

A COMPARATIVE STUDY OF AUTHENTIC LISTENING MATERIALS FOR NON-ENGLISH MAJOR COLLEGE STUDENTS

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Abstract

Broadly listening, non-English major college students have more difficulty in learning English since they have limited time to study the language indirectly. An important issue that should be considered is applying appropriate authentic listening materials in the classroom. The research aimed to investigate if there is a significant difference between students' achievement in listening comprehension using audio media versus video media and to determine which of these media is effective in enhancing students' listening comprehension. This research used a quantitative method with a quasi-experimental design. It was conducted in two classes of first-grade students of State Polytechnic of Agriculture Samarinda as non-English major college students. The classes comprised class PPIIA as the experimental group using audio and PPIIB as the control group using video. The researchers used pre-test and post-test designs to collect the data. The result of the data revealed that there was a significant difference between students' listening comprehension using audio media versus video media. Teaching listening using video is more effective in enhancing students' listening comprehension because video can provide visually attractive and enjoyable listening practice for students in the classroom.

Keywords: *Audio Media, Authentic Listening Materials, Listening Comprehension, Video Media.*

Introduction

Listening is the first skill that the EFLs acquire initially among the four skills; speaking, reading, and writing in the classroom. More than half of students' time functioning in a foreign language will be devoted to listening (Mahmoud Ismail et al., 2022). Other researchers stated that listening has a large portion than other skills. At least 45% of that time is spent listening. In schools, students spend 60-70% of their classroom time listening (Canpolat et al., 2015; Djaborova, 2020; Gestanti, 2017;

Mahmoud Ismail et al., 2022; Mobbs & Cuyul, 2018). Meanwhile, other researchers gave a distinct point of view that educators rarely take the importance of listening for granted, and it is likely the least understood and most disregarded of the four skills in the classroom (Hardiyanto et al., 2021; Ismail & Abdul Aziz, 2020; Newton & Nation, 2020; Wilson, 2008).

Apart from all arguments, the most essential aspect is first to listen to understand the spoken language while beginning to learn a language. Therefore, more effort is required to remember, understand, concentrate, screen, and transform back information. Listening cannot be mastered quickly; it takes time and effort. Students need to commit to practicing every day to master the skill of listening. Motivation, perseverance, and consistent practice are the main keys to acquiring good listening skills. Motivation gets individuals up and moving, energizes them, and stipulates the nature or direction of the resultant conduct. (Dahlan et al., 2019).

Listening comprehension is the process of listening in which listeners focus their attention and concentrate on what they are listening to (Ismail & Abdul Aziz, 2020). Hence, it could be stated that the most essential skill should be taught first and the starting point in teaching English as a foreign language is teaching listening. Language proficiency is not only important for effective communication but also plays a crucial role as a primary skill that assists in the early learning process of children. This skill enables children to start forming connections with their external environment and interact with others (Novika et al., 2020).

Brown in his book noted that listeners still encounter problems with listening skills, particularly in identifying the main idea and finding specific information in the text. The speakers' speech rate, intonation, pronunciation, nervousness, limited and unfamiliar vocabularies, and lack of background information are problematic and challenging in understanding native speakers' pronunciation (Alzamil, 2021).

Listening tends to be not easily mastered by all non-English major college students (Hardiyanto et al., 2021). Even though the students are doing well in the English classroom, they often have difficulty in listening to native speakers (Hardiyanto et al., 2021). This issue is also experienced by first-year students at the State Polytechnic of Agriculture Samarinda who are not studying English as their major. The

primary reason behind this situation is that while students are informed about the content they should extract from the materials they listen to, they need proper guidance on the methods to achieve this extraction effectively (Gestanti, 2017).

Therefore, English educators should consider appropriate learning strategies in teaching listening that may assist particularly towards non-English major college students by training them in different types of listening. Students are expected to have excellent English language skills, even though they face challenges in interacting and practicing using English in practical situations. Most students who do not major in English face greater language learning challenges. These challenges stem from their limited opportunities to interact with the English language (Dereközü, 2021). As a result, they may not fully realize their English learning process and the strategies they can employ to achieve optimal learning outcomes.

Applying some interesting media might be one of the learning strategies that educators can use in achieving the goal of learning. To obtain students' interest, besides some conversational or lecture material, applying appropriate authentic materials could be an alternative good media to teach listening (Sardi et al, 2017). Applying some interesting media may be one of the learning strategies educators can employ to achieve the goal of learning. To obtain students' interest, besides some conversational or lecture material, applying appropriate authentic materials could be an alternative to good media to teach listening.

Utilizing suitable authentic resources holds significance during the creation of listening comprehension materials. This enables learners to cultivate their listening abilities and their aptitude for employing everyday language frequently confronted in actual scenarios. Through the application of authentic materials, learners can engage in more efficient practice, enhancing their grasp of linguistic nuances and their ability to conform to diverse settings. Moreover, students learn to understand double meanings, predict meanings, make allowances for performance errors omitted by other speakers deal with interruptions, and many others. (Maftuh et al., 2021).

Kilickaya stated that authentic materials are learning resources that are not designed for learning but are derived from the authentic circumstances in which they exist in the culture from which they emerge (Anjum, 2022). All sorts of communication

media such as TV, video, printed, radio, digital written materials, newscasts, etc., are included in authentic materials. Authentic listening materials naturally exist within a particular culture and are intended for native speakers of that language. They reflect real-life language usage and context. In contrast, non-authentic listening materials are designed specifically for educational settings and individuals learning the language as non-native speakers, such as English as a Foreign Language (EFL) learners (Miller, 2003 in Anjum, 2022). Coursebook materials are considered non-authentic because they are created for instruction (Huda, 2017).

According to Brown, in the success of teaching listening skills, factors such as media, language laboratory, the role of educators, and the quality of instructional materials play a significant role in helping learners enhance their listening abilities. Media is a tool educators use to deliver instructional materials to students to make the learning process more engaging and effective (Aswad, M & Sardi, A., 2023). Hence, learning media consists of visual, audio, and multi-sensory media to stimulate various senses in learning. Media use aims to create interactive learning and help students understand and absorb the material better.

The current research sought to explore the comparison of authentic listening materials for students of the Plantation Management study program as non-English major college students through video media and audio media. The researcher was interested in comparing these authentic media as a tool in teaching listening comprehension because they provide both visual and non-visual stimuli that can lead to generating prediction, speculation, and chance to activate students' background schemata when listening to the songs and viewing a visual scene. It is also good to enhance students' interest in listening comprehension (Harsa et al., 2020; Huda, 2017; Mulyadi et al., 2021).

Video and audio media are currently quite popular and becoming trends all over the world, particularly among adolescents. Adolescents seem to have a natural tendency to watch a video and listen to a song, enjoying and interacting with them in various ways. These authentic listening media can be looked at as a universal aspect of the English language which can assist learners of English as a foreign language in

improving a range of English language skills (Hampp, 2019; Jabak, 2021; Lestary, 2019; Rahbar & Khodabakhsh, 2013).

In audio-visual context, video is a combination of electronic images and sound. The same applies to the visual elements from video recordings played through a video player. Audio media is utilized to engage hearing in the learning process. An expert also highlights that effective use of audio learning media can positively impact education, as through audio media, students can listen to various accent variations from more than one speaker. Also, it can sharpen their sensitivity to hearing what the speaker says even in a different accent (Harsa et al., 2020).

Utilizing video and audio media in English learning offers several advantages, including providing learners with opportunities to apply their English language knowledge repeatedly. Video content includes visual learning that will help students understand facial expressions and body language, while audio recordings simultaneously provide language intonation, stress, and rhythm. These media can make a fun and more active learning process, and they can be used in individual or group lessons (Pratama et al., 2020). Furthermore, the use of authentic media can stimulate and motivate students to comprehend the content of materials and also train their ears to be more familiar with the English language (Jumadullayeva, 2020). People can imitate the sound and then produce it by listening and listening more and repeatedly. They cannot create something they have never heard before (Hasriani et al., 2018). When students are interested and familiar with frequently listening to English through these media, the habit will be formed, and listening comprehension issues can be minimized then.

Meanwhile, the disadvantages while using these media are educators should take more time for preparing the tools and the materials in front of the class and select authentic materials for teaching listening comprehension. Media often needs to present more complex grammatical skills. However, applying lengthy video and audio recordings can make students feel bored and sleepy during the lesson (Sardi et al, 2022). The ongoing research aims to discover instructional methods that inspire and motivate college students who are not majoring in English but are learning English as a Foreign Language (EFL). This objective also involves enhancing language learning

and comprehension. Furthermore, the study is directed towards gaining a deeper understanding of the listening material preferences of EFL learners, as well as their access patterns and the materials they predominantly utilize.

Methods

The research applied a comparative experimental approach (quasi-experimental design) in finding out a comparison of students' achievement in using video media (G1) and audio media (G2) and determining the appropriate authentic listening materials that students preferred and easier to comprehend based on significant learning outcomes of listening comprehension in class PPIIA (30 students) as an experimental group using video media and class PPIIB (30 students) as a control group using audio media in the Plantation Management study program.

Data was collected during English lessons' teaching and learning process in three meetings. Each meeting was held once a week, and each group was treated at different times. They received 3 hours of English lessons each week, with each hour lasting about 50 minutes.

The researcher employed pre-test and post-test designs to measure students' listening comprehension learning outcomes. A test is a collection of written questions to assess a respondent's ability in a given area of knowledge (Johnson & Christensen, 2000). The pre-test is used before administering treatment to measure the extent of students' listening comprehension before receiving specific treatment. The post-test is then conducted after the treatment is given to measure the impact of that treatment. Each group of students is presented with 10 multiple-choice questions and 5 fill-in-the-blank questions after listening to a similar popular English song. This test is implemented to assess students' listening comprehension levels after being exposed to audio material in the form of a song.

This study used two quasi-experimental designs: a nonrandomized control group pretest-posttest design and a counterbalanced design. The researchers applied the nonrandomized control group pretest-posttest design, where the treatment was administered only to the experimental group. The distinction between the experimental and control groups was not predetermined. Both groups underwent a

pretest before the treatment was implemented. (Ary et al., 2010). This research was described in table 1 as follows:

Table 1. Nonrandomized Control Group Pre-test and Post-test design

Group	Pre-test	Treatment	Post-test
Exp (G1)	O1	X	O2
Con (G2)	O1		O2

The procedures with a two-group pretest-posttest design in this current research were administering audio media and video media pre-test to measure students' mastery in listening before a treatment, applying an experiment that was using these media to teach listening, and administering these media posttests to measure students' mastery in listening after a treatment.

Results

This section covered the description of the data collection results through 10 multiple-choice and 5 fill-in-the-blank tests with different weights. The test was given in pretest and posttest and the content of each test was the same. The students answered the questions based on their comprehension of the English popular song.

The result of pre-test and post-test by the experiment group and control group are presented in table 2.

Table 2. The result of the Pre-test and Post-test Score

No	Score	Classification	Audio				Video			
			Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
			F	%	F	%	F	%	F	%
1.	96 – 100	Excellent	0	0%	7	23%	0	0%	0	0%
2.	86 – 95	Very good	5	17%	6	20%	0	0%	3	10%
3.	76 – 85	Good	5	17%	6	20%	4	13%	14	47%
4.	66 – 75	Fairly good	7	23%	7	23%	7	23%	9	30%
5.	56 – 65	Fair	3	10%	1	3%	9	30%	2	7%
6.	36 – 55	Poor	3	10%	2	7%	5	17%	2	7%

7.	0 – 35	Very poor	7	23%	1	3%	5	17%	0	0%
	Total		30	100%	30	100%	30	100%	30	100%

Meanwhile, the comparison of the students' pre-test and post-test measurements through selected authentic listening materials is presented in figure 1.



Figure 1. Comparison of Authentic Listening Materials

The result of students' listening achievement taught by using audio and video media group statistics are presented in table 3.

Table 3. The Result of Students' Listening Achievement

PPIIA (Experiment Group)			PPIIB (Control Group)		
No.	pre-test	post-test	No.	pre-test	post-test
S1	73	80	S1	66	80
S2	80	93	S2	33	46
S3	86	100	S3	80	93
S4	80	100	S4	60	80
S5	60	66	S5	60	80
S6	53	66	S6	63	73

S7	73	93	S7	73	80
S8	73	93	S8	60	73
S9	13	40	S9	80	86
S10	93	100	S10	53	73
S11	73	80	S11	80	80
S12	93	100	S12	80	80
S13	73	80	S13	60	80
S14	53	93	S14	53	73
S15	60	80	S15	53	73
S16	93	100	S16	60	80
S17	26	73	S17	20	86
S18	73	93	S18	46	80
S19	80	93	S19	63	80
S20	26	46	S20	73	80
S21	13	40	S21	60	73
S22	20	33	S22	13	80
S23	40	80	S23	73	80
S24	13	73	S24	73	80
S25	80	100	S25	33	53
S26	60	70	S26	66	73
S27	26	66	S27	63	73
S28	66	73	S28	26	60
S29	93	100	S29	40	53
S30	80	80	S30	73	80
	1825	2384		1736	2261
mean	60,83	79,47		57,87	75,367

The mean score and standard deviation listening comprehension by using audio and video media group statistics are presented in Table 4.

Table 4. The Mean Score and Standard Deviation Listening Comprehension

Media	Group Statistic Test	N	Mean	Std. Deviation	Std. Error mean
Audio	PPIIA Pre-test	30	60.8333	26.42763	48.2500
	Post-test	30	79.4667	19.65694	35.8885
Video	PPIIB Pre-test	30	57.8667	18.16919	33.1723
	Post-test	30	75.3667	10.17598	18.5787

The test aims to determine whether or not significant difference in English learning outcomes between using audio and video. The distribution of the T-test and T-table value can be seen in table 5 as follows:

Table 5. Distribution of the T-test and T-table Value

Component	T-test	T-table	Descriptive
Audio	3,099	2,045	Significant
Video	4,603	2,045	Significant

Discussion

The research was conducted in two classes: class PPIIA used audio, while class PPIIB used video as their medium during the learning process. Pre-tests were administered in both classes with the same format but different media applications. These pre-tests assessed whether the media used impacted students' listening comprehension achievements. Subsequently, treatments were administered to each class using the designated media over three sessions, followed by post-tests to compare with the initial pre-test results. During the initial phase, the researchers calculated each class's pre-test and post-test results, with class PPIIB specifically using video media and class PPIIA using audio media.

1. The analysis of pre-test and post-test scores using audio media.

Figure 1 presents 30 students of class PPIIA who filled out the questions that had been given before the treatment. The resulting score of the students' pretest was 10 students (34%) got good scores and 20 students (66%) got poor scores. More than half students got a grade below average. It showed that these students still

encountered problems dealing with the content of the listening text. In this part, through individual interviews with chosen students, the primary concern that emerged was the difficulty in grasping listening materials featuring many unfamiliar terms, encompassing both jargon and idioms. This revelation corresponds with the conclusions of numerous other researchers who have explored comparable issues related to students' struggles in comprehending listening exercises. The unfamiliar words may become a problem for students in comprehending a listening lesson (Rohaniyah & Nasrullah, 2022 and Rahmani et al, 2023). Underwood's theory stated that since the students do not know the meaning of the word they listen to, they can not do listening comprehension well. The way in which the word is pronounced was also one of the serious problems in listening. The pronunciation of words that is different from the way they appear in print may be one of the listening comprehensions' serious problems for students (Gilakjani & Sabouri, 2016). Therefore, according to these issues, treatment was given.

Meanwhile, the data have been presented after the treatment in table 2 shows that as many as 26 students got good scores, and 4 students got grades below the average. The data showed that students' achievements in listening comprehension after treatment significantly arise.

2. The analysis of pre-test and post-test scores using video media.

The 30 students of class PPIIB who filled out the questions that had been given before the treatment can be seen in table 2. The data present that only 4 students got good scores, while 26 students got grades below the average. Through personal discussion, the grades referred to the student's positive and negative attitudes toward the learning process. In line with the research conducted by (Kurniawati, 2013). The students who have a positive attitude will be more effective because they will be brave in conveying their thought. On the contrary, students with negative attitudes are expected to produce similar results regardless of whether they are taught using either medium. Video as an educational medium only significantly affects this group.

The data presented after the treatment shows that 26 students got good scores and 4 students got poor scores. The data listed in table 2 shows that there is an improvement in students' listening competence after giving treatment.

3. The mean score and standard deviation listening comprehension by using audio

Table 4 shows the maximum pre-test score obtained by students is 13, this is the lowest value obtained by students because new students use audio in listening comprehension and also the speed of native speakers which makes students often miss reading test questions.

In this study, the students achieved a maximum score of 93, with some adapting well to the listening comprehension media and meeting the set graduation standards. The average pre-test score for the students was 60.83, although it had not reached the maximum graduation standard. The lowest score in the post-test was 33, indicating an improvement compared to the pre-test. The highest score obtained by students was 100, signifying correct answers to all questions. The student's average score was 79.47, exceeding the school's graduation standard of 75.37, confirming that the average score met the maximum graduation standard. The standard deviation for the pre-test was 26.43, while for the post-test, it was 19.66.

4. The mean score and standard deviation listening comprehension by using video.

Table 4 also the mean score and standard deviation listening comprehension by using video. The students' pre-test scores varied, with the lowest score at 13. This lower score was influenced by the audio's speed, causing them to overlook questions within the text frequently. Conversely, some students achieved a maximum score of 80, signifying their successful resolution of problems and meeting the highest proficiency standard. These findings suggest that the average pre-test score among students stood at 57.87, falling short of the threshold for attaining the maximum proficiency level.

The lowest score obtained by students was 46, yet there was a significant increase, with the highest score reaching 86. These scores indicate that certain students addressed the given issues, even though not all answers provided were correct. The average student score reached 75.36, surpassing the minimum completeness criterion of 75.00. This average score demonstrates that the collective student performance has achieved the maximum proficiency level defined. The pre-test results showed a standard deviation of 18.16, while the post-test showed a standard deviation of 10.17.

Table 4 showed the T-test value is higher than the T-table value. The T-test audio showed a result of $3.099 > 2.045$, and the T-test video showed a result of $4.603 > 2.045$. It revealed a difference between using audio and video, whereas the higher result was using video. Based on the explanation above, there is a significant difference between the use of video and audio in enhancing the listening comprehension of first-grade students in the Plantation Management study program, both before and after the assessment. The current research aligns with the study by Puspita (2014), which also indicates a notable disparity in abilities between students taught through audio and those taught through video, particularly in the context of listening comprehension.

The explanation in the above discussion indicates that video and audio are appealing mediums, and the students' heightened interest contributes to improving the learning process and effective listening skills in comprehending English vocabulary. This is evident from the significant difference between students who used audio and video in listening comprehension after undergoing the teaching intervention.

This study used pre-tests and post-tests as measurement tools to assess the extent to which students' English comprehension skills improved. This study's results indicate that using video to enhance students' listening comprehension is significantly more effective than using audio. Students with strong motivation to improve their listening skills performed better than those with weak motivation. The study also found that most students, especially those not majoring in English, hold a negative attitude towards the English language. They might feel that English is optional daily, resulting in limited speaking or listening to English outside the classroom. This likely affects their motivation level and ability to understand English, underscoring the importance of creating an environment that motivates students to engage in English listening practice actively. This condition arises because most students need help comprehending the topics discussed during English learning, especially regarding listening comprehension. There are even cases where some students complete their degrees without obtaining good grades in English and cannot engage in basic conversations (Harsa et al., 2020).

Conclusion

Based on the research conducted on the first-grade students of the State Polytechnic of Agriculture Samarinda, Plantation Management study program, it can be concluded that there was a significant difference between students' listening comprehension using audio media versus video media. Teaching listening skills using video enhances students' ability to understand spoken content more effectively. Videos have the advantage of providing engaging and enjoyable listening exercises within the classroom environment. This observation is supported by the analysis of T-test values and the T-table in the context of teaching using audio and video. The results of this study show that the use of video yields better outcomes in improving listening comprehension compared to the use of audio materials.

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