SOME PROBLEMS IN LISTENING COMPREHENSION USING AUTHENTIC MATERIALS ENCOUNTERED BY THE THIRD YEAR STUDENTS OF SMA DUA MEI CIPUTAT

A Skripsi

Presented to the Tarbiya and Teacher's Training Faculty
in Partial Fulfillment of the Requirements
for the Degree of Strata-1 (S1)

by

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

In English subject, there are four skills that should be mastered by students to accomplish the basic language communication skills namely; listening, reading, speaking and writing. All of the skills should be practiced by students which can't be separated from one another if one expects to be able to communicate freely in English.

The increased emphasis on direct communication today in the foreign language, listening has become an object of growing attention.[1] It is, in fact, possible for two persons of different linguistic backgrounds to carry out a productive conversation in which each speaks his or her own language while understanding what the other is saying in the second language. Besides that in service occupation such as medicine, law enforcement, or social work, a person can become much more effective if he or she readily understands the language or languages of the local minority groups, even if that person's speaking command is less developed than his or her listening comprehension.

Moreover, the first experience that students acquire by the time they were born was much influenced by listening. So, it is important for English

[1] Rebecca M. Valette, *Modern Language Testing*, (USA: Harcourt Brace Jovanovich Publishers, 1977), Second edition, p.73

teacher to help students to develop their listening skill in learning English. Thus, helping students to develop their listening skill besides reading, writing, and speaking is one of the language teacher's important duties.

The curriculum justify the materials that can be used for teaching language skills: namely the material which is commonly chosen from the textbooks or published material, a type of material made for native speakers or English used in the classroom in a way similar to the one it was made for. The materials can be taken from radio, TV programs, or recording materials. Since the curriculum suggested using authentic materials for teaching language skills, therefore, it is important for English teachers to explore the materials used in English classroom by applying authentic materials for teaching listening skill since listening is as much important as other language skills. Larsen and Freeman: 1983[2] state "it is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers." So, it is important for teachers to provide the teaching of listening with authentic listening materials, since they are real examples of thing that native speaker listen to.

In reality, some English teachers at schools only provide non-authentic listening materials. Most of materials used by the teachers are only short passages from school's textbook, and the teacher does not vary the activities.

[2] Diana Larsen-Freeman, *Getting the Whole Picture: Language Teaching Methodologies,* (Vermont: Oxford University Press, 1998), p. 132

The students are only asked to answer some questions related to the text being read by the teacher or rewrite the sentence after they heard it. It seemed the teaching learning activities become less effective, uninteresting, boring, and not enjoyable, and most of all it doesn't help the students to improve their ability to use the language communicatively. This is seen from the student's response when they don't follow the teacher's instruction seriously, and they looked bored. Moreover, the students are not given the chances to listen to spoken English. The students are required to pay more attention on reading activities since the English test that the students have at school are emphasized more on reading comprehension.

Assisting learners in the development of listening comprehension is a challenge for teacher. It demands both the teacher's and learner's attention because of the critical role that listening plays not only in communication but also in the acquisition of language. Knowledge of the listening process and factors that effect listening enable teachers to select or create listening materials and activities that meet the needs of their learners (Van Duzer: 2006).[3]

Based on the explanation above, the writer would like to conduct a study of the problems faced by the students in learning listening comprehension using authentic materials in the third year of Senior High School students. Although it seems that authentic material is a rich source of

[3]http://www.cal.org/ncle/digest/LISTENQA.HTM

planning and conducting teaching learning activities, and it can also help teacher to achieve the objective of enriching student's experience in learning and using English, and adjusting them to the use of English in real life situation. But the writer observed that some teachers hesitate to choose authentic materials for teaching listening skill. In this case the uncertainty of choosing suitable materials for listening has a direct effect on the students' listening development. Good and suitable listening materials can help the students to promote their listening comprehension development.

B. Limitation and Formulation of Study

Limitation

The limitation of this study is that the writer wants to analyze the problems encountered by students in learning listening comprehension using authentic materials at the third year students of SMA Dua Mei Ciputat.

Formulation

Based on the background described above, the use of authentic materials in listening activities might arouse some problems in improving students' listening development. Through this research, some questions will be verified "What are the problems in applying authentic materials for teaching listening skill at the third year students of SMA Dua Mei Ciputat?"

C. Objective of Study

The objective of this research is to find out the problems encountered by Senior High School students in learning listening comprehension using authentic materials, especially at the third year students of SMA Dua Mei Ciputat.

It is expected that the result of the study will give input for teachers to use authentic materials in listening by giving something valuable and interesting to the student like authentic material.

D. Method of Study

This study employed a case study approach examining the process of the use of authentic materials to develop students' listening comprehension. Observation, experiment, and interview are used as instruments to collect data.

E. Organization of Writing

To make this skripsi systematically written, the writer divides it into four chapters, as follows:

The first chapter is explains the introduction that consists of five parts. They are background of study, limitation and formulation of study, objective of the study, method of study, and organization of writing.

The second chapter is about theoretical framework. They are listening comprehension, consisting of the definition of listening comprehension, factors in listening process, aspects dealing with listening process, difficulties faced by the students in listening comprehension, authentic materials, consisting of the definition of authentic materials, the use of authentic materials for teaching English, and strengths and weaknesses of using authentic materials for teaching listening comprehension.

The third chapter, place and time of study, data and source of data, technique of data collecting, consisting of observation, experiment and interview; the process of learning listening comprehension at SMA Dua Mei Ciputat; the problems identification during the process of learning listening comprehension using authentic materials; and the students' and the teacher's comments on the use of authentic materials.

The forth chapter contains conclusion and suggestion based on previous discussion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Listening Comprehension

1. The Definition of Listening Comprehension

Listening has often been called a passive skill. This is misleading, because listening demands active involvement from the listeners. As Rost states that: "Listening is an active process requiring participation on the part of the listener."[4] Thus, listening does not mean just sitting quietly while another person does the speaking. It means that the listeners must interact with the incoming information in order to obtain meaning. In other words, they do not only receive and record but also process and interpret what they hear. So, listening is more than simply hearing or perceiving aural input. It is the interpretation of sounds into meaning.

The definition of listening according to Morrow and Johnson: " Listening refers to the ability to understand how a particular sentence relates to what else has been said and its function in the communication."[5] While Underwood

[4] Michael Rost. *Listening in Action: Activities for Developing Listening in Language Teaching*. (New York: Prentice Hall, 1991), p.21

[5] Keith Morrow and Keith Johnson, *Communication in the Classroom*, (London: Longman Group Ltd., 1998), p. 79

states that "…. Listening is the activity of paying attention to and trying to get meaning from something we hear."[6]

The definitions above explain that listening is an action which requires effort and attention to capture the meaning from what we hear. It is explained that listening is the ability to understand the relationship between sentences being said and its role in the communication. To listen successfully to spoken English, we need to be able to work out what speakers mean when they use particular ways on particular occasions, and simply understand the words themselves. In other words, to listen effectively, we need to understand the speakers' intention when they apply certain words in certain situations. So, while listening, the listeners are required to be able to listen to the information carefully to get the massage being spoken by the speakers.

In order to get the meaning intended by the speaker, listeners have to use strategies for comprehension, Chamot proposed three categories of listening strategies. (1) *Cognitive Strategies*. They are used to process, interpret, store and recall information. They involve inferencing, elaboration, prediction, visualization and reconstruction. (2) *Metacognitive Strategies.* They are used to manage and facilitate mental process, cope with difficulties during listening. They involve pre-listening preparation, selective attention, directed attention, comprehension monitoring, and comprehension evaluation. (3) *Social-Affective Strategies.* They are used to enlist the help of others to

[6] Mary Underwood, *Teaching Listening*, (New York: Longman Inc., 1996), p.1

facilitate comprehension and manage one's emotion when listening. They involve cooperation and confidence building.[7]

In listening comprehension activity, the listener often gets little information, or even does not understand what the speaker is saying. According to Krashen[8] it happens because the listener is trying to understand all the words he hears. He says that most adults expect to understand a new language by learning the meaning of every word they hear. Similarly Rost states that there are some reasons it happens: poor understanding results when listeners do not pay attention, listeners may experience a lapse of attention for variety of reasons; they may lose interest in the topic or the activity; they can not keep up with what is going on; they have lost track of goals for listening; or they are thinking too much about their own response instead of concentrating on what is being said.[9]

Based on the above theories it can be concluded that the listeners' attention and concentration toward what is being heard are important things in listening process. Without full concentration it is impossible for the listeners to follow the listening texts, understand the content, and give acceptable

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[7] A. U. Chamot, *Learning Strategies and Listening Comprehension: A Guide for the Teaching of second Language Listening*, (New York: Dominie Press, 1995), p. 55

[8] Stephen D. Krashen, *The Natural Approach: Language Acquisition in the Classroom*, (London: Prentice Hall International Ltd., 1998), p. 75

[9] Michael Rost, *op.cit.*, p. 21

answers. Because of the listeners' active participation, then some experts state that listening is an active receptive process.

Meaning takes a significant part in listening comprehension. Listeners will try to understand the meaning of the information/message communicated by the speaker. The messages which are communicated involve both verbal and non verbal aspects of the language. Feyten points out that "Listening involves not only the ears, but also an analysis of the paralinguistic and verbal messages. Gaining knowledge from other aspects of non verbal transmission is also involved."[10] Anderson and Lynch agree with Feyten by explaining that "Listening is not simply an aural activity and that successful comprehension involves the exploitation of all possible sources of useful information."[11]

Supporting the two theories above, Littlewood argues that "The nature of listening comprehension means that the learner should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also his/her non linguistic knowledge."[12] It is clear that meaning can be understood/comprehend through interpreting the words spoken, which represent the linguistic aspects; through the tone of voice, pitch, intonation, stress, and other paralinguistic features; and, finally, through

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[10] C. M Feyten, *The Power of Listening Ability: An Overlooked Dimension in Language Acquisition*, (The Modern Language Journal, 1991), 75, p. 176

[11] A. Anderson and T. Lynch, *Listening*, (London: Oxford University Press, 1988), p. 58

[12] William T. Littlewood, *Communicative Language Teaching: An Introduction*, (London: Cambridge University Press, 1998), p. 67

non verbal aspect such as body language. Furthermore, students, as listeners, should be made aware that not every clue, in this case word, is equally important to the message. Therefore, when they miss a piece of language, they need not panic since there is a good chance that other clues will enable them to understand the message. As Littlewood suggests that "the criterion for success in listening is not whether he (student, as a listener) has understood every word, but whether he has constructed enough of the meanings in order to satisfy his own communicative purpose."[13]

2. Factors in Listening Process

Listening is a demanding process, not only because of the complexity of the process itself but also due to the factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message (Brown and Yule, 1983)[14].

a. The listener

Interest in a topic increases the listener's comprehension; the listeners may avoid the topic that is not interesting for them. A listener who is an active participant in a conversation generally has more understanding of the topic being discussed than a listener who is listening to a

[13] William T. Littlewood, *op.cit.*, p. 68

[14] Q. Brown and G. Yule, *Teaching the Spoken Language*, (London: Cambridge University Press, 1998), p. 99

conversation on recorded materials. Furthermore, the ability to use negotiation skills, such as asking for clarification, repetition or definition of points that he does not understand, enables a listener to make sense if the incoming information.

b. The speaker

Idiomatic language and reduced forms make comprehension more difficult. The extent to which the speaker uses these language forms has an impact in listeners' comprehension. The more exposure the listener has to them, the greater his ability to comprehend. A speaker's rate of delivery may be too fast, too slow, or has too many hesitations for a listener to follow.

c. Content

The content that is familiar is easier to comprehend than the content with unfamiliar vocabulary or which the listener has insufficient background knowledge.

d. Visual support

Visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language, can increase comprehension if the learner is able to interpret it correctly.

3. Aspects Dealing With Listening Process

According to Celce – Murcia and Olshtain[15], there are two aspects dealing with listening process. They are:

1. Top-down listening aspect

   This aspect contains:

   a. Schematic knowledge that consists of content schemata that is the background knowledge of the topic and formal schemata which includes the knowledge of how the discourse is organized by looking at different genres, topics and purposes.

   b. Contextual knowledge that involves the understanding of the particular listening situation on its context. For example, the listeners estimate about who the participants are, what the setting is and what the topic and the purpose are.

2. Bottom-up listening aspect

   This aspect includes the knowledge about the language system, such as the knowledge about the grammar, vocabulary, and phonological system.

[15] Marianne Celce Murcia and Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Teachers*, (London: Cambridge University Press, 2000), p. 102

4. Difficulties Faced by the Students in Listening Comprehension

Listening, mostly, is considered as the most difficult skill in learning English because to get the main idea or the message conveyed in a speech, we have to pay more attention to catch the idea. Ur states some difficulties faced by the students in the classroom when they were having listening activity,[16] which are:

1. Students are mostly difficult to catch what the speaker says about.
2. Students feel that they have to understand every word said by the speakers.
3. Students find it difficult to catch the meaning when the speakers use the normal speed of sound.
4. It is not enough to hear the speech just once.
5. It is hard for the students to keep up with all the information that they get.
6. When the listening activity requires longer texts, the students will get bored of it and that will make them lose their concentration.

To handle the problems that occur in the process of listening, Celce-Murcia and Olshtain[17] suggest the strategies in teaching listening, as follows:

1. Make the students aware of the need of using the strategy.

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[16] Penny Ur, *A Course in Language Teaching*, (London: Cambridge University Press, 2001), p. 111

[17] Marianne Celce Murcia and Olshtain, *op.cit.*, p. 103

2. To create the students' background knowledge, use the pre-listening activities as the warm-up.
3. Tell the students about the learning purpose.
4. Use the real data that focuses on meaning and content.
5. Provide guide for listening activities.
6. Let the students do the self-evaluation so they can evaluate how accurate their listening is.

B. Authentic Material

1. Definition of Authentic Material

There are some definitions of authentic material based on some experts. According to Haines authentic material is defined as:

"Written or spoken language which has been produced by native speakers, rather than for foreign language learners. The materials that can be applied such as newspaper articles, tourist information leaflets, radio programs and "real life" conversation."[18]

It is supported by Widdowson (as cited in Martinez, 2006) who states "Authentic material is a kind of material that is designed for native speakers of English used in the classroom in a way similar to the one it was designed for, the example of the material would be a radio news report."[19]

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[18] Simon Haines, *For and Against Authentic Materials*, (The Modern English Teaching, 1995), vol.4, no.3, p.60

[19] http://www.telus.net/linguisticsissues/authenticmaterials.html

According to Harmer authentic texts (either written or spoken) are the materials design for native speakers: they are real texts designed not for language students, but for the speakers of the language it self.[20]

Based on the above definitions, the writer conclude that authentic materials may refer to the materials which are gathered from real life of daily communication of the native speakers of English and not designed particularly for the use of teaching and learning English. Such materials can be used by English teacher to present a real context of English in daily communication.

2. The Use of Authentic Materials for Teaching English Listening Comprehension

The English foreign learners need to acquire authentic materials for listening lesson, they should be allowed to listen to materials that is authentic, which is interested to them, and of which they are familiar with. When students know what to listen for, they are able to perceive and understand the materials better (Nunan and Miller, 1995)[21]. It is supported by Wong et.al[22] who say that when teacher uses authentic listening materials the students may find it easier to relate to the events of their own experience or knowledge and be able to appreciate the use of language in these materials.

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[20] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, new edition, 1991), p. 146

[21] David Nunan and L. Miller, *New Ways in Teaching Listening*, (Illinois: TESOL Inc., 1995), p.169

[22] Viola Wong, Peony Kow, and Nancy Choi, *The Use of Authentic Materials At tertiary level*, (ELT Journal, vol. 49, no. 4, 1995), p. 318

Peacock recommends:

> Teachers of adult EFL to beginners try to appropriate authentic materials in their classroom, as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than textbook materials.[23]

Similarly Dumitrescu states:

> Authentic materials, when appropriately selected and implemented, can be used to develop tasks that depart from formulaic language learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals.[24]

From the above explanations, the writer may say that English teachers need to apply authentic materials either written or spoken in order to maintain students' learning experience and to keep the student informed of what is happening to the outside world.

Since it is a necessary for teacher to apply authentic materials in listening lesson, it is also important to get natural responds from the students in using the materials because the students will have various responds: they may be enjoyed, delighted or even feel bored with the materials. According to Morrow and Schocker (as cited in Penaflorida: 1999) the use of authentic materials in order to use real-life material is just as important as the authenticity of response of the students to the text:

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[23] Mathew Peacock, *The Effect of Authentic Materials on the Motivation of EFL Learners*, (EFL Journal, vol. 51, no. 2, 1997), p. 12

[24] Valerin Dumitrescu, *Authentic Materials: Selection and Implementation in Exercise Language Teaching*, (English Teaching Forum, vol. 38, no. 32, 2000), p. 20

Whenever we read, listen to, or watch 'text' in real life, we have reactions or responses to them; we may be interested, indifferent, excited, or disgusted. The response may be intellectually emotional or aesthetic, it may involve cognitive or affective factors – but it is there. No body ever reads or listens to anything without some reactions to it and it is this reaction which we feel. It is the essence of communication, for this is what the text has truly communicated.[25]

Besides all the explanation above, the main reason in employing authentic materials in English listening lesson is because the authentic materials motivate the students since they are intrinsically more interesting or stimulating than non authentic materials (Peacock : 1997)[26]. Moreover, he also states that authentic texts bring learners more enjoyable and motivating.

Teacher also needs to consider the type of the materials used for teaching listening skill. Many experts say that there are various authentic materials that can be applied in listening activities. According to Duzer, the use of authentic materials, such as workplace training videos, audio tapes of actual workplace exchanges, and TV and radio broadcasts, increases transferability to listening outside of the EFL classroom context – to work and to community.[27]

From the previous explanations, the writer may conclude that the use of authentic materials for teaching listening comprehension is necessary and important in developing the students' listening comprehension. There are

[25] Andrea H Penaflorida, *Text and Task: Authenticity in Language Learning*, (Singapore: SEA MEO Regional Language Centre, 1999), p. 260

[26] Mathew Peacock, *op.cit.*, p. 144

[27] http://www/cal.org/ncle/digest/LISTENQA.HTM

various materials of authentic listening materials that can be applied by teachers, some of them could be the news program from radio or TV, songs, movies, or TV programs. It is believed that by giving such materials, the learners would be provided with relaxed classroom atmosphere, and also arise a lot of interest and provide variety of techniques that the teacher can use in the classroom for different language and learning purposes. The teacher, however, need to select the appropriate materials to meet the students' level and knowledge background and most of all it must be suitable with the syllabus of teaching objectives.

3. Strengths and Weaknesses of Using Authentic Materials for Teaching Listening Lesson

a. Strengths of using authentic materials

There are some advantages using authentic materials in teaching listening. According to Penny Ur authentic materials are interesting and motivating for the students to do than textbook comprehension exercises.[28] It is supported by Peacock who states that authentic materials motivate learners because they are more interesting or stimulating than textbook tasks or non-authentic materials.[29]

[28] Penny Ur, *Teaching Listening Comprehension*, (London: Cambridge University Press, 1996), p. 107

[29] Mathew Peacock, *loc.cit.*

Other advantages as explained by experts are that authentic materials give genuine language, and it is fresh everyday. So, by applying authentic materials in teaching – learning activities, the students may be more interested in what is going on in other parts of the world. Similarly Wong et al state that authentic materials present current events in the real world and happening in familiar places, so students may find it easier to relate the events to their own experience or knowledge.[30]

Based on the above theories, it can be concluded that using authentic materials are beneficial for language learning and teaching listening. It is believed that by requiring such materials it can enhance students' interest and motivation in learning activities. Other advantages stated above also mention that by using authentic materials then the students may have experience in recognizing the spoken language that they heard from native speakers, which later on enhance them to be able to use the language in a communicative context. Moreover, authentic materials can serve as a bridge between the classroom and outside world that keep the students informed what is happening in the world.

b. Weaknesses of using authentic materials

According to experts, authentic materials do not only provide advantages in learning-teaching activities but they also have some disadvantages. Haines mentions that authentic materials are too difficult

[30] Viola Wong, Peony Kow, and Nancy Choi, *op.cit.*

for lower level students and the teacher will make students to have a failure feeling because they can not understand the language being spoken.[31] He also says that the recording of real authentic materials are often too long and has so many unrelated sections that can make students confused in getting the main point of the spoken language they hear. At the end, he adds that authentic materials often break the rules taught by the teacher and will form a bad habit in using the language. It is supported by Viney (2006) who states that authentic materials may cause the teacher to spend more hours in planning how to use it.[32] He also says that authentic materials will only work well at the higher levels, and most of all he says that in using authentic materials will be difficult, if not impossible to integrate the materials with the syllabus that the students are following.

The writer may conclude that in spite of the advantages brought by authentic materials, English teachers also need to consider the disadvantages caused by authentic materials. Some of them would be: the materials may be too difficult for lower level students, the teacher will need longer hours in planning and applying the materials, and most of all the teachers may find it difficult to adjust the materials with the syllabus that the school requires. Although it may be impossible to integrate the authentic materials for some parts of the syllabus such as the teacher can

[31] Simon Haines, *op.cit.*, p. 62-63

[32] http://www.viney.uk.com/resources/authenticart/nauthvidart.htm

focus the materials with the topic of the lesson, the language functions, or maybe for presenting language structure.

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Place and Time of the Research

The research of this study was held in the third year of Natural Science students of SMA Dua Mei, Ciputat, which is located on Jl. H. Abdul Ghani No. 135 Ciputat Tangerang. The class consists of 40 students.

It took about two months, from November 9th 2006 to January 16th 2007.

2. Data and Source of Data

Data used in this study were collected by means of observation, experiment and interview. All the instruments were designed to identify the classroom activities, the teacher and students too, also the materials.

3. Method of the Research

In this research, the writer did both the library research and field research. In the library research the writer read some books, papers, article from internet, and other references concerning with the topic she discussed. She also invited some libraries such as UIN library, AMINEF library, National Education Department library, and ATMAJAYA library.

4. Technique of data Collecting

a. Observation

The observation was conducted to get some information about the activities, the materials used in the class and the problems encountered by the students. For such purposes, observation was employed because, as stated by Freeman, observation provides opportunity to closely watch and note classroom events happening or interaction either as a participant in the classroom (participant observation).[33] Observation, in this study was combined with field notes and data recorded using tape recorder.

b. Experiment

The experiment was done to get some experiences in teaching listening comprehension using authentic materials. Because the experiment was only the complementary method in this research, so the researcher only did twice.

c. Interview

The interview was done with English teacher and ten students, in order to get some information, opinion, suggestions, etc about the process of learning listening comprehension using authentic materials.

[33] Diana Larsen-Freeman, *op.cit.*

B. Research Findings

1. Data Description

Having finished the field research, the writer got the data from exercise of listening comprehension using authentic materials. Authentic materials used in the class are song, dialog, and announcement. The English teacher gave the exercise to the students and the writer took the score from twenty students of the class. The following table is the classification using authentic materials.

Table 1

Types of Authentic Materials

NO	Authentic Materials	Item
1	Song	A (1-10)
2	Announcement	B (1-10)
3	Dialog	C (1-10)

2. Data Analysis

After getting the data, the writer analyzed the data by using a formula to find out the average score (mean) as following:

$$M = \frac{TS}{N}$$

M : Mean Score

TS : Total of the scores

N : Number of the students

For the classification of scores, the writer takes Suharsimi's book as follow:[34]

Table 2

Classification of Scores

NO	Score	Grade	Remark
1	80 – 100	Excellent	A
2	66 – 79	Good	B
3	56 – 65	Fair	C
4	40 – 55	Poor	D
5	30 – 39	Fail	E

Based on the classification of scores above, it can be divided into the high, middle and low score:

The high score : 80 – 100

The middle score : 56 – 79

The low score : 30 – 55

To know the result of listening comprehension exercises using authentic materials. The writer shows the table as follow:

[34] Dr. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Kependidikan*, (Jakarta: Bumi Aksara, 1995), p. 251

Table 3

Students' Scores of Listening Comprehension

Using Song as the Authentic Materials

NO	Students	Score
1	Students 14	90
2	Students 12	90
3	Students 4	80
4	Students 5	80
5	Students 17	80
6	Students 20	80
7	Students 3	80
8	Students 9	80
9	Students 2	70
10	Students 18	70
11	Students 13	70
12	Students 16	70
13	Students 1	60
14	Students 6	60
15	Students 8	60
16	Students 7	60
17	Students 10	50

18	Students 11	50
19	Students 19	50
20	Students 15	50
	N = 20	TS = 1380

$$M = \frac{TS}{N}$$

$$= \frac{1380}{20}$$

$$= 69$$

According to the data above, it shows that the average score students of learning listening comprehension using song as the authentic material is 69. It has middle score.

Furthermore, the writer will determine the percentage of the score by using formula below:

$$P = \frac{F}{N} \times 100\ \%$$

P : percentage

F : frequency

N : number of students

Table 4

Percentage Range of Using Song as the Authentic Material

NO	CS	F	P
1	The high score	8	40 %
2	The middle score	8	40 %
3	The low score	4	20 %
		20	100 %

CS : Classification of Scores

F : Frequency

P : Percentage

Table 5

Students' Scores of Listening Comprehension

Using Announcement as the Authentic Materials

NO	Students	Score
1	Students 4	90
2	Students 5	80
3	Students 17	80
4	Students 14	80
5	Students 12	80
6	Students 16	80

7	Students 3	80
8	Students 20	80
9	Students 2	70
10	Students 9	70
11	Students 13	70
12	Students 18	70
13	Students 1	60
14	Students 9	60
15	Students 6	60
16	Students 7	60
17	Students 8	60
18	Students 10	60
19	Students 11	50
20	Students 15	50
	N = 20	TS = 1390

$$M = \frac{TS}{N}$$

$$= \frac{1390}{20}$$

$$= 69.5$$

According to the data above, it shows that the average score students of learning listening comprehension using song as the authentic material is 69.5. It has middle score.

Furthermore, the writer will determine the percentage of the score by using formula below:

$$P = \frac{F}{N} \times 100\ \%$$

P : percentage

F : frequency

N : number of students

Table 6

Percentage Range of Using Announcement as the Authentic Material

NO	CS	F	P
1	The high score	8	40 %
2	The middle score	10	50 %
3	The low score	2	10 %
		20	100 %

CS : Classification of Scores

F : Frequency

P : Percentage

Table 7

Students' Scores of Listening Comprehension

Using Dialog as the Authentic Materials

NO	Students	Score
1	Students 12	80
2	Students 20	80
3	Students 14	80
4	Students 16	80
5	Students 5	80
6	Students 3	70
7	Students 2	70
8	Students 4	70
9	Students 17	70
10	Students 13	70
11	Students 9	60
12	Students 18	60
13	Students 15	60
14	Students 1	60
15	Students 11	60
16	Students 18	60
17	Students 7	50

18	Students 6	50
19	Students 19	40
20	Students 10	40
	N = 20	TS = 1290

$$M = \frac{TS}{N}$$

$$= \frac{1290}{20}$$

$$= 64.5$$

According to the data above, it shows that the average score students of learning listening comprehension using song as the authentic material is 69.5. It has middle score.

Furthermore, the writer will determine the percentage of the score by using formula below:

$$P = \frac{F}{N} \times 100\ \%$$

P : percentage

F : frequency

N : number of students

Table 8

Percentage Range of Using Announcement as the Authentic Material

NO	CS	F	P
1	The high score	5	25 %
2	The middle score	11	55 %
3	The low score	4	20 %
		20	100 %

3. Data Interpretation

The next step that the writer did is to interpret and discuss the data, the interpretation of data can be separated by analyzing the data as Julian Stanley (1964: 319) quoted that "for analysis is worthless without interpretation, and interpretation is impossible without analysis."[35]

Before interpreting and discussing the data, the writer used standard of scores that is made by Norman E. Gronlund[36]. Standard of score that is called standard nines (stanines) the following:

[35] Drs. Wayan Nurkencana and Drs. P. P. N Sumartono, *Evaluasi Pendidikan*, (Surabaya: Usaha Nasional, 1986), p.113

[36] *Ibid*. p. 256

Table 9

Standard Nines by Gronlund

Mark	Classification
90	High
80 70	Above Average
60 50 40	Average
30 20	Below Average
10	Low

On the data analysis mentioned that the numbers of participant are 20. The mean score in using song is 69, using announcement is 69.5, using dialog is 64.5. Based on Gronlund Standard Nones (stanines), it is *above average.*

Then the writer would like to present the classification of the students' scores, as the table below:

Table 10

The classification of the students' scores

NO	CS	Total Percentage of students' Scores		
		SA	AA	DA
1	The High Score	40 %	40 %	25 %
2	The Middle Score	40 %	50 %	55 %
3	The Low Score	20 %	10 %	20 %

The comparative percentage among the high, middle, and low scores of the students in answering the exercises in listening comprehension using song, announcement, dialog as authentic materials are :

Song: 40 %; 40 %; 20%. It means that students' scores between high and middle scores are balance. It is 40 %.

Announcement: 40 %; 50 %; 10 %. It means that many students got middle scores. It is 50 %.

Dialog: 25 %; 55 %; 20 %. It means that many students got middle scores. It is 55 %

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion that can be drawn is that there are some problems faced by students of SMA Dua Mei Ciputat in using authentic materials for learning listening comprehension. Among those important problems, the writer may identify some of them as: problems with students' lack of vocabulary, the native speakers' normal speed in speaking which the students were not familiar with, and the native speakers' unclear voice. The students also perceived the use of authentic materials in listening lesson as beneficial to help them to success in learning, to promote better learning and practice their listening better, also to adjust their hearing with the real way of English communication.

The successful of the use of authentic materials for teaching listening comprehension, depends on many factors, such as the students' level of vocabulary, and also the selection of the listening text, which later on affected student's concentration and the teaching steps on using the materials that applied by the classroom teacher. But most of all the materials being presented can enhance the students' learning outcomes.

B. Suggestion

Based on the conclusion above, the writer offer some following suggestions:

1. Materials selection should be based on the learners' interest and their level of proficiency because if the content of the materials were too complicated and the texts were too long it would break learners' concentration and they would feel bored with the lesson and disturbed their concentration.
2. Glossary of difficult words to learn should be provided by the teacher, in order to give learners a sense of direction in their learning and help them to understand the material.
3. Learners' level should also be considered, in order to help them receive the appropriate materials that suite to their knowledge background.
4. The type of the materials could be varied with other authentic materials such as, video or movie, to let the students see directly the real English communication in daily life and also to give some kinds of imaginations through the pictures they see.
5. The materials given should adjust with the curriculum that the students are following.
6. The teacher should give the listening practice more than once, so the students would be more familiar with the native speakers' voice.
7. The tape recorder of recorded materials should be checked and tested to assure good quality of the recorded materials.
8. Lesson plan should be included in order to have good pictures of what the teacher should do in applying the materials and promoting better learning.

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