practice in listening. The students should practice listening using interesting material and audio from native speakers.

Authentic materials help students understand content of spoken language. By using the authentic materials, the students become more active in class.

The school should motivate the teachers to improve their competence and implement various techniques or media to create an effective and successful learning;

for example, using authentic materials to improve the students' listening skill in English class.

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