THE EFFECT OF AUTHENTIC LISTENING MATERIALS AND SELF-REGULATION TOWARD STUDENTS' LISTENING ABILITY AT TENTH GRADE OF SMAN 1 VII KOTO SUNGAI SARIAK

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Abstract

This research aimed to find out the effect of using authentic listening materials and self-regulation toward students' listening ability. The design of this research was an experimental research with factorial design 2x2. The population of the research was the tenth grade students of SMAN 1 VII Koto Sungai Sariak in 2017/2018 academic year. Listening test and self-regulation questionnaire were used as the instruments of the research. Then, the data were analyzed by using t-test and Two Ways Anova formula. The findings of the research indicated that (1) the use of authentic listening materials gave better impact toward students listening ability, (2) the use of authentic listening materials gave better impact toward students' listening ability who had high self-regulation, (3) the use of authentic listening materials did not cause better result toward students' listening ability who had low self-regulation,(4) there was interaction between authentic listening materials and self-regulation toward students listening ability. In conclusion, Authentic listening materials had significant result on students listening ability with high self-regulation and there was interaction between listening materials and self-regulation toward students' listening ability.

Keywords: authentic listening materials, listening ability, self-regulation

Introduction

In language teaching, students who have good ability in listening will be better in other skills. Dunkel in Mousavi and Iravani (2012) state that developing proficiency in listening comprehension is the key to achieve speaking skilled. While Krashen in Wilson (2008: 18) position listening as the forefront of Krashen's input hypothesis. He states that languages are acquired when understanding the message, and he continues with an illustration of that point, whereas a child begins to speak after listen to the language from his/her parent. Furthermore, having good abilities in listening will help students in learning other skills.

Having good ability in listening is not easy for students of senior high school, especially the tenth grade students. There are some aspects to cause it, such as lack of background knowledge and experience of a topic that makes the students have difficulties in interpreting the language that they heard. Then, the lack of facilities and materials in teaching listening make listening subject sometimes be ignored in teaching learning process. Consequently, the students have difficulties in understanding the listening materials.

Then, there are other important internal factors in learning listening, such motivation, anxiety, interest, intelligence, personality and some others. The personality covers some personality characteristic that can affect the process of teaching and learning especially in listening. One of them is self-regulation. Self-regulation is one of the important factors that should be possessedby the students in learning especially on listening subject. Zimmerman (2002) states that the students who regulate their own learning by settinga specific goal for their studycan obtain high achievement. Then, the learners who have strong intrinsic motivation are more self-regulating and tend to engage in learning and comprehending in their academic study (Pintrich and Groot in Lin and Gan:2014). Moreover, Al-Harthy and Isaacson in Lin and Gan (2014) prove the positive effect of metacognitive self-regulation is linked to self-efficacy, task value and achievement goal orientation. It means that self-regulation have a role in students learning process, such as help them on controlling their focus to the goal of their study, so that the purpose of the study is achieved by the students.

One of the ways to solve the problem is the material used in teaching listening, since the material is an important factor in teaching listening. The teachers should use innovative and creative material in order to make the students interest and learn seriously, so that teaching listening will achieve the goal. Authentic material is one of some choices of creative material that the teachers can apply in teaching listening. Nunan in Ghanbari, Esmaili and Shamsaddini (2015) mention that the learners should listen and read the authentic data as much as

possible to prevent their difficulties on their learning task. Then, Peacock in Ghanbari, Esmaili and Shamsaddini (2015) state that to bring reality to the classroom, authentic material can present motivation, cultural awareness, giving real exposure, and creative teaching. It means that authentic material is the material that is close to the students' environment and consists of current issues. Therefore, the students are interested in participating in learning process. They feel easier to understand the material since they familiar to the target language, even though they do not understand the language clearly. In general, authentic material helps and motivates the learners by bringing the content to life for them, and giving them opportunity to connect the classroom world to the outer world.

The use of Authentic Listening Materials in learning process is assumed to give positive impact to the students listening ability. Moreover this research was conducted to investigate whether Authentic Listening Materials and high or low level of self-regulation are more effective for increasing students' listening ability. Then, Authentic Listening Materials would be applied to investigate that materials are more effective than Non-Authentic Listening Materials that the teachers usually use in teaching listening.

The results of this research were expected to help the teachers in getting some insights in using of Authentic Listening Materials in learning process. Besides, it was expected to support the teachers in implementing the curriculum since Authentic Listening Materials included to the observing activity in scientific approach. It would give the teachers guideline to select appropriate Authentic Listening Materials to their listening classes related to the curriculum. It would also increase the teachers knowledge about creative and interesting materials that they can use in teaching listening. In general, it would be encourage the teachers to use Authentic Listening Materials in their classroom.

Authentic material in teaching listening is the material that takes or records from daily communication of the native speaker and do not set for teaching and learning purposes. It is proved by Underwood in Vandergrift and Goh (2012: 175) that state authentic materials for listening are the texts that have not been produced or scripted for the purpose of language teaching but are recordings of natural speech taken from everyday sources where speech is produced. Similarly, peacock in Azri and Rashdi (2014) define authentic materials as the materials that have been produced to fulfill some social purposes in the language community. Furthermore, Kilickaya (2004) also defines authentic material which is exposure to real language and its used in its own community. From definitions above, there is a point that can be infered about Authentic Listening Material which is related to the real language that is used by different people to communicate and it does not designed to teaching and learning purposes.

Furthermore, there are some characteristics of authentic material that can be identified in selecting that material. According to Rost (2013: 166) there are six characteristics of authentic material which focus on the everyday spoken discourse. They arenatural speed, natural phonological phenomenon, high-frequency vocabulary, colloquialism, hesitations, and orientation of the speech. Then, Underwood in Mamo (2013) also identifies some characteristic features of authentic listening speeches. These are natural rhythm, natural intonation, natural pronunciation, then some overlap between speakers (including interruption), normal rate of delivery (sometimes fast, sometimes slow), relatively unstructured language, incomplete sentences and hesitations, background noise and sometimes background voices, natural starts and stops, and less densely packed information than in written language.

Then, one of the important factors that influence students' listening ability is self-regulation. According to Zimmerman (2002) self-regulation is someone's ability to transform their mental ability into academic skill. Meanwhile, according to Baumeister and Roy (2007) self-regulation is related to someone's capacity to constrain their unwanted action in order to control the response. Similarly, Schunk and Zimmerman (2011) give a clear explanation about self-regulation in the academic process. They state that self-regulation related to students' ability to activate, sustain cognition, affects and behaviors that are systematically related to the personal goal. In short, self-regulation in the context of learning is the students' ability to encourage their academic skill such as cognition, affection and behavior in order to achieve learning goal.

Regarding the relationship between self regulation and listening skill, Fatemi, Alishahi, Khorasani and Seifi (2014) state that listening skillproposed for self-regulation that can provide support for relating this psychological trait to listening comprehension among EFL students. In addition, the students who have good self-regulation will have good control and focus to their goal and will have good achievement on learning listening.

There are several researches related to Authentic Listening Materials have been done. Based on the previous related findings, it finds out that authentic material as one of creative and meaningful material that engage students to be more interested in doing listening activity. The researches can be seen as follow: The first is a study by Mamo (2013), the finding of the study showed that listening to materials such songs, radio/TV news, films, and recordings of short stories, and some others in English exposed students to the real language. Second, Sabet and Mahsefat(2012), the finding of their research proved that authentic material completely utilizing on teaching listening. Then, a study that has be done by Mousaviand Irvani (2014), the finding of this study explained that the use of aural Authentic Listening Materials in EFL classroom has improved the learners'

listening comprehension. Next is a study that has been done by Rodngam (2013). The finding showed that the use of authentic materials had a positive effect and helped increase students' performance, comfort and self-confidence when listening to the target language. Then, Lin and Gan (2014), the finding of the study showed the students' metacognitive awareness was closely linked to their self-regulated learning. Last, Zanyani and Mir (2017), the result of the study indicated that self-regulated approach teaching through authentic materials can improve learners' lexical segmentation of listening comprehension. Based on the previous research finding above, it can be seen that Authentic Listening Materials cause better result for the students' listening ability. Those researches contribute much that Authentic Listening Materials is significantly successful for the students and it also proved that Authentic Listening Materials is acquired more in teaching listening. Even though, the level of the students is different with the studies above and we have different condition, language, culture, facilities and others with the studies above, but it assumes that Authentic Listening Materials will have a positive impact to the students listening ability.

Hypotheses of this research are in the form of alternative hypothesis (H_1) and null hypothesis (H_0) as the following:

1. H_1: Authentic Listening Materials cause better result toward students' listening ability at the tenth grade of SMAN 1 VII Koto Sungai Sariak
   H_0: Authentic Listening Materials do not cause better result toward students' listening ability at the tenth grade of SMAN 1 VII Koto Sungai Sariak
2. H_1: Authentic Listening Materials cause better result toward students' listening ability who have high self-regulation at the tenth grade of SMAN 1 VII Koto Sungai Sariak.
   H_0: Authentic Listening Materials do not cause better result toward students' listening ability who have high self-regulation at the tenth grade of SMAN 1 VII Koto Sungai Sariak
3. H_1: Authentic Listening Materials cause better result toward students' listening ability who have low self-regulation at the tenth grade students of SMAN 1 VII Koto Sungai Sariak.
   H_0: Authentic Listening Materials do not cause better result toward students' listening ability who have low self-regulation at the tenth grade students of SMAN 1 VII Koto Sungai Sariak
4. H_1: There is interaction between Authentic Listening Materials and self-regulation toward students listening ability.
   H_0: There is no interaction between Authentic Listening Materials and self-regulation toward students listening ability.

Method

The design of this research was quasi – experimental research with 2x2 factorial design. The population of the research was the science program students at tenth grade of SMAN 1 VII Koto Sungai Sariak in academic year 2017/2018. The population consists of four classes, they are X IPA I-X IPA 4. All of these classes had the same curriculum and ability.

Before selecting the sample, the population had to distribute in normal and homogeneity. Therefore, this research tested the normality and homogeneity of the population from the students' score of mid semester test. The formula used to test normality of the population was Lillifors formula since the number of data was not really big. The homogeneity test used Barlett formula since the data consisted of some groups who had no correlation each other.

After having both of this test and population was representative to be chosen, cluster random sampling used to choose the sample. The lottery was used to select the classes randomly. Then, it wrote on small papers with different number from one until four. Then, the paper put into a glass and shaken. After that, the paper was taken. The first paper was the experimental class which was taught by using Authentic Listening Materials (X IPA 1). The second taken paper was the control class which was taught by using Non-Authentic Listening Materials (X IPA 3). The last paper was the respondent class.

The instrumentations of this research were conducted in form of test and questionnaire. Test was used to measure students' listening ability. The format of the test was multiple choices. The instrument of the test was validated by expert before it was used in the research. Before giving post – test to the samples, the instrument must be tried out first to other group which had similar capability to both experimental and control group to know the validity, reliability, difficulty index and discrimination index of the instruments. The second instrument is self-regulation questionnaire. The questionnaire was used to measure the students' self- regulation and classified them into high self-regulation and low self-regulation.

Result

1. The Effect of Authentic Listening Materials Toward Students' Listening Ability

The data analysis of listening ability was taken from the result of the students listening test which was administered in experimental and control class after treatment. The format of the test given for both classes were similar in form multiple choices. Both classes were given different materials. The experimental class was taught

by using Authentic Listening Materials, while control class was taught by using Non-Authentic Listening Materials. The result of data analysis of both classes is shown on the following table.

Table 1. The Result of Students' Listening Test in Experimental and Control Class

Class	N	Mean	Max	Min	Sum	SD	Var
Experimental	21	79.52	93.52	60.12	1670	9.24	85.47
Control	22	70.89	90.18	53.44	1559.78	9.77	95.54

The table above shows that the maximum score of students' listening ability in experimental class is 93.52 and the minimum score is 60.12. The mean score is 79.52, the standard deviation is 9.24, and the variance is 85.47. While, the maximum score of students' listening ability in control class is 90.18 and the minimum score is 53.44. The mean score is 70.89, the standard deviation is 9.77, and the variance is 95.54.

Then, the data analysis about students' listening ability in experimental class and control class were analyzed through some steps. The normality and homogeneity of students' listening score were tested. Then, the hypothesis was tested by using the t-test formula.

Liliefors formula was done in analyzing the normality of listening ability in experimental and control class. The result of normality testing of students' listening ability is shown in the following table.

Table 2. The Result of Normality Testing of Students' Listening Ability in Experimental and Control Class

Class	N	$L_{Observed}$	L_{Table}	Data Distribution	
Experimental	21	0.0912	0.1933	$L_{observed} < L_{table}$	Normal
Control	22	0.117	0.1889	$L_{observed} < L_{table}$	Normal

The homogeneity testing is aimed at finding out if the variance of each group is the same or not. Variance test (F-test) was used to find out the homogeneity. The finding of the data analysis is shown on the table below.

Table 3. The Result of Homogeneity Testing of Students' Listening Ability

Variable	$F_{Calculated}$	F_{Table}	Conclusion
Listening Ability	1.118	4.07	Homogenous

The hypothesis testing was tested by using t-test formula. H_0 was accepted if $t_{observed}$ was lower than t_{table} and H_0 was rejected when $t_{observed}$ was higher than t_{table}. The result of data analysis of listening ability by using t-test in both of experimental class and control class can be seen in the table below.

Table 4. The Result of T-test Analysis of Students' Listening Ability in Experimental and Control Class

T-test Analysis	$t_{observed}$	t_{table}	Note
Students' Listening Ability	3.017	1.683	$t_{observed} > t_{table}$ H_0: rejected

The table above showed that the value of $t_{observed}$ was 3.017, while the value of t_{table} with level of significance 0.05 was 1.683. Based on the data analysis, it was found that the value of the $t_{observed}$ was higher than the value of t_{table}, it means that H_0 was rejected. Consequently, H_1 is accepted. It means that Authentic Listening Materials cause better result toward students' listening ability.

2. The Effect of Authentic Listening Materials toward Students' Listening Ability with High Self-Regulation

The data analysis about students' listening ability score in experimental class and control class with high self-regulation were analyzed through some steps. The students' listening ability scores were sorted based on self-regulation. Then, 27% of the upper class (6 students) were taken and categorized as the high self-regulation students. The result of students' listening ability test in the upper class of self-regulation is shown in the following table.

Table 5. The Result of Students' Listening Test with High Self-Regulation in Experimental and Control Class

No	Class			
	Experimental		Control	
	Self Regulation	Listening Ability	Self regulation	Listening Ability
1	130	86.84	129	76.82
2	131	86.84	130	80.16
3	137	93.52	135	73.48
4	139	90.18	135	80.16

Table 5. Cont

5	142	93.52	136	83.5
6	152	90.18	140	90.18
Sum	831	541.08	805	484.3
Mean	138.5	90.18	134.17	80.71
Var	65.1	8.92	16.57	33.09

Based on the table above, it was found that the mean score of high self-regulation students in experimental class is 138.5, and the mean score of listening test is 90.18. Meanwhile, the mean score of high self-regulation in control class is 134.17 with mean score of listening ability is 80.71.

The normality and homogeneity of students' listening ability score with high self-regulation were tested. Then, the hypothesis was tested by using the t-test formula.

Liliefors formula was done in analyzing the normality of students' listening test with high self-regulation in experimental and control class. The result of normality testing is shown in the following table.

Table 6. The Result of Normality Testing of Students' Listening Ability in Experimental and Control Class with High Self-Regulation

Variable	Class	Self-Regulation	N	$L_{observed}$	L_{table}	Note
Listening Ability	Experimental	High	6	0.2015	0.3617	$L_o < L_t$ Normal
	Control	High	6	0.2052	0.3617	$L_o < L_t$ Normal

Variance test (F-test) was used to find out the homogeneity of the data about students' listening ability with high self-regulation. The finding of data analysis is shown on the table below.

Table 7. The Result of Homogeneity Testing of Students' Listening Ability with High Self-Regulation

Variable	$F_{Calculated}$	F_{Table}	Conclusion
Listening Ability	3.70	4.96	Homogenous

The t-test result of students' listening ability score with high self-regulation who are taught by using Authentic Listening Materials and Non-Authentic Listening Materials can be seen in the following table.

Table 8. The Result of T-test Analysis of Students' Listening Ability in Experimental and Control Class with High Self-Regulation

T-test analysis	$t_{observed}$	t_{table}	Note
Students' Listening Ability	3.69	1.812	$t_{observed} > t_{table}$ H_0: rejected

The table above showed that the value of $t_{observed}$ is higher than the value of t_{table}. It means that H_0 is rejected. Consequently, H_1 is accepted which means that authentic listening materials cause better result toward students' listening ability at tenth grade of SMAN 1 VII Koto Sungai Sariak.

3. **The Effect of Authentic Listening Materials toward Students' Listening Ability with Low Self-Regulation**

The data analysis about students' listening ability score in experimental class and control class with low self-regulation were analyzed through some steps. The students' listening ability scores were sorted based on their self-regulation. Then, 27% of the lower class (6 students) were taken and categorized as the students with low self-regulation. The result of students' listening ability test in the lower class of self-regulation is shown in the following table.

Table 9. The Result of Students' Listening Test with Low Self-Regulation in Experimental and Control Class

No	Class			
	Experimental		Control	
	Self Regulation	Listening Ability	Self regulation	Listening Ability
1	110	60.12	109	63.46
2	114	70.14	110	73.48
3	116	76.82	112	70.14
4	116	66.8	115	66.8
5	117	73.48	116	76.82

6	118	70.14	118	73.48
Sum	691	417.5	680	424.18
Mean	115.17	69.58	113.33	70.69
Var	8.17	33.09	12.67	24.17

Based on the table above, it was found that the mean score of students with low self-regulation in experimental class is 115.17, and the mean score of listening ability is 69.58. Meanwhile, the mean score of low self-regulation in control class is 113.33 with mean score of listening ability is 70.69.

The normality and homogeneity of students' listening ability score with low self-regulation were tested. Then, the hypothesis was tested by using the t-test formula.

Liliefors formula was done in analyzing the normality of students' listening ability with low self-regulation in experimental and control class. The result of normality testing is shown in the following table.

Table 10. The Result of Normality Testing of Students' Listening Ability in Experimental and Control Class with Low Self-Regulation

Variable	Class	Self-Regulation	N	$L_{observed}$	L_{table}	Note
Listening Ability	Experimental	Low	6	0.1281	0.3617	$L_o < L_t$ Normal
	Control	Low	6	0.1193	0.3617	$L_o < L_t$ Normal

Variance test (F-test) was used to find out the homogeneity of the data about students' listening ability with low self-regulation. The finding of data analysis is shown on the table below.

Table 11. The Result of Homogeneity Testing of Students' Listening Ability with Low Self-Regulation

Variable	$F_{observed}$	F_{table}	Conclusion
Listening Ability	1.37	4.96	Homogeneous

The t-test result of students' listening ability score with low self-regulation who are taught by using Authentic Listening Materials and Non-Authentic Listening Materials can be seen in the following table.

Table 12. The Result of T-test Analysis of Students' Listening Ability in Experimental and Control Class with Low Self-Regulation

T-test analysis	$t_{observed}$	t_{table}	Note
Students' Listening Ability	-0.37	1.812	$t_{observed} < t_{table}$ H_0: accepted

The table above showed that the value of $t_{observed}$ is lower than the value of t_{table}. It means that H_0 is accepted. Consequently, H_1 is rejected which means that authentic listening materials do not cause better result toward students' listening ability at tenth grade of SMAN 1 VII Koto Sungai Sariak.

4. The Interaction between Authentic Listening Materials and Self-Regulation toward Students' Listening Ability

In this research, ANOVA 2x2 with unweighted mean method formula was used to analyze the interaction between both materials and self-regulation toward students' listening ability. The result of the analysis is described in the following table.

Table 13. The Result of Two Ways ANOVA

Source of Variance	Sum of Square	Degree of Freedom	Variance	$F_{observed}$	F_{table}
Row	1464.94	1	1464.94	59.02	4.08
Column	109.19	1	109.19	4.39	4.08
Interaction	174.94	1	174.94	7.05	4.08
Within Cell	496.44	20	24.82		

The table showed that the $F_{observed}$ of interaction score is 7.05 and the score of F_{table} is 4.08. It can be concluded that $F_{observed}$ is higher than F_{table}. It means that H_1 is accepted. As the result, H_0 is rejected. It means that there is an interaction between both materials and self-regulation toward students' listening ability.

Discussion

Authentic Listening Materials cause better result to students' listening ability. There are some possible explanations for this result. First, authentic listening materials are interesting materials to the students, since the material is the new things that engage them to follow the learning process curiously.Second, Authentic Listening Materials develop the students' listening ability by exposing the language that is commonly found in real situations.Then, based on the finding of second hypothesis, Authentic Listening Materialscause better result to the students with high self-regulation.It was caused by high self-regulation students get more opportunity to monitor their own ability in listening.On the other hand, students who had low self-regulation faced difficulties in understanding the Authentic Listening Materials.Since self-regulation links to the students learning achievement, the students with low self-regulation faced difficulties in learning process. Last, the fourth finding showed that there is an interaction between Authentic Listening Materials and self-regulation toward students' listening ability.It means that both materials influenced the students' listening ability with high and low self-regulation

Conclusion

There are some conclusions can be drawn. First, the uses of Authentic Listening Materials cause better result than Non-Authentic Listening Materials toward students' listening ability at the tenth grade of SMAN 1 VII Koto Sungai Sariak. It can be seen from the mean score of listening test in the experimental class which is higher than the mean score of listening test in the control class. Second, there is an interaction between Authentic Listening Materials and self-regulation toward students listening ability at the tenth grade of SMAN 1 VII Koto Sungai Sariak.

Then, the uses of Authentic Listening Materials cause better result toward students' listening ability who have high self-regulation at the tenth grade of SMAN 1 VII Koto Sungai Sariak. Since high self-regulation students have good focus and control in learning process. Last, the uses of Authentic Listening Materials do not cause better result toward students' listening ability who have low self-regulation at the tenth grade students of SMAN 1 VII Koto Sungai Sariak.

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