THE EFFECT OF USING AUTHENTIC MATERIALS TO STUDENTS' LISTENING SKILL AT X GRADE OF SMAN 1 KAMANG MAGEK

A Thesis

Submitted as a Requirement to get a Strata One (S1) Degree The English Education Department

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LETTER OF ADVISOR APPROVAL

Thesis with the title **"The Effect of Using Authentic Materials to Students' Listening Skill at Tenth Grade of SMAN 1 Kamang Magek"** prepared by **Indah Wulandari** with **NIM 2320068**, English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Sjech M. Djamil Djambek Bukittinggi State Islamic University, Academic year 2025/2026, has fulfilled the scientific requirements and has been approved for submission to the Munaqasyah session.

Thus, this approval is given so that it can be used properly.

Bukittinggi, February 2025

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STATEMENT LETTER OF ORIGINALITY

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Declare truly that my scientific work (thesis) with the title above is truly my own work. If in the future it is proven that this thesis is not my own work, then I am willing to be processed according to applicable law and have my undergraduate degree revoked indefinitely. Thus, I have made this statement letter to be used properly.

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ABSTRACT

INDAH WULANDARI. NIM: 2320068, ***The Effect of Using Authentic Materials to Students' Listening Skill at 10th Grade of SMAN 1 Kamang Magek.*** **A Thesis, State of Islamic University Bukittinggi 2024.**

Listening is an important skill in English language learning, but many students have difficulty in understanding the audio they listen to. Some of the main problems students face are limited vocabulary so they have difficulty understanding meaning from context, as well as lack of experience hearing diverse English pronunciation and accents. In addition, the listening materials used in class often do not reflect clear English pronunciation and accent, making it difficult for students to understand the audio well. This study aims to determine the effect of using authentic materials on students' listening skill.

This study used a quasi-experimental design with two groups, an experimental class taught listening using authentic materials and a control class without using authentic materials. A pre-test and a post-test were given to both groups to measure students' listening comprehension before and after the treatment. Data analysis was conducted using Wilcoxon Signed-Rank Test and Mann-Whitney U Test.

The results of hypothesis testing showed that there was significant effect of students using authentic materials. first, The Asymp Sig. value of 0.00, which is smaller than 0.05. Second, there is a significant difference between students who learn with authentic materials and students who learn without authentic materials. This is supported by the Asymp Sig. value of 0.03, which is also smaller than 0.05. Third, the use of authentic materials is proven to be more effective in improving students' listening skills. This can be seen from the increase in the average score in the experimental class was higher than control class (18.81 > 15.55). Therefore, it is recommended that teachers integrate authentic teaching materials in listening lessons to increase students' engagement and comprehension. Future research can explore the long-term impact of authentic teaching materials on other language skills.

Keywords: Authentic Materials, Listening Skills, English Language Learning.

ABSTRAK

INDAH WULANDARI. NIM: 2320068, ***The Effect of Using Authentic Materials to Students' Listening Skill at 10th Grade of SMAN 1 Kamang Magek.*** **A Thesis, State of Islamic University Bukittinggi 2024.**

Mendengarkan adalah keterampilan penting dalam pembelajaran bahasa Inggris, namun banyak siswa mengalami kesulitan dalam memahami audio yang mereka dengarkan. Beberapa masalah utama yang dihadapi siswa antara lain keterbatasan kosakata yang menghambat pemahaman makna dari konteks serta kurangnya pengalaman dalam mendengar berbagai pelafalan dan aksen bahasa Inggris. Selain itu, bahan ajar mendengarkan yang digunakan di kelas sering kali tidak mencerminkan pelafalan dan aksen bahasa Inggris yang jelas, sehingga siswa kesulitan memahami isi audio dengan baik. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan bahan autentik terhadap keterampilan mendengarkan siswa.

Penelitian ini menggunakan desain kuasi-eksperimen dengan dua kelompok: kelas eksperimen yang diajar dengan bahan autentik dan kelas kontrol tanpa bahan autentik. Pre-test dan post-test diberikan kepada kedua kelompok untuk mengukur pemahaman mendengarkan siswa sebelum dan sesudah perlakuan. Analisis data dilakukan menggunakan Wilcoxon Signed-Rank Test dan Mann-Whitney U Test.

Hasil pengujian hipotesis menunjukkan bahwa penggunaan bahan autentik memberikan pengaruh yang signifikan terhadap keterampilan mendengarkan siswa. Pertama, nilai Asymp Sig. sebesar 0,00, yang lebih kecil dari 0,05, menunjukkan bahwa hipotesis alternatif diterima. Kedua, terdapat perbedaan signifikan antara siswa yang belajar dengan bahan autentik dan yang belajar tanpa bahan autentik, dibuktikan dengan nilai Asymp Sig. sebesar 0,03 (lebih kecil dari 0,05). Ketiga, penggunaan bahan autentik terbukti lebih efektif dalam meningkatkan keterampilan mendengarkan, terlihat dari peningkatan skor rata-rata kelas eksperimen yang lebih tinggi dibandingkan kelas kontrol **(**18,81 > 15,55). Oleh karena itu, disarankan agar guru mengintegrasikan bahan autentik dalam pembelajaran mendengarkan untuk meningkatkan keterlibatan dan pemahaman siswa. Penelitian selanjutnya dapat mengeksplorasi dampak jangka panjang bahan autentik terhadap keterampilan bahasa lainnya.

Kata Kunci: Bahan Autentik, Keterampilan Mendengarkan, Pembelajaran Bahasa Inggris.

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Bukittinggi, Desember 2024

Indah Wulandari
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CHAPTER 1

INTRODUCTION

A. Background of the Study

In English language teaching there are four component language skills need to be focused on: reading, speaking, writing, and listening (Sadiku, 2015). In the English language, listening and reading are receptive skills, because students need to receive and understand the information (Rusmanayanti & Hanafi, 2018). Listening is one of the most important skills that students master because it will affect their communication ability.

Listening is considered the most important basic skill because it is the first skill that learners use when learning a language, especially spoken language (Wulandari & Sya'ya, 2021). Moreover, Alponiyati (2020) said that Listening is the ability to recognize and understand what another person is saying. Listening is the first skill learners use when learning a new language, especially in spoken language contexts. This is because listening is how we receive and understand information in everyday communication. Before someone can speak, read, or write in a new language, they must first hear and understand the words and structure of the language. Through listening, learners can absorb the pronunciation, intonation, rhythm, and sentence patterns typical of the language being studied. In conclusion listening has a very important role in language learning and development.

In listening activities, many students have difficulty maintaining their concentration and feel bored because this activity is often considered passive. Teaching students to achieve the main goals of learning English is not an easy task for teachers. Other problems that arise include the use of inappropriate methods and media by teachers, as well as a lack of motivation from both parties, both teachers and students. As a result, students also face difficulties in spelling words. They often cannot correctly write down what they hear. In order to helps students in listening, the researcher used the authentic materials media to improve students listening skill.

Authentic materials allow students to interact directly with real language and content, rather than just theoretically understanding language structures (Klckaya, 2004). By using these materials, students feel more familiar with the use of the target language as it occurs in real communication outside the classroom. Therefore, at every level of learning, the use of authentic materials is recommended to reduce the gap between students' language proficiency and application, which is often a challenge for non-native speakers. With exposure to more natural language, students can develop a deeper understanding of the context of communication as well as improve their skills in using language in various real-life situations.

Authentic materials bring an element of reality into learning and offer a range of benefits, such as encouraging motivation, increasing cultural awareness, providing real-life experiences and enhancing creativity in teaching (Azizah, 2016). The use of authentic materials in the classroom

brings a significant element of reality and offers various advantages, such as boosting student motivation, increasing cultural awareness and enriching the learning experience. By presenting a real context, students are more connected to the material, which makes them more enthusiastic about learning. In addition, authentic materials help students understand the cultural norms and practices of native speakers, which is essential for language acquisition. Creativity in teaching also increases, as teachers can design engaging and interactive activities using diverse sources such as videos, podcasts and news articles. Thus, authentic materials not only enrich the learning process, but also prepare students to interact with the real world.

Based on preliminary research by conducted observation and interview with English teacher the researcher on tenth-grade students of SMAN 1 Kamang Magek on 23-24 September 2024, there are some difficulties were probably faced by the students in listening skills. First, in terms of students' abilities in listening, some students struggle to understand recordings in English because they are not familiar enough with the various vocabulary used in the audio. When they hear unfamiliar words, they tend to get confused and struggle to grasp the overall meaning of the conversation. In addition, their lack of ability to recognize meaning from context makes them unable to guess or understand the intent of the conversation despite clues in intonation, situation, or surrounding words. This causes them to quickly lose focus and fail to capture important information from what they are listening to.

Second, The use of teacher voice recordings as listening material can cause difficulties for students in understanding the content of the audio. This occurs due to unclear pronunciation and incorrect intonation, so students cannot capture information properly. In addition, recordings made by teachers themselves tend not to reflect the variety of accents, speaking speeds, and natural rhythms in English as found in authentic materials. As a result, students are unfamiliar with the language used in real communication, which can have an impact on their low skills in understanding conversations in daily life contexts.

Based on the explanation above, the researcher is going to offer a strategy to solve the difficulties faced by the students in listening skill conducting the researcher under the title: "**The Effect of Using Authentic Materials to Students' Listening Skill at the Tenth Grade Students at SMAN 1 Kamang Magek".**

B. Identification of The Problem

Based on the background of the problem above, the identification of the problem is described as the following:

1. Students have difficulty in understanding the content of the audio due to limited vocabulary and lack of ability to recognize meaning from context.
2. The use of non-authentic listening materials hinders students in developing their listening skills.

C. Limitation of The Problem

By considering the problems identified above, this research focused on the 10th grade students of SMAN 1 Kamang Magek. The researcher limited this research on the effect of using Authentic materials as media to students listening skill.

D. Formulation of The Problem

In accordance with the limitation of the problem, the problem in this research can be formulated as follows:

1. Is there any significant effect of using Authentic Materials to improve the students' Listening Skill at SMAN 1 Kamang Magek?
2. Is there any significant difference of students' Listening Skill which are taught by using Authentic Materials and which are not taught by using Authentic Materials?

E. Purpose of The Research

Based on the problem formulated above, the purposes of this research are:

1. To find out whether there was a significant effect of using Authentic Materials to enhance students' Listening Skills at SMAN 1 Kamang Magek.
2. To find out whether there is a significant difference in students' Listening Skills which are taught by using Authentic Materials and which are not taught by using Authentic Materials.

F. Significance of The Research

The finding of this study expected to be useful:

1. For the teachers, the result of this study can be used to help teaching in listening the text session. Hopefully, this strategy can offer the teachers an alternative way to teach of listening that engages all students in the class.
2. For the students, this strategy can improve their listening skill and feel enjoy in learning process. So, the feedback to them is easiness in understanding the material.
3. For the researcher, it can be used as a source and basic concept for the same research.

G. Definition of The Key Term

1. Listening Skill

   Listening is the activity of paying attention to and trying to get meaning from something we hear. It involves focusing on the sounds or speech we receive and making an effort to interpret the message conveyed.

2. Authentic Materials

   Authentic materials are real materials taken from real life, such as news, advertisements, songs, videos, brochures or websites. These materials are not created specifically for learning, but rather come from language use in everyday contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Listening Skill

a. The Nature of Listening

Listening is the first and most important skill in English teaching because listening can improve other English skills. Listening means receiving information from a speaker, another person, or ourselves while maintaining a non-judgmental and empathetic attitude (Burley-Allen, 1995). This process involves the ability to really pay attention and internalize what is being said, as well as showing empathy or understanding the feelings and perspectives of the other party. Good listening involves not only the physical aspects of hearing, but also the emotional and cognitive components that enable one to respond appropriately and understandingly. It is essential in building effective communication and healthy relationships, both in personal and professional contexts.

Listening involves more than just hearing the words of another person. It often requires us to set aside our personal interests and thoughts in order to truly connect and understand the message the other person is conveying more deeply (Brady & Press, 2007). This process requires the ability to set aside personal interests and thoughts so that

we can truly focus and connect with the message being conveyed. By setting aside personal agendas, we open ourselves up to understanding and comprehending information more thoroughly, resulting in more effective and empathic communication. This emphasizes the importance of mental and emotional presence in the listening process, which is essential for building better relationships and deeper understanding.

When students listen, they analyse the sounds they hear and pick out important words from the speech to understand their meaning. They also try to guess what will be said next and compare the new information with what they already know (Nemtchinova, 2013). This process involves students' active thinking in analysing and assessing information, thus helping them understand the material better.

According to Nation & Newton (2008) argued that Listening is an important first step before speaking and is an early stage in language development. The first stage of a person's language development relies heavily on listening. That is why listening is considered an essential skill in language learning. The emphasis on listening is related to the decreased focus on speaking. Some people today believe that learning a language is not only about speaking, but more about building deep understanding in the mind. They argue that while speaking can demonstrate language mastery, speaking practice is not the best way to build cognitive understanding.

From the definitions that have been given, the notion of listening already covers the whole concept. So, it can be concluded that listening is a form of receptive use of language that aims to understand the meaning of what is being said.

b. Types of Listening

According to Brown (2004), there are four types of listening performances to assess tasks and procedures, they are:

1) Intensive: Listening to various language components such as phonemes, words, intonation and discourse markers in detail.
2) Responsive: Listening to short chunks of language such as greetings, questions, commands, and comprehension checks, in order to provide an equally short response.
3) Selective: Listening to short discourses such as monologues for specific information. The goal is not only to understand the general meaning, but also to capture specific information in the context of spoken language, such as instructions from a teacher, news, or stories on TV or radio. Selective listening assessment tasks may ask students to listen for names, numbers, grammatical categories, directions (in map exercises), or facts and events.
4) Extensive: Involves listening to long speeches or conversations to understand the message or purpose. Listening to catch the main idea and make inferences is part of extended listening.

c. Teaching Listening

In listening instruction, teachers teach students to understand what they hear. It's not just about showing students how to listen to a conversation or audio material, it's about opening the gates to understanding. There are six key principles for teaching listening (Jeremy Harmer, 2001):

1) Encourage students to listen as much and as often as possible.

   Teachers need to provide many opportunities for students to engage in listening activities. With frequent exposure to different types of audio materials, students can develop their listening skills gradually.

2) Helping students prepare to listen.

   Preparation before listening is very important. Teachers should provide context, background, or clues about the material to be heard so that students are better prepared and focused when listening.

3) One listen may not be enough.

   Listening once may not be enough for students to fully understand the material. Teachers need to provide opportunities for students to listen to the material more than once, so that they can capture information that may have been missed on the first listen.

4) Encourage students to respond to content, not just language.

It is important for students to understand the meaning and content of the material they are listening to, rather than just focusing on the language structure or words used. Teachers should encourage students to express their understanding of the content.

5) Different stages of listening require different tasks.

The listening process has different stages, such as listening for the first time, listening for details, and listening for intonation or tone. Each of these stages requires different types of tasks to help students comprehend the material.

6) A good teacher will explore the auditory text thoroughly.

Teachers should be able to explore the audio material deeply and fully, paying attention to various important aspects of the text. This will help students to understand the material better and more deeply.

Based on the point above, it can be understood that the importance of listening instruction in language learning cannot be overlooked, and for this reason teachers should encourage students to listen as much and as often as possible, providing them with a variety of opportunities to be exposed to audio material. Careful preparation before listening is also essential, with teachers providing relevant context or prompts to better prepare students. Since listening once is often not enough, students need to listen to

the material more than once to truly understand it. In addition, teachers should encourage students to respond to the content of what is heard, rather than just focusing on the language used. Different stages in the listening process require different tasks, which help students in understanding the material thoroughly. Effective teachers will also explore the listening text in depth, ensuring that all important aspects of the material are heard and understood by students.

d. The Advantages of Listening

There are so many advantages that we can get from listening. Here are some of them (Bangor, 2019):

1) Can understand various aspects of the social and professional environment in greater depth.

Gaining a better understanding of various situations and dynamics in social and professional environments helps students to adapt and interact more effectively. This allows them to communicate more clearly and make more informed decisions based on a deep understanding of the context they are dealing with.

2) Improve socialization skills.

Improving the ability to socialize means that students can interact with others more easily and comfortably. This involves the ability to start conversations, listen actively, and participate in

various social activities, all of which contribute to better relationships and a wider social network.

3) Become more empathetic towards friends and family.

Empathy allows one to understand and feel what another person is going through, which helps in building deeper and more meaningful relationships. By becoming more empathetic, students can offer better support and build trust with friends and family.

4) Strengthen relationships by making people feel valued.

Making others feel valued is key to building and maintaining strong relationships. When people feel valued, they tend to be more open, loyal and willing to cooperate. This can be achieved through recognition, praise, and small acts that show attention and appreciation.

5) Improve problem-solving skills.

Good problem-solving skills are essential in various aspects of life. By developing this ability, students can face challenges more effectively, find creative solutions, and make better decisions.

6) Absorb information more effectively.

The ability to absorb information better allows students to learn new things more quickly and efficiently. This includes the ability to listen actively, understand complex content, and recall

important information. These skills are important in learning, work and everyday life.

Listening is a vital aspect of effective communication, both in social and professional settings. It improves interaction and socialization skills, and helps one become more empathetic towards friends and family. In addition, listening strengthens relationships by making people feel valued and improving problem-solving skills. The ability to absorb information also becomes better when one listens effectively. These points emphasize the importance of listening as the foundation of successful and meaningful communication.

e. Listening Process

Listening itself is the process of interpreting meaning of the spoken language. There are two types of active processes involved in constructing meaning during listening: top-down and bottom-up processing. Here is an explanation of both (Nation & Newton, 2008):

1) Bottom-up processing

Bottom-up listening is a method in which the listener understands the message by gradually building meaning from each spoken word and phrase. In this approach, the listener relies on the immediate input received in the speech stream as the foundation for interpreting the message as a whole. Each element, from sounds

to words, is analysed sequentially so that the meaning of the message can be assembled appropriately.

For example, when someone gives directions to the zoo, the listener will process information such as the street name, the bus route to take, and the estimated travel time. All this information is processed one by one in the mind of the listener, who then compiles it into a complete understanding. This comprehension process is considered a decoding process, where the listener translates the raw information into a coherent meaning.

2) Top-down processing

The top-down process involves listeners using their overall knowledge and rhetorical schema to make sense of the pieces of information received. In other words, listeners use their understanding of the context of communication to predict the content of the message and then use the parts of the message to confirm, correct, or add to those predictions. The main process involved is inference.

Examples of listening activities that use a top-down process include putting together a sequence of images or events, listening to a conversation and identifying the location of the conversation, reading information about a topic and then listening to discover whether certain points are mentioned, or inferring the relationship between the individuals involved.

Therefore, critical listening requires the ability to communicate and understand what native speakers are saying. Listening is the natural first step before speaking; the early stages of language development, both in one's first language and in learning another language naturally, depend on listening. A more effective approach to listening is based on a variety of ideas. From these two processes, it can be concluded that if students follow both processes well, then listening activities will run smoothly.

f. The Component of Listening

Brown lays out some important components of listening skills focus on overall understanding and the broader purpose of communication rather than specific details (Brown, 2004):

1) Listening for the main idea.
2) Listening for specific information.
3) Making inferences.
4) Understanding and processing larger chunks of information.

As stated in the curriculum in the Listening - Speaking component, by the end of Phase E, students are expected to use English to communicate with teachers, peers and others in a variety of situations and for a variety of purposes. They are able to ask and respond to questions, and use strategies to initiate and sustain conversations and discussions. Students also understand and identify

main ideas and details in discussions or presentations relevant to teenage topics. They use English to express opinions related to adolescent issues and to discuss matters of interest to adolescents, as well as to make comparisons. In addition, they use non-verbal elements such as gestures, pace and intonation to clarify understanding in various contexts.

Thus, the learning outcomes at the listening stage at the high school level show that students have the ability to understand and identify main ideas and important details in conversations or presentations related to the topic of adolescence. They are able to use English to express opinions on issues relevant to teenagers and discuss interests related to them. In addition, they are also able to make comparisons between different things. Based on the learning outcomes described in the curriculum in the Listening - Speaking component at the end of Phase E, the following can be concluded:

1) Students are able to find the main idea of the text.
2) Students are able to identify and understand relevant details from the text.
3) Students are able to making inference appropriately.

According to Vishwanath (2013), listening consists of five stages. This process includes hearing, understanding, remembering, evaluating and responding as follows:

1) Receiving (Hearing)

   Hearing refers to the response that occurs when sound waves stimulate sensory receptors in the ear, it is a physical response. Hearing involves the perception of sound waves; to listen, you need to be able to hear, but you don't need to hear to simply hear (the perception required for listening depends on attention). The brain filters out stimuli and only directs focus on a few specific stimuli-this selective perception process is known as attention, which is a necessary condition for effective listening.

2) Comprehension (Learning)

   Understanding this step involves the process of analysing the meaning of the symbols we see and hear, as well as the stimuli we receive; the meaning of the symbols depends on our previous experience and the context in which they appear. For interpersonal communication to be successful, the listener must be able to understand the intended meaning as well as the context assumed by the sender of the message.

3) Remembering (Recalling)

   Remembering is an important aspect of the listening process as it indicates that one is not only receiving and interpreting the message, but also storing it in memory. Just as our attention in

listening is selective, our memory is too-what is remembered can be very different from what was originally seen or heard.

4) Evaluating (Judging)

Evaluating is a stage in the listening process that only active listeners perform. At this stage, the active listener assesses the evidence, distinguishes facts from arguments, and determines if there is bias or prejudice in the message. Effective listeners make sure not to start this evaluation too soon; if this stage begins before the complete message is received, the listening process will be disrupted as attention is drawn away from the incoming message, causing the listening process to grind to a halt.

5) Responding (Answering)

The responding stage involves the receiver completing the listening process by providing both verbal and nonverbal feedback. Since the speaker has no other way of knowing if the message has been received, this stage becomes the only way for the sender to assess how successfully the message was delivered.

Based on the above, the purpose of listening includes establishing social relationships with people around us, allowing us to do various things, because conversation has many functions, including integrating with everyone. The purpose of listening is not only to

understand the general meaning, but also to capture the specific information conveyed. Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening materials and appropriate procedures.

g. The Testing of Listening

Test is the way how to measure students' knowledge or ability. A test is a method of assessing a person's ability, knowledge or performance in a particular field (Brown, 2004). Without tests, teachers cannot know how effective the learning process has been. Testing provides feedback for both students and teachers. The purpose of the listening test is to evaluate whether the learners are able to infer, construct and modify their understanding of the content of the text (Gary, 2001). In other words, the purpose of the listening test is to evaluate students' ability to infer, construct, transform, and interpret information using their own language.

There are eight types of listening test, here the types of them (Nation & Newton, 2008):

1) Dictation

The teacher reads a text of about 150 words aloud, phrase by phrase, while the learners write each phrase as they hear it.

2) Partial Dictation

The learners have an incomplete written text in front of them. When they listen to an oral version of the text, they fill in the missing parts of the written text.

3) Text with Questions

Learners have a list of multiple-choice questions in front of them while they listen to a read text or a recorded dialog. While listening, they answer the questions.

4) Responding to Statements

Learners listen to statements or questions and respond by selecting words or pictures from the available options, indicating correct or incorrect answers, or giving short answers.

5) Three Choice True-False

Instead of just giving a true or false response, it is allowed to choose from three response categories: true, false, or opinion; or true, false, and not stated.

6) Recorded Cloze

Learners listen to a recording where every 15th word is replaced with a "beep" sound and there is a pause at the end of each sentence. While listening, they write down the missing words.

7) Information Transfer

Learners listen to descriptions or dialog and then label diagrams or fill in charts or tables while listening.

8) Rating Scales and Lists

Based on the results of listeners' performance on a particular task or teachers' assessment of their students, teachers determine students' position on a scale that describes their listening proficiency level.

The goal of teaching listening is communicative interaction. An effective listener can identify, understand, and give an appropriate response to what the interlocutor is saying. Therefore, the main purpose of listening in second language learning is to aid comprehension of spoken discourse. Through the process of communicative interaction, students are expected to be able to absorb information well.

2. The Concept of Authentic Materials

a. Definition of Authentic Materials

Authentic listening materials can be drawn from a variety of sources that reflect natural language use. In listening instruction, teachers often utilize a variety of authentic texts, such as songs, news, interviews, movies, voice messages, and others (Fithriyah, 2015). The diversity of such sources highlights the importance of exposing

students to various realistic forms of communication, which can help them better understand language in real contexts. This is in line with modern educational approaches that emphasize context-based learning and real experiences. By using authentic materials, teachers not only improve students' listening skills but also enrich the overall learning experience.

According to Unismuh (2020), although authentic materials are designed for native speakers, they can still be used in English language teaching. This is because authentic materials provide a real context for students, allowing them to understand the culture of native speakers in everyday life situations. The use of authentic materials in language teaching helps provide a more real learning experience for students. Although originally created for native speakers, these materials can help students understand the culture of the language being studied. It's not just about vocabulary or grammar, but also about how language is used in everyday life. Authentic materials help students see ways of thinking and habits that are not always present in regular learning materials, thus making learning more interesting and relevant.

Authentic materials are materials created for real-world purposes outside of the language learning context, and are often, though not always, produced by native speakers for native consumption (University of Michigan, 2017). Authentic materials refer to materials that were not originally designed specifically for language

teaching purposes, but rather for real-life, everyday communication purposes. Examples could be news articles, podcasts, videos or even advertisements created for a general audience, not language students. These materials are often produced by native speakers of the language, with the assumption that the readers, listeners or viewers are also native speakers. In the context of language learning, authentic materials are used to give students exposure to how language is actually used in a variety of real situations, as opposed to materials that are usually simplified or customized for teaching purposes.

Genuineness in language refers to a natural and spontaneous style of speech, which includes variations in speech rate, intonation, natural pauses, and the use of vocabulary common in everyday conversation. Genuineness also includes elements such as colloquialisms, minor mistakes and self-correction, which show the speaker's thought process. These features are important as they create more real and relevant communication for the listener. Input should be geared towards achieving user authenticity, first, by adapting to learners' current needs, and second, by reflecting real-life usage. Those who can develop listening skills from the start - or who have a natural ability to listen - have the best chance of success, and eventually reach higher levels of proficiency (Rost, 2011). It clearly explains the importance of authenticity in language for listening learning, emphasizing elements such as speech rate variation, intonation, natural

pauses, and everyday vocabulary. These elements help students adapt to language used in real situations, rather than in a simplified form. Including colloquialisms, small mistakes, and self-correction enriches the context of communication, allowing students to understand the dynamics of native conversations. The focus on tailoring the input to learners' needs helps them develop more effective listening skills and be prepared for everyday conversations.

The above illustrates the importance of using authentic listening materials in language teaching, which come from a variety of sources such as songs, news, interviews, movies and voice messages. This diversity of sources emphasizes the need to expose students to realistic forms of communication to help them understand language in real contexts, in line with modern educational approaches that emphasize context-based learning and real experiences. Although these materials are designed for native speakers, they remain relevant in English language teaching as they provide a context that allows students to understand native speaker culture in everyday situations. The use of authentic materials not only improves students' listening skills but also enriches the overall learning experience, helping students understand how language is used in real life, not only in terms of vocabulary and grammar. In addition, proper evaluation of listening materials is essential to assist teachers and curriculum planners in selecting, adapting and supplementing existing materials, thus ensuring

that the materials used are relevant and reflect real language use, making the learning experience more meaningful and relevant to daily life. Based on the above, it is clear that the integration of authentic listening materials in language teaching has a significant impact on learning effectiveness and students' communication skills.

b. Facets of authenticity

Here are some criteria of authentic materials according Rost (as cited in Taylor, 1994 and Breen, 1985):

1. Language Authenticity Criteria: Authentic materials often use language that is natural and appropriate to the context of everyday life. This provides an opportunity for students to hear how language is used in real situations.
2. Situational Authenticity Criterion: Authentic materials creates a relevant and interesting learning context. Students can connect with current issues and popular culture, making the learning process more interesting.
3. Task Authenticity Criterion: Tasks can be designed to focus on listening comprehension. For example, students could be asked to explain information they heard, discuss themes or issues raised in the news or TV show, or answer open-ended questions based on their understanding.

4. Student Interpretation Criteria: Although there is no text, students can provide personal interpretations of what they heard. This helps them develop analytical skills and deeper understanding.

c. The Advantages of Authentic Materials

According to Srinivas Rao (2019) here are some of the advantages of authentic materials:

1. Authentic materials provide situational language for learners.

   Authentic materials help students understand how language is used in specific contexts, such as everyday conversations or formal situations, thus improving their practical communication skills.

2. Authentic materials expose learners to real-life situations.

   These materials present real-life situations, such as social or professional interactions, which make learning more relevant and contextualized for students.

3. Authentic materials offer a variety of language contexts, registers, genres, and styles of both written and spoken discourses.

   Authentic materials expose students to different types of language, from formal to informal styles, and different formats, such as articles, vlogs, or podcasts.

4. Authentic materials make learners aware of the situation in the society.

Authentic materials allow students to understand cultural and social issues and the context of the society in which the language is used, enriching their learning experience.

5. Authentic materials develop learners' critical thinking.

   With materials such as news or opinion articles, students are encouraged to analyse and evaluate information, which helps improve their critical thinking skills.

6. Authentic materials encourage learners to take part in classroom discussions actively.

   Interesting materials, such as vlog videos or hot topics, motivate students to participate in class discussions, thus improving their speaking skills.

7. Authentic materials build a connection between the outside world and the English classrooms.

   Authentic materials bridge the classroom with the real world, giving students a more genuine and relevant learning experience.

Authentic materials play an important role in language learning by providing relevant and contextualized experiences for students. These materials not only present language in real situations, such as everyday conversations or formal interactions but also enrich students' understanding of different language styles, social contexts, and cultures. By featuring interesting topics, authentic materials encourage students to actively participate in class discussions, develop

critical thinking skills, and bridge classroom learning with the real world. As a result, students not only learn the language but also prepare themselves to use the language practically in daily life.

d. The Disadvantages of Authentic Materials

The main reason underlying the use of simplified and inauthentic materials in foreign language teaching is the fact that authentic materials often have complex and difficult-to-understand structures and content, which exceed the level of understanding of learners, especially at the beginner and intermediate levels. This is because authentic materials designed for native speakers often contain linguistic and cultural elements unfamiliar to those learning the language as a foreign language (Kaygisiz, 2020). Along with the challenges faced by foreign language learners, the use of simplified and inauthentic materials becomes a more effective option. Authentic materials often have complex structures and content, which exceed the comprehension ability of learners, especially at the beginner and intermediate levels. This happens because authentic materials designed for native speakers contain linguistic and cultural elements unfamiliar to foreign language learners, such as idioms or specific cultural references. While authentic materials are very useful for native speakers, they can be difficult to understand for those who are just starting in language learning, so simpler materials tailored to learners' abilities are more effective.

e. The Criteria for Authentic Materials

According to Blik (2014) There are four main criteria for selecting effective authentic materials:

1. Consistency

   Authentic materials should support the learning objectives without interfering with the process. They should be well integrated into the lesson and relevant to the topic.

2. Novelty

   Materials should present new information that students do not already know, providing fresh insights and increasing their interest in learning.

3. Relevance

   The content should be relevant, valid accurate, appropriate to the learning needs, and understandable to audiences from different cultural backgrounds.

4. Applicability and Stability

   Materials should reflect modern realities while retaining historical or classical elements that underlie cultural and linguistic knowledge.

By fulfilling these four criteria, authentic materials can be an effective, relevant, and meaningful learning tool. This not only increases student engagement but also broadens their understanding of the topic being studied.

f. Definition of Non-Authentic Materials

Non-authentic materials in language learning refer to teaching materials designed specifically for language students (Nematollahi & Maghsoudi, 2015). These materials often emphasize certain aspects that the teacher wants to teach. As the language in non-authentic texts tends to be artificial, this makes them very different from the language that learners would normally encounter in real situations. While there is a view that non-authentic texts can be useful in teaching language structures, their use is not recommended for practicing reading and listening skills.

Non-authentic materials are learning resources created specifically for teaching purposes, such as flashcards, bulletin boards, short texts, worksheets and the like. This type of material plays a role in reinforcing certain aspects of language learning and can be adapted to various learning styles of students, such as visual, auditory or kinaesthetic (Católica et al., 2020). It is important that teachers realize the importance of understanding cultural issues, students' needs and preferences, affective factors, as well as various approaches to

learning and learning styles. This understanding allows teachers to create a more inclusive and relevant learning environment for students. All of this aims to motivate students, increase their engagement, and encourage them to interact more effectively in the language being learned, so that learning can take place optimally and according to the individual needs of each student.

g. Advantages of Non-Authentic Materials

Non-authentic materials, are organized by teachers according to students' abilities and language levels, so that students can more easily understand and master the subject matter (Febrina, 2017). By adjusting the materials to students' ability levels, teachers can create more structured and purposeful learning, which allows students to learn gradually and at their own pace, making the language acquisition process more effective.

Non-authentic materials have an advantage in language teaching as they can be customized and modified according to the teaching objectives, making them more relevant to the learning needs. They focus on certain aspects of the target language to be taught, such as language structures or specific vocabulary, which helps students to better understand these language elements (Católica et al., 2020). In addition, these materials are tailored to the teacher's way of teaching, so as to facilitate more purposeful teaching methods and in accordance

with the expected guidelines in the language learning context. As such, non-authentic materials are designed to enhance the effectiveness of language teaching.

h. The Disadvantages of Non-Authentic Materials

In fact, some English teachers in schools only use non-authentic listening materials. Most of the materials used consist of short snippets from school textbooks, and teachers do not vary the activities provided. Students are only asked to answer questions related to the text the teacher reads or copy sentences after hearing them. As a result, learning activities become less effective, boring and uninteresting, and do not have a positive impact on students' ability to use language communicatively. This is reflected in the students' lack of attention to the teacher's instructions and the boredom they feel. In addition, students are not given the opportunity to listen to English being spoken. The main focus of students is instead more on reading activities because the English exam at school emphasizes reading comprehension (Tuanany, 2019).

Although the non-authentic materials are designed and simplified by teachers, they come across as unnatural. Textbooks and simplified materials often do not reflect the way English is used in everyday situations, which deprives students of real language experience (Febrina, 2017). Therefore, there is a view that suggests

that authentic materials, which better reflect the use of real language in daily life contexts, be provided to students. This can help students to better understand and apply English in more natural and effective communication.

i. Teaching Listening through Authentic Materials

Authentic materials are more engaging because students often read them while traveling, studying abroad, or in real situations outside the classroom. These materials make students interact with the original language and its content, not just the grammar. They feel they are learning the language as it is used daily. As classroom learning time is limited, the teacher is one of many learning resources. Teachers need to motivate students to actively participate and also raise their cultural awareness, so that they learn the target culture independently. The researcher will discuss how to use Text-to-speech media technology to prepare before teaching listening. Teachers are known to need to prepare relevant resources and media before they can begin instructing. Teachers must make connections between the material to the relevant syllabus and curriculum. Next, before beginning class activities, teachers need to produce engaging material. Authentic materials can include a variety of things (Asatryan, 2022):

1. Audio visual refers to materials that can be accessed through a combination of audio and visual, such as TV

shows, radio, commercials, news broadcasts, documentaries, movies, and phone messages. These materials help language learners become familiar with the way language is used in real-life contexts, such as real conversations, news, and media they frequently encounter.

2. Visuals include images or symbols used to convey information, such as photographs, artwork, signs with symbols, postcards, and picture books. Visual materials are particularly useful in introducing a particular culture or situation, as images and symbols often convey meaning in a direct and easily understood way, even without words.
3. Print Text includes any kind of written material found in everyday life, such as restaurant menus, newspaper articles, advertisements, company websites, coupons, sales catalogues, travel brochures, maps, phone books, signs, blogs, movie posters, and food labels. These printed texts provide more specific and detailed information and help language learners understand how language is used in practical contexts, such as when shopping, traveling, or looking for information.

Here are the teaching procedures for listening using Authentic materials adapted from (Asatryan, 2022):

a. The teacher divides the class into five groups.

b. Each group is given a different topic, then they are asked to find as much information as possible through audio and video sources relevant to the topic. After that, the groups should discuss the information they found and decide how and who will present it.
c. On the day of the presentation, representatives from each group deliver their reports. Instead of reading the text, they are asked to restate what they have understood from the audio and video materials. Other students listen to these presentations as listening practice and respond afterwards.
d. After the presentation is over, students can ask related questions. If the speaker cannot answer, they can ask for help from their group members. This process allows students to practice active listening through audio and video content, while enriching their cultural and linguistic understanding from authentic sources.

This procedure trains students in active listening and enriches their understanding of culture and language through authentic sources. With this method, students not only learn to listen, but also apply their language skills in a more real-world context.

B. Review of Related Literature

There are some studies that are related to this research, they are:

First, the research by Asnawati (2020), a journal entitled “The Use of Authentic Materials in Teaching English at SMP Unismuh Makassar”. The focus of this study was to determine the effectiveness of using authentic materials in improving students’ English skills at SMP Unismuh Makassar. The methods used in this study include observation and interviews with teachers and students to collect data. The results show that the use of authentic materials, such as videos and articles from original sources, can increase students' interest and motivation to learn, as well as help them understand the context of English use in daily life. Although there are challenges in implementing authentic materials, the authors recommend that teachers make use of available resources and make adaptations according to students' needs (Unismuh et al., 2020)

Second, the study by Azizah (2016) entitled "Authentic Materials for Developing Listening Comprehension”. The focus of this study was to explore the use of authentic materials in the development of students’ listening comprehension. The methods used in this study include analysis and observation of the use of different types of authentic materials, such as audio and video from original sources, as well as surveys to obtain feedback from students regarding their learning experience. The results showed that the use of authentic materials significantly improved students' listening skills,

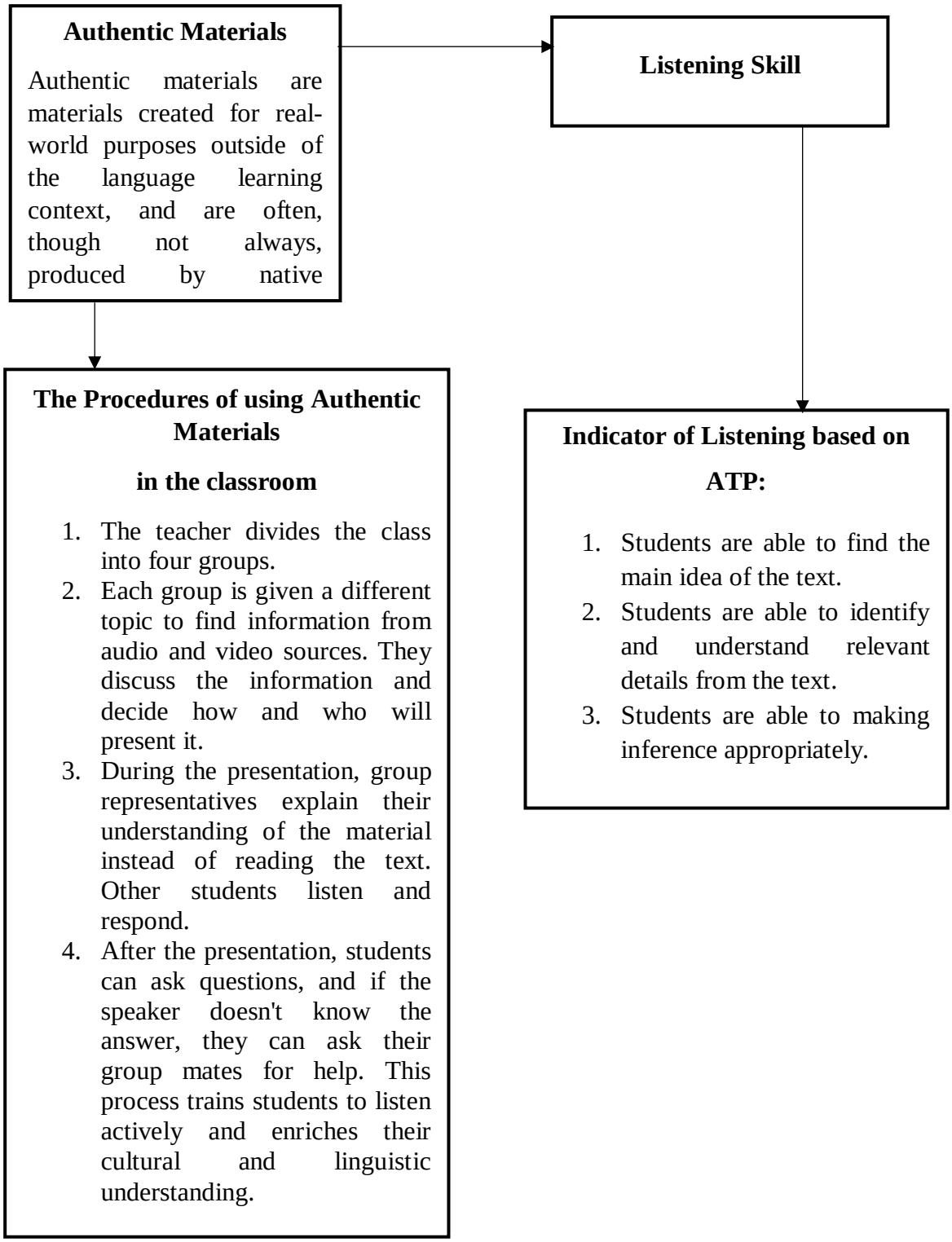
increased their motivation to learn, and helped them understand more real contexts of language use. Azizah recommends the application of authentic materials in English language teaching as an effective strategy to improve students' listening skills (Azizah, 2016).

Third, the study by Fithriyah (2015) focus on “The Importance of Authentic Materials in Developing Appropriate and Effective Listening Skills.” The focus of this study was to assess the role of authentic materials in developing appropriate and effective listening skills in students. The methods used in this study included a literature review as well as an analysis of the application of authentic materials in listening instruction. The results show that the use of authentic materials, such as audio and video recordings derived from real situations, is very influential in improving students' listening skills. Authentic materials not only make learning more interesting, but also help students understand the context and use of language in everyday life. Fithriyah concluded that the application of authentic materials in listening learning is very important to improve students' overall ability (Fithriyah, 2015).

Based on the results of research conducted by Asnawati (2020), Azizah (2016), and Fithriyah (2015), there are similarities in the use of authentic materials to improve students' English language skills, especially in listening skills. These studies show that authentic materials, such as videos, audios, and articles from original sources, can increase students' motivation and help them understand the context of English use in daily life. Another

similarity is the use of qualitative methods involving observation, interviews and surveys to collect data. Nonetheless, there are differences in the focus of the research, where this research focuses on improving students' listening skills, while the other studies also address English language skills more generally. In addition, this study was located at SMAN 1 Kamang Magek with a population of grade X students, in contrast to the location and population of the other studies.

C. Conceptual Framework



D. Hypothesis

Based on the background, formulation, and purposes of the problem above, the hypothesis of this research is:

1. Ha: There is a significant effect of using Authentic materials to improve students' listening skill.

   Ho: There is no significant effect of using Authentic materials to improve students' listening skill.

2. Ha: There is a significant different between using Authentic materials and conventional technique for students listening skill.

   Ho: there is no significant different between using Authentic materials and conventional technique for students listening skill.

3. Ha: the listening skill of the students who are taught by using authentic materials is better than students who are taught without using authentic materials.

   H0: the listening skill of students who are taught by using authentic materials is not better than students who are taught without using authentic materials.

CHAPTER III

RESEARCH METHODOLOGY

This part is focused on the method of research used. It included the design of the research, the population of the research, a sample of the research, the instrument, the data collection technique, and the data analysis technique.

A. Research Design

This research is an experimental study because it aims to understand how the Text-to-speech technology impacts students' listening skill. By conducting this experiment, researchers seek to determine whether employing the Text-to-speech technology has a significant effect on improving students' understanding of what they listen. This research aims to find out how effective this strategy is in improving students' skill. Through controlled testing and analysis, this research will provide valuable insights that can be used to improved educational practices and support student learning.

A quasi-experimental design are very useful for answering questions about how effective and impact of programs (Gribbons & Herman, 1997) . Quasi-experimental designs are especially useful for illuminating how effective and what impact programs, such as Authentic materials media, have in real educational settings. With this design, researchers can compare groups of students who use Authentic materials strategies with groups who do not, so they can understand the effect on listening skill. This research aims to explain how effective Authentic materials media is in improving students' listening skills. With careful analysis, it is hoped that the results of this research will

provide useful information for educational practices and strategies aimed at improving literacy outcomes.

This study will use two classes with different treatments between the experimental and control classes. In the experimental class, researchers will apply Authentic materials, and in the control class, they will not be taught using Authentic materials. The researcher will have three meeting for the treatment. The pre-test will be given to determine the initiation score of student listening skill in both classes. Then, the researcher will conduct three meeting for therapy in both classes. At the end, the researcher will give a post-test to both classes. So, in this research, the researcher will conduct five meetings in each class, which consist of one pre-test, three treatment, and one post-test.

Table 3. 1 List of Treatments for Exp Class and Ctrl Class

Group	Pre-test	Treatment	Post-test
Exp. Class	T1	X	T2
Ctrl. Class	T1	-	T2

Note:

Exp : Experimental class

Ctrl : Control class

X : Treatment of experimental class by using Text-to-speech

T1 : Pre-test for experimental class and control class

T2 : Post-test for experimental class and control class

B. Population and Sample

1. Population

A population is a group of individuals who share the same characteristics (Cresswell, 2012). The population of this research is the 11th grade students of SMAN 1 Kamang Magek, and detailed information is below:

Table 3. 2 Population of Students in SMAN 1 Kamang Magek

No.	Class	Number of Students
1.	X.1	28
2.	X.2	28
3.	X.3	28
	Total	84

2. Sample

The sample depicts the population's quality and characteristics. According to Cresswell, a sample is a cluster random sampling of the target population, that the researcher plans to study to generalize about the target population (Cresswell, 2012). It means that sample was part of the population which selected to be the target of experiment. Based on the research problem and the researcher designed which were used, this research needed an experiment class and control class. Therefore, the researcher choose two classes, namely class X.1 as the experiment class

and class X.2 as the control class. These two classes were taught by the same teacher, had similar abilities and were recommended by the teacher as samples for experimental and control classes.

A good sample is the sample that is homogenous and normal. In determining the homogenous and the normality of the sample. The researcher has done a normality and homogeneity test on the students' speaking test scores analysed with SPSS 20.

1. Normality test

   The normality test is used to measure the data in the experimental class and whether the control class is normally distributed or not. The researcher used IBM SPSS statistic 20 to test the normality of the data and used Kolmogorov Smirnov. The steps of the normality test are below:

   1. Gathered student's listening ability scores
   2. Input the scores into SPSS statistic 20 and use the Kolmogorov Smirnov
   3. Find the residual score of the students
   4. After that find the significance value of the data using residual score
   5. Take the conclusion, if the significance value of the data is greater than (α) 5% (0.05), it means the data distributed normally

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	29.17703021
Most Extreme Differences	Absolute	.162
	Positive	.080
	Negative	-.162
Kolmogorov-Smirnov Z		.842
Asymp. Sig. (2-tailed)		.477

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above the data is distributed normally if the significant value of the data is higher than the value (α) 5% (0,05). It can be seen from the table of the significant value of data is 0,477 which higher than the value (α) 5% (0,05). It means the data is distributed normally.

2. Homogeneity test

The purpose of the homogeneity test is to know whether the population is homogenous or not. The researcher used IBM SPSS statistic 20 with the following steps:

1. Gathered student's listening ability scores
2. Input the scores into SPSS statistic 20 and use the Levene statistic
3. Take the conclusion, if the significance value of the data is greater than (α) 5% (0.05), it means the data distributed normally

Test of Homogeneity of Variances

Nilai Listening

Levene Statistic	df1	df2	Sig.
1.821	2	80	.169

Based on the table above the data is homogenous if the significant value of the data is higher than the value (α) 5% (0,05). It can be seen from the table of the significant value of data is 0,169 which higher than the value (α) 5% (0,05). It means the data is homogenous.

C. **Instrumentation**

The instrumentation of this research is a listening test. The test consisted several questions in the form of multiple choices. The test is repeated twice. In this study, there are two types of tests used: pre-test and post-test. The pre-test is used to determine the students' listening skill at the beginning of the treatment, whereas the post-test is given at the conclusion of the treatment. The post-test, on the other hand, is utilized to see how the effect of the

treatment affected their capacity to listening at the end of the treatment. Comprehension is the sole aspect of listening that is evaluated.

1. Validity

   Validity focuses on whether a test measures what it is supposed to measure and whether the test is appropriate for its intended users. According to (Zainuri et al., 2021), a test is said to be valid if the test measures what it wants to measure. The instrument is also considered valid if it provides a correct description of the data based on reality or fact. The instrumentation was valid if it measured accurately what was intended to be measure.

2. Reliability

   Reliability refers to the consistency of test scores over time and across conditions (Cresswell, 2012). Reliability reflects the stability and consistency of scores expected when researchers use the same instrument several times at different intervals. Gay defines reliability as the degree to which a test consistently measures the same thing intended to measure. Test reliability can be determined through two methods: external consistency and internal consistency (Gay, 2012). External consistency refers to the strength of a test, which can be assessed through the test-retest method. This involves administering multiple tests to ensure consistency and consistency. Another aspect to consider is internal consistency, which refers to test criteria based on a single administration. This research will use an internal consistency test

to assess the assessment. To ensure the reliability of this research, researchers will use SPSS 20.

The researcher will use the table reliability by Cohen (2007) to interpret the data result.

Table 3. 3 level of Reliability

No	Reliability	Level of Reliability
1.	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5.	<0.60	Unacceptable Low

Reliability Statistics

Cronbach's Alpha[a]	N of Items
.780	25

Based on the table above, the instrument in this study was reliable because the Cronbach's alpha score was 0.780

D. Research Procedures

In this study, the researcher follows specific procedures to ensure the smooth execution of the research.

1. The researcher gives a pre-test to the students in both classes.
2. The researcher teaches both classes: the experimental class using Authentic materials and the control class without using Authentic materials.
3. The researcher gives post-tests to the students in both classes.
4. After that, researcher rates the students' listening test.
5. The last researcher tested the hypothesis and stated the result of the research.

E. Technique of Data Collection

In this research, the data was collected using test. The test was given twice (pre-test and post-test) for students to know students' listening skill. the result of the pre-test and post-test were used as the data of this research.

1. Pre-test is a process to measure students' listening skill before treatment is given. Researchers will conduct a pre-test on the experimental class and control class as research samples at the first meeting. The purpose of the pre-test is to assess students' understanding of listening the text before being given treatment.
2. Treatment is a variable applied in experimental classes to improve students. Treatment using media-based learning methods with Authentic materials was only given to the experimental class, while the control class received treatment using the lecture method.

3. Post-test is a process to measure students' listening skill after the treatment given, to assess the results. A post-test will be given to both groups (experimental class and control class) at the last meeting by researchers to determine the effect of using Authentic materials on students' listening skill.

F. Technique of Data Analysis

The next step was data analysis after the researcher collected the data from the pre-test and post-test result. Since the data was not normal, the researcher cannot use parametric test. Then, non-parametric test was used which was The Wilcoxon Signed-Rank Test and Mann-Whitney U-test. The Wilcoxon Signed-Rank Test and Mann-Whitney U-test are a non-parametric statistical method used as an alternative to the dependent test when data is not normally distributed. The test was used to prove whether authentic materials was effective in improving students' listening skill. In this research, the researcher used SPSS to conducted the Wilcoxon and Mann-Whitney test.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter describes the findings and discussions about the analysis of the data collected to answer the formulation of the problems. The findings consist of three sections, they are descriptions of the data, analysis of the data, and testing of the hypothesis.

1. Description of the Data

In this research, the data was obtained from students listening scores of the tenth grade students of SMAN 1 Kamang Magek. The students' speaking score was collected from the pre-test which was conducted at the beginning of the research and the post-test which was conducted at the end of the research after the treatment. The scores of the pre-test and post-test from both classes were used as the data of this research.

The research sample consisted of 56 students divided into two classes, namely the experimental class (X. E-1) and the control class (X. E-2), each totalling 28 students. However, only 54 students took the pre-test and post-test, with details of 27 students from the experimental class and 27 from the control class. It was happen because some students did not come to school on the day of the tests for several reasons. Therefore, the data used in this study were only taken from students who took both tests. A more detailed explanation of the data from the experimental and control classes were explained below:

a. The Data from Pre-Test of Experimental and Control Class

The researcher taught the experimental class by using authentic materials and a control class without authentic audio materials. Before teaching both of the classes, the researcher gave the pre-test to the students. The researcher gave the pre-test in the first meeting of the experimental and control classes. The pre-test in the experimental class was conducted on October, 22nd 2024, and the pre-test in the control class on October, 23rd 2024.

The result of the pre-test obtained in the experimental class was described in the following table:

Table 4. 1

Pre-test Scores of Experimental Class

NO	Student's	Score
1.	AHJ	36
2.	ARZ	44
3.	ARF	48
4.	AR	20
5.	ATR	32
6.	D	28
7.	DFF	24
8.	FNI	28
9.	GAM	28
10.	HSA	68
11.	HAP	36
12.	IF	44
13.	IRA	52
14.	KNA	28
15.	MM	20
16.	MR	36
17.	MS	28
18.	NR	20
19.	PNA	20
20.	QN	40
21.	RL	20

22.	RNY	36
23.	RR	24
24.	SD	24
25.	SBR	32
26.	TY	48
27.	VR	48

From the table above, it can be stated that there were 27 students in the experimental class. It was shown that the lowest score is 20 and the highest score is 68. On the other hand, only one student got score higher than 60 and the other scores below 60.

The result of the pre-test obtained in the control class was described in the following table:

Table 4. 1

Pre-test Scores of Control Class

NO	Student's Code	Score
1.	AR	44
2.	ANP	20
3.	AA	40
4.	AK	20
5.	AI	36
6.	AZP	20
7.	FYE	28
8.	HF	20
9.	IKF	24
10.	IS	24
11.	JJS	20
12.	LAP	36
13.	MP	40
14.	MS	20
15.	MAR	52
16.	MAE	28
17.	MRR	24
18.	NPF	24
19.	RFA	20
20.	RA	20

21.	RB	52
22.	RA	28
23.	SA	64
24.	SS	36
25.	SRA	24
26.	VR	36
27	ZH	28

Based on the data in the table above, it can be stated that the number of students in the control class were 27 students. The lowest score obtained by students was 20, while the highest score was 64. No one students got score more than 64.

After collecting the data from the pre-test of experimental and control classes, the researcher compared the scores of both classes. It can be seen in the table below:

Table 4. 2 The Result of Score Calculation from the Pre-test

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Experimental	27	20	68	33.78	12.068	145.641
Pre-test Control	27	20	64	30.67	11.845	140.308

From the table above, it was shown that the mean score of the experimental class was 33.78 and the mean score of the control class was 30.67. It was shown that the pre-test score of the experimental class was higher than the control class, but the differentiation was not too significant difference.

b. The Data from Post Test of Experimental and Control Class

In this research, the post-test was conducted at the end of the meeting after the treatment in the experimental class and control class. Both groups were given the same test material and time allocation. The post-test in the experimental class was conducted on November, 20th 2024, while the post-test in control class was conducted on November, 21st 2024. The data from post-test of experimental class can be seen in table below:

Table 4. 3

Post-test Scores of Experimental Class

NO	Student's	Scores
1.	AHJ	60
2.	ARZ	64
3.	ARF	64
4.	AR	60
5.	ATR	52
6.	D	64
7.	DFF	48
8.	FNI	56
9.	GAM	40
10.	HSA	72
11.	HAP	40
12.	IF	44
13.	IRA	68
14.	KNA	40
15.	MM	40
16.	MR	44
17.	MS	40
18.	NR	48
19.	PNA	52
20.	QN	64
21.	RL	40
22.	RNY	40
23.	RR	60
24.	SD	40
25.	SBR	52
26.	TY	64
27.	VR	64

From the data above, it can be stated that there were 27 students in the experimental class. It was shown that the lowest score is 40 and the highest score is 72. Then, there are 11 students get scores more than 60 and the other students got less than.

Next, the results of students' scores on the post-test in the control class were as follows:

Table 4. 4

Post-test Scores of Control Class

NO	Student's	Scores
1.	AR	36
2.	ANP	48
3.	AA	52
4.	AK	48
5.	AI	36
6.	AZP	60
7.	FYE	44
8.	HF	52
9.	IKF	60
10.	IS	48
11.	JJS	44
12.	LAP	40
13.	MP	48
14.	MS	52
15.	MAR	44
16.	MAE	44
17.	MRR	40
18.	NPF	40
19.	RFA	52
20.	RA	44
21.	RB	64
22.	RA	52
23.	SA	36
24.	SS	36
25.	SRA	36
26.	VR	40
27	ZH	52

From the data above, it can be stated that there were 27 students in the control class. It was shown that the lowest score is 36 and the highest score is 64. On the other hand, 3 students got scores of more than 60 and the other students got less than 60.

The result of post-test from experimental class and control class can be seen in the following table below:

Table 4. 5 The Result of Score Calculation from the Post-test

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Post-test Experimental	27	40	72	52.59	10.796	116.558
Post-test Control	27	36	64	46.22	7.871	61.949

From the table above, it was shown that the mean score of experimental class was 52.59 and mean score of control class was 46.22. It can be stated that the mean score of experimental class was higher than control class. After finishing the pre-test and post-test for both classes, the researcher compared the data from those classes. The data of result compared from pre-test and post-test in experimental and control classes were as follows:

Table 4. 6

The Comparison of Pre-test and Post-test from Experimental Class and Control Class

Class	Pre-test	Post-test
Experimental Class	$\bar{x}$ = 33.78 SD = 12.068 S2 = 145.641	$\bar{x}$ = 52.59 SD = 10.796 S2 = 116.558
Control Class	$\bar{x}$ = 30.67 SD = 11.845 S2 = 140.308	$\bar{x}$ = 46.22 SD = 7.871 S2 = 61.949

Based on the table above, it can be stated that the post-test result was higher than pre-test result (52.59 > 33.78) in the experimental class. It means that the approach used had improved students' listening skill. Then, the post-test result between both classes showed that the experimental class got higher mean score than control class (52.59 > 46.22). Then, it was indicated that 27 students who were taught listening by using authentic materials got better results than the students who were taught without authentic materials.

2. Analysis of the Data

In this research, the researcher used two kinds of the analysis data were pre-test and post-test. There were two classes, the first class was experimental class (X E-1) and other class was control class (X E-2), where the classes equal since the beginning of the research because the data was normal. In order to analyze the data of pre-test and post-test of experimental and control classes, the researcher did the following steps below:

a. Testing the normality of the data

The researcher used two kinds of data analysis to analyze the data from pre-test and post-test of experimental and control classes by using Kolmogorov-Smirnov. The pre-test of both classes shows that the two classes were equal at the beginning of the research because they were normal and homogeneous. In this research, the researcher used the software SPSS 20 to find out whether the data distributed normally or not and to obtain whether the data of two classes were homogeneous or not.

1) Normality test of pre-test score of experimental class and control class. The normality test of pre-test of experimental class and control class can be seen in the figure below:

Table 4. 7 Normality Test of Pre-test Score of Experimental and Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental Class	.149	28	.110	.910	28	.020
Pre-test Control class	.217	27	.002	.847	27	.001

The table above shows the samples were distributed normally in experimental class because the value of sig was higher than 0.05, it was 0.110 > 0.05. Meanwhile, the samples were not distributed normally in control class because the value of sig was lower than 0.05, it was 0.002 < 0.05.

2) Normality test of post-test score of experimental class and control class. The normality test of post-test score of experimental and control class can be seen in the figure below:

Table 4. 8 Normality Test of Post-test Score of Experimental and Control Class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test Experimental Class	.175	27	.034	.874	.27	.004
Post-test Control Class	.130	27	.200*	.928	27	.062

The table above shows the samples were not distributed normally in experimental class because the value of sig was lower than 0.05, it was 0.034 < 0.05. Meanwhile, the samples were distributed normally in control class because the value of sig was higher than 0.05, it was 0.200 > 0.05.

b. Testing the homogeneity of the data

1) Homogeneity test of the pre-test score from the control and experimental class. The data from pre-test experiment class and control class were homogeny as presented in the table below:

Table 4. 9 Homogeneity Test of Pre-test Score of Experimental and Control Class

Levene Statistic	df1	df2	Sig.
.003	1	52	.958

The table above showed that the value of sig was higher than 0.05, it was 0.958 > 0.05. It can be concluded that the samples are homogenous.

2) Homogeneity test of the post-test score from the experimental and control class. The data from experimental class and control class were not homogeny as presented in the table below:

Table 4. 10 Homogeneity Test of Post-test Score of Experimental and Control Class

Levene Statistic	df1	df2	Sig.
6.367	1	52	.015

The table above showed that the value of sig was lower than 0.05, it was 0.015 < 0.05. It can be concluded that the samples were not homogeneous.

c. Hypothesis Testing

After calculating the data from pre-test and post-test in experimental and control classes, the researcher tested the hypothesis in this research. There were two hypotheses in this research as follows:

a. First Hypothesis

The first hypothesis of this research was:

Ha: There was significant effect of using Authentic materials to improve students' listening skill. (Ha : μ l $\neq$ 0)

Ho: There was no significant effect of using Authentic materials to improve students' listening skill. (H0 : μ l $\neq$ 0)

To measure this hypothesis, the researcher processed students' pre-test and post-test scores by using IBM SPSS 20, exactly using non

parametric test, then the researcher used the Wilcoxon one sample test (Wilcoxon one-sample signed-rank test) due to the data of this research was not normal. By using this counting IBM SPSS 20 for windows, Ha's hypothesis is accepted if the Asymp sig. (2-tailed) of the pre-test and post-test < 0.05 and rejected if > 0.05.

The result of the IBM SPSS 20 process is shown in the table as follows:

Table 4. 11 Test Statistics

	Post-test - Pre-test
Z	-4.467[b]
Asymp. Sig. (2-tailed)	.000

Based on the table above the Asymp Sig. (2-tailed) was 0.000. It means that 0.000 < 0.05. From the data, it means that the alternative hypothesis (Ha) was accepted, which there was significant effect of using authentic materials to students' listening skill. In conclusion, the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

b. Second Hypothesis

The second hypothesis of this research was :

Ha: There was significant different between using Authentic materials and conventional technique for students listening skill. (Ha : μ l $\neq$ 0)

Ho: there was no significant different between using Authentic materials and conventional technique for students listening skill. (H0 : μ l $\neq$ 0)

The Mann-Whitney U-test was conducted to compare the post-test scores of the experimental and control classes. The U-statistic obtained from the test was compared to the critical value or interpreted using the p-value. If the p-value was less than 0.05, it indicated that Ha was accepted, and H0 was rejected. This means there was a significant difference between the two groups. Based on the analysis, the mean rank of the experimental class was higher than the control class, suggesting that the intervention had a positive effect. The U-statistic and p-value can be seen in the table below:

Table 4. 12 Test Statistics

	The Result of Listening Skill
Mann-Whitney U	243.000
Wilcoxon W	621.000
Z	-2.126
Asymp. Sig. (2-tailed)	.033

From the data above, it was known that the p-value (Asymp. Sig.) was 0.033. It means that 0.033 < 0.05. From the data, it means that the alternative hypothesis (Ha) was accepted, which there was significant different between using Authentic materials and conventional technique for students listening skill. In conclusion, the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

c. Third Hypothesis

The third hypothesis of this research was:

Ha: the listening skill of the students who are taught by using authentic materials is better than students who are taught without using authentic materials.

H0: the listening skill of students who are taught by using authentic materials is not better than students who are taught without using authentic materials.

In the third hypothesis, it found that the students' listening skill who were taught by using authentic materials was better than students who were not taught by using authentic materials. It can be seen from the mean of post-test scores of experimental and control classes (52.59 > 46.22) and the improvement of mean score of post-tests of experimental class was greater than the mean score of control class on post-test (18.81 > 15.55). So it can be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

B. Discussion

This research was about the effect of using authentic materials to students' listening skill at tenth grade of SMAN 1 Kamang Magek. The results of this study show the significant impact of using authentic materials in improving students' listening skills. This finding aligns with Rost's (2011) theory which emphasizes that authentic materials provide linguistic input that reflects real-world language use, including variations in accent, intonation, and speaking rate. In listening skills, Nation and Newton (2008) explain that successful listening relies on integrating bottom-up and top-down processes, where students actively process linguistic information while using prior knowledge and context to understand meaning. This theoretical basis explains the improvement observed in the experimental class, which showed better results than the control class in all aspects of listening skills.

In the experimental class, students showed higher interest and focus when listening to authentic materials accompanied by audio and video. They seemed more interested and active in group activities involving these media, trying to understand the content of the audio and video they were listening to. This diversity of media made them more engaged and able to follow the learning process with enthusiasm. Meanwhile, in the control class, students looked a little bored when only given audio without other authentic elements. They felt less interested because the material presented was not relevant to their daily lives. When the test was given, students in the control class felt surprised because the audio used in the test felt very different from what they listened to during

classroom learning. The test results showed that students in the experimental class performed better, especially in answering questions that tested understanding of the main idea and relevant details. However, both experimental and control classes still had difficulties in answering inference questions. This shows that although authentic materials help in basic understanding, there is still room to improve students' inference skills, and it is hoped that teachers can further develop these skills in future teaching.

This study confirmed that authentic materials significantly improved students' listening skills, as seen from the increase in the average score of the experimental class from 33.78 in the pre-test to 52.59 in the post-test. Using vlogs that provide language input from real life helps students engage more with the structure and context of natural language, thus improving comprehension. This supports Rost's view that authentic materials improve students' ability to adapt to real-world communication challenges. The results also showed significant differences between the experimental and control classes, with the average post-test score of the experimental class (52.59) higher than the control class (46.22). This demonstrates the effectiveness of authentic materials in creating an engaging and realistic learning environment, which facilitates students' ability to process and understand complex spoken language. Meanwhile, the control class using artificial materials did not get the same exposure to real-world linguistic challenges, which limited the development of their listening skills.

The study also found that students taught with authentic materials performed better overall in the listening task compared to those taught using

conventional methods. This success can be attributed to the implementation of structured listening activities in the experimental class. Pre-listening activities, such as discussions and predictions, activate students' prior knowledge, in line with Harmer's (2001) recommendation that preparation before listening can improve comprehension. During the listening activities, students focused on identifying the main idea, supporting details, and making inferences, which enabled a deeper understanding of the material. The combination of these strategies and the use of authentic materials bridged the gap between classroom learning and real-world application, resulting in a significant improvement in students' listening skills in the experimental class.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the finding and discussion of the research about using authentic materials to students' listening skill, it can be concluded that:

1. There was significant effect of using authentic materials to students' listening skill at the tenth grade of SMAN 1 Kamang Magek in academic year 2024/2025. It can be seen from the score improvement in experimental class after taught by using authentic materials in several meetings. On the other hand, it was also proven by the non-parametric test of experimental class in pre-test and post-test Asymp Sig. (2-tailed) was 0.000. It means that 0.000 < 0.05.
2. There was a significant differences between the students who were taught by using authentic materials and students who were taught without using reflective learning. It is known from the mean score of post-test of students in experimental class was higher than students in control class. In the post-test, the students in experimental class obtained a mean score 52.59, meanwhile, students in control class got a mean score 46.21.
3. The students' listening skill which taught by using authentic materials is better than students who were taught without using authentic materials. It can be seen from the improvement experimental class was higher than control class (18.81 > 15.55).

B. Suggestion

Based on the findings of the research above, it has been proved that there is significant effect of using authentic materials to students' listening skill at tenth grade of SMAN 1 Kamang Magek. It can be seen from the result of the research, the researcher would like to suggest as following:

a. Based on the result of the research, the English teacher is recommended to use the authentic materials to teaching students listening skill.
b. The Teachers are expected to develop learning materials that support the application of authentic materials, including group discussion activities.
c. The students can also use authentic materials outside the classroom to improve their listening skill.
d. Further researchers are suggested to conduct research in the effect of using authentic materials in teaching another skill and another context to explore this strategy.

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Appendix A

RESEARCH GUIDELINE

Variable	Sub Variable	Indicator	Description
Authentic Materials	The facets of authenticity	1. Language authenticity.	The use of language that is natural and relevant to everyday life helps students hear language in a real context.
		2. Situational authenticity.	Content that is relevant to current issues or popular culture makes learning more interesting and meaningful.
		3. Task authenticity.	Tasks that reflect real-life activities encourage students to understand and analyse information better.
		4. Authenticity of the learner's interpretation.	The student's ability to provide a personal interpretation of the material, developing analysis and comprehension skills.

Listening	The aspects of Listening	1. Students are able to find the main idea of the text.	1, 7, 13, 20
		2. Students are able to identify and understand relevant details from the text.	2, 3, 4, 5, 8, 9, 10, 11, 14, 15, 16, 17, 18, 21, 22, 23, 24
		3. Students are able to making inference appropriately.	6, 12, 19, 25

Appendix B

MODUL AJAR EXPERIMENT CLASS

MODUL AJAR

No.	Komponen	Deskripsi/Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Indah Wulandari
	Nama Institusi	SMAN 1 Kamang Magek
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Atas
	Jenjang Kelas	X (Sepuluh)
	Fase	E
	Alokasi Waktu	2 JP
2.	**Capaian Pembelajaran Fase E**	
	Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
	Elemen Capaian	*Elemen Menyimak – Berbicara* Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang

		dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
3.	**Profil Pelajar Pancasila**	
	Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mengutamakan persamaan dengan orang lain dan menghargai perbedaan, serta berempati kepada orang lain
	Mandiri	Mengidentifikasi perbedaaan emosi dan situasi yang dihadapi, serta mengekspresikan secara wajar
	Gotong Royong	Melakukan kerjasama yang baik dalam penugasan kolaborasi.
	Berfikir Kritis	Mengekspresikan pikiran dan menghasilkan suatu ide untuk dikembaangkan, serta mengapresiasi atau mengkritisinya.
4.	**Strategi Pembelajaran**	
	Model Pembelajaran	Problem Based Learning
	Media	Authentic Materials (Vlog Holiday & Daily Routine)
	Sarana Pembelajaran	Laptop/ Hp, Speaker, White Board, Penghapus, Spidol dan Alat Tulis Sekolah
5.	**Tujuan Pembelajaran**	
	Tujuan pembelajaran yang ingin dicapai peserta didik diharapkan mampu: 1. Mengidentifikasi konteks dari teks lisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. 2. Menemukan gagasan utama dan memahami detail yang relevan dari teks lisan dalam lingkup minat remaja. 3. Mengidentifikasi dan memahami informasi terperinci yang relevan dari teks lisan dalam lingkup minat remaja. 4. Mampu menarik kesimpulan yang tepat dari teks lisan.	

<table>
<tr><td rowspan="2">6.</td><td colspan="2">Persiapan Pembelajaran</td></tr>
<tr><td colspan="2">• Menyiapkan bahan ajar/materi
• Menyiapkan alat dan bahan
• Menyiapkan rubric penilaian
• Menyiapkan alat penilaian
• Membuat catatan untuk menajemen waktu</td></tr>
<tr><td rowspan="3">7.</td><td colspan="2">Kegiatan Pembelajaran</td></tr>
<tr><td rowspan="2">Pertemuan 1</td><td><u>Kegiatan Pendahuluan (10 Menit)</u>
a. Guru membuka pembelajaran dengan salam dan berdoa,memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.
b. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.
c. Guru memperkenalkan topik pelajaran hari ini yaitu "Listening menggunakan authentic materials."
d. Guru menjelaskan bahwa mereka akan mendengarkan audio tentang daily routine yang digunakan oleh penutur asli dalam kehidupan sehari-hari.
e. Guru bertanya kepada siswa: “Apakah kalian pernah mendengarkan tentang daily routine? Apa yang biasanya kalian pahami dari informasi tentang daily routine?”
f. Guru menyampaikan tujuan pembelajaran kepada siswa
g. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran</td></tr>
<tr><td><u>Kegiatan Inti (60 menit)</u>
a. Guru memberitahu peserta didik bahwa mereka akan mendengarkan rekaman audio tentang berita (Daily Routine).
b. Guru membagikan lembar kerja yang berisi beberapa pertanyaan untuk membantu siswa menangkap informasi dari cuplikan audio yang akan didengarkan. Pertanyaan meliputi:
• Apa topik utama dari audio?
• Siapa yang terlibat dalam percakapan atau peristiwa tersebut?
• Detail penting apa saja yang disebutkan (waktu, tempat, atau kejadian)?</td></tr>
</table>

		c. Siswa diminta untuk membaca pertanyaan dan mempersiapkan diri sebelum mendengarkan. d. Guru memutar audio selama 2-3 menit. Siswa mendengarkan dengan fokus untuk menangkap informasi berdasarkan pertanyaan di lembar kerja. d. Kemudian, guru menjelaskan kepada siswa cara memahami dan mengidentifikasi ide utama dalam audio yang diucapkan dan cara menentukan detail-detail relevan dari dan audio. e. Kemudian, guru mengajarkan siswa cara membuat kesimpulan dari audio yang diucapkan dengan menentukan topik paragraf atau percakapan dan menemukan kata kuncinya f. Guru meminta peserta didik menyimak kembali rekaman untuk menjawab pertanyaan-pertanyaan sebagaimana yang telah diberikan g. Guru dan peserta didik mendiskusikan jawaban.
		<u>Kegiatan Penutup (10 menit)</u> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik. d. Mengakhiri pembelajaran dengan doa.
8.	Pertemuan 2	**<u>Kegiatan Pendahuluan (10 menit)</u>** a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru dan siswa meriview kembali pelajaran di pertemuan pertama e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.
		<u>Kegiatan Inti (60 menit)</u>

		a. Guru memutar audio tentang holiday selama 2-3 menit. Siswa mendengarkan dengan fokus untuk menangkap informasi yang didengar. b. Setelah mendengarkan, siswa menuliskan jawaban singkat mereka di lembar kerja. c. Guru membagi siswa ke dalam kelompok kecil (3-4 siswa per kelompok). Setiap kelompok berdiskusi tentang jawaban mereka dan saling bertukar informasi yang mereka dengar. d. Siswa didorong untuk membahas apakah mereka mendengar hal yang sama atau ada informasi yang terlewatkan oleh anggota kelompok. e. Guru berkeliling untuk memantau diskusi dan memberikan bantuan jika diperlukan. f. Setelah diskusi kelompok, guru memutar audio sekali lagi. Siswa mendengarkan dengan lebih teliti, berusaha memperbaiki atau melengkapi jawaban mereka dari hasil diskusi sebelumnya. g. Setelah itu, guru memberikan kesempatan kepada setiap kelompok untuk berbagi jawaban mereka.
		Kegiatan Penutup (10 menit) a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik d. Mengakhiri pembelajaran dengan doa.
9.	Pertemuan 3	**Kegiatan Pendahuluan (10 menit)** a. Guru membuka pembelajaran dengan salam dan berdo'a, memperhatikan kesiapan peserta didik, memeriksa kehadiran, dan kerapihan pakaian. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. e. Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran

<table>
<tr><td></td><td></td><td><u>Kegiatan Inti (60 menit)</u>
a. Guru memutar audio tentang holiday dan juga daily routine berdurasi 2-3 menit. Siswa diminta memperhatikan main idea, detail relevant dan inferencenya.
b. Setelah mendengarkan, siswa diminta menjawab pertanyaan di lembar kerja terkait isi laporan berita tersebut.
e. Guru meminta peserta didik untuk maju kedepan dan menceritakan Kembali pemahaman mereka dari audio yang didengar.
f. Guru mengajak siswa berdiskusi mengenai kesulitan yang mereka alami saat mendengarkan podcast dan laporan berita. Guru juga meminta siswa menjelaskan bagaimana penggunaan authentic materials membantu mereka memahami bahasa dalam situasi nyata.</td></tr>
<tr><td></td><td></td><td><u>Kegiatan Penutup (10 menit)</u>
a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.
b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran
c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik
d. Mengakhiri pembelajaran dengan doa</td></tr>
<tr><td rowspan="3">10.</td><td colspan="2">Assessment</td></tr>
<tr><td>Assessment Non Kognitif</td><td>1. Apakah materi yang di diskusikan sudah cukup jelas?
2. Bagaimana pendapatmu tentang materi ini?
3. Bagaian mana yang menurut kalian sulit?</td></tr>
<tr><td>Assessment Kognitif</td><td>Instrument Test (Pre & Post Test)
Kegiatan Mengisi LKDP
<table>
<tr><th rowspan="2">No</th><th rowspan="2">NAMA SISWA</th><th colspan="3">ASPEK YANG DINILAI</th><th rowspan="2">SKOR/JUMLAH</th></tr>
<tr><th>1</th><th>2</th><th>3</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Aspek yang dinilai :
1. Siswa mengetahui ide pokok dari teks
2. Siswa mampu mengidentifikasi detail relevan dari teks
3. Siswa mampu membuat kesimpulan dari teks</td></tr>
</table>

		Sangat berkembang : apabila memperoleh skor = 8,1 – 10 Berkembang sesuai harapan: apabila memperoleh skor = 6,1 – 8 Sedang berkembang: apabila memperoleh skor = 4,1 – 6 Mulai mencoba : apabila memperoleh skor = ≤ 4
	Assessment Formatif	Kelompok
11.	**Pengayaan Remedial**	
	Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan baik yaitu dengan cara memberikan ragam soal yang tingkatnya lebih tinggi. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulaangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.	
	Refleksi Peserta Didik dan Guru	
12.	Guru	• Apakah kegiatan belajar berhasil? • Berapa persen peserta didik mencapai tujuan? • Apa yang menurut Anda berhasil? • Kesulitan apa yang dialami guru dan peserta didik? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh peserta didik mengikuti pelajaran dengan baik?
	Peserta Didik	• Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu? • Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini? • Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan? • Bagian mana dari pembelajaran ini yang menurut kamu menyenangkan?

LAMPIRAN
A. Lembar Kerja Peserta Didik
Terlampir
B. Bahan Ajar
• Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X Kurikulum merdeka tahun 2022 • Youtube, Instagram, TikTok
C. Daftar Pustaka
Budi Hermawan, dkk, Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X Kurikulum Merdeka, Pusat Perbukuan Badan Standar Kurikulum, dan Asesmen, Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Jakarta Selatan: 2022

Appendix C

MODUL AJAR CONTROL CLASS

MODUL AJAR

No.	Komponen	Deskripsi/Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Indah Wulandari
	Nama Institusi	SMAN 1 Kamang Magek
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Atas
	Jenjang Kelas	X (Sepuluh)
	Fase	E
	Alokasi Waktu	2 JP
2.	**Capaian Pembelajaran Fase E**	
	Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam 84ocus84 Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari 84ocus84 Inggris di fase ini. Peserta didik menggunakan 84ocus84 Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat 84ocus84 memahami informasi, dalam 84ocus84 Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
	Elemen Capaian	*Elemen Menyimak – Berbicara* Pada akhir Fase E, peserta didik menggunakan 84ocus84 Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan 84ocus84 Inggris untuk menyampaikan opini

<table>
<tr><td></td><td></td><td colspan="2">terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti 85ocus85 tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam 85ocus85i85 konteks.</td></tr>
<tr><td rowspan="5">3.</td><td colspan="3">Profil Pelajar Pancasila</td></tr>
<tr><td>Beriman , Bertaqwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia</td><td colspan="2">Mengutamakan persamaan dengan orang lain dan menghargai perbedaan, serta berempati kepada orang lain</td></tr>
<tr><td>Mandiri</td><td colspan="2">Mengidentifikasi perbedaaan emosi dan situasi yang dihadapi, serta mengekspresikan secara wajar</td></tr>
<tr><td>Gotong Royong</td><td colspan="2">Melakukan 85ocus85i85h yang baik dalam penugasan kolaborasi.</td></tr>
<tr><td>Berfikir Kritis</td><td colspan="2">Mengekspresikan pikiran dan menghasilkan suatu ide untuk dikembaangkan, serta mengapresiasi atau mengkritisinya.</td></tr>
<tr><td rowspan="4">4.</td><td colspan="3">Strategi Pembelajaran</td></tr>
<tr><td>Model Pembelajaran</td><td colspan="2">Problem Based Learning</td></tr>
<tr><td>Media</td><td colspan="2">Rekaman Audio (non-authentic)</td></tr>
<tr><td>Sarana Pembelajaran</td><td colspan="2">Laptop/ Hp, Speaker, White Board, Penghapus, Spidol dan Alat Tulis Sekolah</td></tr>
<tr><td rowspan="2">5.</td><td colspan="3">Tujuan Pembelajaran</td></tr>
<tr><td colspan="3">Tujuan pembelajaran yang ingin dicapai peserta didik diharapkan mampu:
5. Mengidentifikasi konteks dari teks lisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.
6. Menemukan gagasan utama dan memahami detail yang relevan dari teks lisan dalam lingkup minat remaja.
7. Mengidentifikasi dan memahami informasi terperinci yang relevan dari teks lisan dalam lingkup minat remaja.
8. Mampu menarik kesimpulan yang tepat dari teks lisan.</td></tr>
</table>

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<tr><td rowspan="2">6.</td><td colspan="2">Persiapan Pembelajaran</td></tr>
<tr><td colspan="2">• Menyiapkan bahan ajar/materi
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<tr><td rowspan="2">Pertemuan 1</td><td><u>Kegiatan Pendahuluan (10 Menit)</u>
a. Guru membuka pembelajaran dengan salam dan berdoa,memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik.
b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran.
d. Guru menyapa siswa dan melakukan refleksi singkat mengenai pengalaman siswa sebelumnya dalam mendengarkan audio (non authentic).
e. Guru menjelaskan bahwa pada pertemuan kali ini, siswa akan mendengarkan audio yang membahas suatu topik tertentu. Siswa akan dilatih untuk mengidentifikasi ide pokok, struktur teks, dan informasi detail dari teks tersebut.
f. Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran</td></tr>
<tr><td><u>Kegiatan Inti (60 menit)</u>
a. Guru memberitahu peserta didik bahwa mereka akan mendengarkan rekaman audio tentang berita (Daily Routine).
b. Guru membagikan lembar kerja yang berisi beberapa pertanyaan untuk membantu siswa menangkap informasi dari cuplikan audio yang akan didengarkan. Pertanyaan meliputi:
• Apa topik utama dari audio?
• Siapa yang terlibat dalam percakapan atau peristiwa tersebut?
• Detail penting apa saja yang disebutkan (waktu, tempat, atau kejadian)?</td></tr>
</table>

		c. Guru memutar audio selama 2-3 menit. Siswa mendengarkan dengan 87ocus untuk menangkap informasi berdasarkan pertanyaan di lembar kerja. d. Kemudian, guru menjelaskan kepada siswa cara memahami dan mengidentifikasi ide utama dalam audio yang diucapkan dan cara menentukan detail-detail relevan dari dan audio. e. Kemudian, guru mengajarkan siswa cara membuat kesimpulan dari audio yang diucapkan dengan menentukan topik 87ocus87i87h atau percakapan dan menemukan kata kuncinya f. Guru meminta peserta didik menyimak 87ocus87i rekaman untuk menjawab pertanyaan-pertanyaan sebagaimana yang telah diberikan g. Guru dan peserta didik mendiskusikan jawaban.
		<u>Kegiatan Penutup (10 menit)</u> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik. d. Mengakhiri pembelajaran dengan doa.
8.	Pertemuan 2	**<u>Kegiatan Pendahuluan (10 menit)</u>** a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru dan siswa meriview Kembali pembelajaran dipertemuan sebelumnya. e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapan segara peralatan yang akan digunakan dalam proses pembelajaran.

		<u>Kegiatan Inti (60 menit)</u> a. Guru memutar audio tentang holiday selama 2-3 menit. Siswa mendengarkan dengan focus untuk menangkap informasi yang didengar. b. Setelah mendengarkan, siswa menuliskan jawaban singkat mereka di lembar kerja. c. Guru membagi siswa ke dalam kelompok kecil (3-4 siswa per kelompok). Setiap kelompok berdiskusi tentang jawaban mereka dan saling bertukar informasi yang mereka dengar. d. Siswa didorong untuk membahas apakah mereka mendengar hal yang sama atau ada informasi yang terlewatkan oleh anggota kelompok. e. Guru berkeliling untuk memantau diskusi dan memberikan bantuan jika diperlukan. f. Setelah diskusi kelompok, guru memutar audio sekali lagi. Siswa mendengarkan dengan lebih teliti, berusaha memperbaiki atau melengkapi jawaban mereka dari hasil diskusi sebelumnya. g. Setelah itu, guru memberikan kesempatan kepada setiap kelompok untuk berbagi jawaban mereka.
		<u>Kegiatan Penutup (10 menit)</u> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik d. Mengakhiri pembelajaran dengan doa.
9.	Pertemuan 3	**<u>Kegiatan Pendahuluan (10 menit)</u>** a. Guru membuka pembelajaran dengan salam dan berdo'a, memperhatikan kesiapan peserta didik, memeriksa kehadiran, dan kerapihan pakaian. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. e. Guru mempersiapan segara peralatan yang akan digunakan

<table>
<tr><td rowspan="3"></td><td rowspan="3"></td><td>dalam proses pembelajaran</td></tr>
<tr><td><u>Kegiatan Inti (60 menit)</u>
a. Guru memutar audio tentang holiday dan juga daily routine berdurasi 2-3 menit. Siswa diminta memperhatikan main idea, detail relevant dan inferencenya.
b. Setelah mendengarkan, siswa diminta menjawab pertanyaan di lembar kerja terkait isi laporan berita tersebut.
e. Guru meminta peserta didik untuk maju kedepan dan menceritakan Kembali pemahaman mereka dari audio yang didengar.
f. Guru mengajak siswa berdiskusi mengenai kesulitan yang mereka alami saat mendengarkan podcast dan laporan berita. Guru juga meminta siswa menjelaskan bagaimana penggunaan authentic materials membantu mereka memahami bahasa dalam situasi nyata.</td></tr>
<tr><td><u>Kegiatan Penutup (10 menit)</u>
a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.
b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran
c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik
d. Mengakhiri pembelajaran dengan doa</td></tr>
<tr><td rowspan="3">10.</td><td colspan="2">Assessment</td></tr>
<tr><td>Assessment Non Kognitif</td><td>1. Apakah materi yang di diskusikan sudah cukup jelas?
2. Bagaimana pendapatmu tentang materi ini?
3. Bagaian mana yang menurut kalian sulit?</td></tr>
<tr><td>Assessment Kognitif</td><td>Instrument Test (Pre & Post Test)
Kegiatan Mengisi LKPD
<table>
<tr><th rowspan="2">No</th><th rowspan="2">NAMA SISWA</th><th colspan="3">ASPEK YANG DINILAI</th><th rowspan="2">SKOR/JUMLAH</th></tr>
<tr><th>1</th><th>2</th><th>3</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
</table>

		Aspek yang dinilai : 1. Siswa mengetahui ide pokok dari teks 2. Siswa mampu mengidentifikasi detail relevan dari teks 3. Siswa mampu membuat kesimpulan dari teks Sangat berkembang : apabila memperoleh skor = 8,1 – 10 Berkembang sesuai harapan: apabila memperoleh skor = 6,1 – 8 Sedang berkembang: apabila memperoleh skor = 4,1 – 6 Mulai mencoba : apabila memperoleh skor = ≤ 4
	Assessment Formatif	Kelompok
11.	**Pengayaan Remedial**	
	Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan baik yaitu dengan cara memberikan ragam soal yang tingkatnya lebih tinggi. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulaangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.	
	Refleksi Peserta Didik dan Guru	
12.	Guru	• Apakah kegiatan belajar berhasil? • Berapa persen peserta didik mencapai tujuan? • Apa yang menurut Anda berhasil? • Kesulitan apa yang dialami guru dan peserta didik? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh peserta didik mengikuti pelajaran dengan baik?
	Peserta Didik	• Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu? • Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini? • Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan?

		• Bagian mana dari pembelajaran ini yang menurut kamu menyenangkan?

LAMPIRAN

A. Lembar Kerja Peserta Didik

Terlampir

B. Bahan Ajar

• Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X Kurikulum merdeka tahun 2022

• Buku Panduan Siswa Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X kurikulum merdeka tahun 2022

C. Daftar Pustaka

Budi Hermawan, dkk, *Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X Kurikulum Merdeka.* Pusat Perbukuan Badan Standar Kurikulum, dan Asesmen, Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Jakarta Selatan: 2022

Appendix D

ALUR TUJUAN PEMBELAJARAN (ATP)

Appendix E

NASKAH SOAL UJIAN LISTENING

Mata Pelajaran : Bahasa Inggris

Kelas : X (Sepuluh)

Waktu : 40 Menit

Semester : Ganjil

Tahun Ajaran : 2024/2025

Materi : Daily Routine and Holiday

In this section of the test, you will have an opportunity to demonstrate your ability to understand monologues in English. There is one part in this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn to the pages until you are told to do so.

Part A

Directions: In part A, you will hear some monologues, the monologues would be played twice. They will not be printed in your test book so you must listen carefully to understand what is the speaker saying. After you hear the monologue and the question about it, read the four possible answers and decide which one would be the best answer to that question you have just heard.

The following monologue for questions no 1 to 6.

1. What is the main idea of the monologue?
   (A) The speaker daily activities
   (B) Favourite foods
   (C) Effective workout methods
   (D) Future plans
   (E) The speaker dinner plan

2. What time did the speaker wake up in the morning?
   (A) 5:30 AM
   (B) 6:30 AM
   (C) 7:30 AM
   (D) 8:00 AM
   (E) 7:00 AM

3. What did the speaker do after working out?
   (A) Ate breakfast
   (B) Took a shower
   (C) Cleaned the apartment
   (D) Went to a meeting
   (E) Made lunch

4. Why did the speaker clean up her apartment?
   (A) Because she was expecting guests
   (B) Because she can’t start her day unless the apartment is clean
   (C) Because it was part of her workout

(D) Because she had free time before her Meeting
(E) Because she had visitor's Coming

5. How was the weather when she had a nail appointment?
(A) Sunny
(B) Rainy
(C) Gloomy
(D) Windy
(E) Cold

6. Who is Brandon?
(A) Her trainer
(B) Her uncle
(C) Her father
(D) Her husband
(E) Her neighbours

The following monologue for questions no 7 to 12.

7. What is the main idea of the monologue?
(A) The speaker's morning routine
(B) The speaker's daily activities
(C) The speaker's workout routine
(D) The speaker's dinner plans
(E) The speaker's editing video

8. What did the speaker have for lunch?
(A) A banana
(B) A protein bar
(C) Pesto pasta
(D) Ravioli
(E) A sandwich

9. When did she leave her work?
(A) At 3:00 PM
(B) At 5:00 PM
(C) At 6:00 PM
(D) At 4:30 PM
(E) At 5:30 PM

10. Why the speaker can't wait to shower?
(A) She was late for dinner
(B) She felt disgusting after her workout
(C) She had a dinner appointment
(D) She was tired after a long day
(E) She wanted to relax

11. What did the speaker always do in every single day?
(A) Eat pasta for dinner
(B) Edit Youtube thumbnails
(C) Make her bed
(D) Put away laundry
(E) Go for a workout

12. In the monologue, the speaker says she filled up her Stanley. What does it mean?
(A) She filled her water bottle
(B) She called her friends Stanley
(C) She cleaned her Stanley mug
(D) She made coffee
(E) She started her car

The following monologue for questions no 13 to 19.

13. What is the main idea of the monologue?
(A) The speaker's visit to historical places in London
(B) The speaker's shopping experience in London
(C) The speaker's day trip in London
(D) The speaker's review of London's food
(E) The speaker's sightseeing tour of museums

14. What was the first place that she visited in London?
    (A) Westminster Abbey
    (B) Elizabeth Clock Tower
    (C) Covent Garden
    (D) Meals Yard
    (E) The London Eye

15. Where did she had a breakfast?
    (A) The London Eye
    (B) Buckingham Palace
    (C) Westminster Abbey
    (D) The Elizabeth Clock Tower
    (E) 26 Grains

16. What did the speaker do after visiting Westminster Abbey?
    (A) Had lunch at a famous restaurant
    (B) Took a tour of Elizabeth Clock Tower
    (C) Went to Covent Garden
    (D) Went back to her hotel
    (E) Bought Souvenirs

17. What dessert did the speaker enjoy at Covent Garden?
    (A) Chocolate cake
    (B) Ice cream
    (C) Toast with chocolate
    (D) Chocolate-covered strawberries
    (E) Fruit salad

18. What is the fruits taste at Coven Garden?
    (A) Sour
    (B) Sweet
    (C) Bitter
    (D) Salty
    (E) Bland

19. Where is the speaker come from?
    (A) The United States
    (B) The United Kingdom
    (C) Australia
    (D) Canada
    (E) The Philippines

The following monologue for questions no 20 to 25.

20. What is the main idea of the monologue?
    (A) The speaker's flight experience to Rome
    (B) The speaker's first day in Rome
    (C) The speaker's review of Italian food
    (D) The speaker's tour of the Coliseum
    (E) The speaker's travel tips for Rome

21. How many days the speaker spent her holiday in Rome?
    (A) 1 days
    (B) 2 days
    (C) 3 days
    (D) 4 days
    (E) 5 days

22. Where did she go after eating in day one?
    (A) Palatine Hill
    (B) Roman Forum
    (C) Trevi Fountain
    (D) The Coliseum
    (E) Vatican City

23. Why did the speaker suggest to listener to bring water in Rome?
    (A) Because it's hard to find water
    (B) Because the weather is hot
    (C) Because the food is salty
    (D) Because to stay hydrated during long walks
    (E) Because the restaurant don't offer water

24. What is the taste of Gelatine?
    (A) Sour
    (B) Bitter
    (C) Sweet
    (D) Salty
    (E) Spicy

25. How was the speaker feeling about her first day in Rome?
    (A) Bored
    (B) Tired
    (C) Disappointed
    (D) Amazed
    (E) Anxious

KEY ANSWERS:

1. A	**11. D**	**21. B**
2. B	**12. A**	**22. D**
3. B	**13. C**	**23. B**
4. B	**14. D**	**24. C**
5. C	**15. E**	**25. D**
6. D	**16. C**	
7. B	**17. D**	
8. C	**18. B**	
9. B	**19. E**	
10. B	**20. B**	

Appendix F

VALIDITY INSTRUMENT

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/ Ibu :

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertandatangan dibawah ini:

Nama	: Indah Wulandari
NIM	: 2320068
Fakultas/ Prodi	: FTIK/ Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Authentic Materials to Students' Listening Skill at the 10th Grade of SMAN 1 Kamang Magek
Pembimbing	: LOLI SAFITRI, M.Pd

Dengan ini mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan melakukan validasi angket yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Bukittinggi, 14 Oktober 2024
Pemohon,

Indah Wulandari
NIM. 2320.068

Mengetahui,
Ketua Prodi

Dr. Widya Syafitri, M.Pd
NIP. 198007262015032002

LEMBAR VALIDASI INSTRUMEN

"THE EFFECT OF USING AUTHENTIC MATERIALS TO STUDENTS' LISTENING SKILL AT THE X GRADE OF SMAN 1 KAMANG MAGEK"

Nama	: Indah Wulandari / 2320.068
Judul Penelitian	: **The Effect of Using Authentic Materials To Students' Listening Skill at the Tenth Grade of SMAN 1 Kamang Magek**
Fakultas/ Prodi	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris
Petunjuk	: Untuk memberikan penilaian terhadap instrument **"The Effect of Using Authentic Materials To Students' Listening Skill at the 10th Grade of SMAN 1 Kamang Magek".** Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Soal 1					√	
2.	Soal 2					√	
3.	Soal 3				√		
4.	Soal 4				√		
5.	Soal 5				√		
6.	Soal 6				√		

7.	Soal 7					V	
8.	Soal 8					V	
9.	Soal 9				V		
10.	Soal 10				V		
11.	Soal 11					V	
12.	Soal 12				V		
13.	Soal 13					V	
14.	Soal 14					V	
15.	Soal 15				V		
16.	Soal 16					V	
17.	Soal 17					V	
18.	Soal 18				V		
19.	Soal 19					V	
20.	Soal 20					V	
21.	Soal 21				V		
22.	Soal 22				V		
23.	Soal 23				V		
24.	Soal 24					V	
25.	Soal 25				V		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap test		V			

C. KOMENTAR/ SARAN

Perbaiki sesuai saran!

Bukittinggi, 22 ~~Sept~~ Okt 2024

Validator

LENA SASTRI

NIP. 197702052022032001

LEMBAR VALIDASI INSTRUMEN

"THE EFFECT OF USING AUTHENTIC MATERIALS TO STUDENTS' LISTENING SKILL AT THE X GRADE OF SMAN 1 KAMANG MAGEK"

Nama : Indah Wulandari / 2320.068

Judul Penelitian : **The Effect of Using Authentic Materials To Students' Listening Skill at the Tenth Grade of SMAN 1 Kamang Magek**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk : Untuk memberikan penilaian terhadap instrument **"The Effect of Using Authentic Materials To Students' Listening Skill at the 10^{tb} Grade of SMAN 1 Kamang Magek"**. Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

1. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak dapat digunakan
   - 1 : Dapat digunakan dengan banyak revisi
   - 2 : Dapat digunakan dengan revisi sedang
   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Soal 1				✓		
2.	Soal 2					✓	
3.	Soal 3				✓		
4.	Soal 4				✓		
5.	Soal 5				✓		
6.	Soal 6				✓		

7.	Soal 7					✓	
8.	Soal 8					✓	
9.	Soal 9				✓		
10.	Soal 10					✓	
11.	Soal 11				✓		
12.	Soal 12					✓	
13.	Soal 13				✓		
14.	Soal 14				✓		
15.	Soal 15				✓		
16.	Soal 16				✓		
17.	Soal 17					✓	
18.	Soal 18					✓	
19.	Soal 19				✓		
20.	Soal 20				✓		
21.	Soal 21					✓	
22.	Soal 22				✓		
23.	Soal 23				✓		
24.	Soal 24				✓		
25.	Soal 25				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap test	✓				

C. KOMENTAR/SARAN

1. Item item pertanyaan harus dibuat sesuai research questions
2. Berikan batasan yang jelas antara pertanyaan terkait "detail information" & "making inference".
3. The source adapted for composing research guidelines should be stated.
4. Read more sources about authentic materials & authentic test.
5. Be aware of your writing format.

Bukittinggi, 17 Oct 2024

Validator

Muthia Rahman, M.Pd

NIP.

LEMBAR VALIDASI INSTRUMEN

"THE EFFECT OF USING AUTHENTIC MATERIALS TO STUDENTS' LISTENING SKILL AT THE X GRADE OF SMAN 1 KAMANG MAGEK"

Nama : Indah Wulandari / 2320.068

Judul Penelitian : **The Effect of Using Authentic Materials To Students' Listening Skill at the Tenth Grade of SMAN 1 Kamang Magek**

Fakultas/ Prodi : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk : Untuk memberikan penilaian terhadap instrument **"The Effect of Using Authentic Materials To Students' Listening Skill at the 10th Grade of SMAN 1 Kamang Magek"**. Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.

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   - 3 : Dapat digunakan dengan sedikit revisi
   - 4 : Dapat digunakan tanpa revisi

A. ASPEK PENILAIAN

No.	Butir	Skala/ Penilaian					Keterangan
		0	1	2	3	4	
1.	Soal 1					√	
2.	Soal 2					√	
3.	Soal 3					√	
4.	Soal 4					√	
5.	Soal 5					√	
6.	Soal 6					√	

7.	Soal 7					✓	
8.	Soal 8					✓	
9.	Soal 9				✓		
10.	Soal 10				✓		
11.	Soal 11					✓	
12.	Soal 12				✓		
13.	Soal 13				✓		
14.	Soal 14					✓	
15.	Soal 15					✓	
16.	Soal 16					✓	
17.	Soal 17					✓	
18.	Soal 18				✓		
19.	Soal 19			✓			
20.	Soal 20					✓	
21.	Soal 21					✓	
22.	Soal 22				✓		
23.	Soal 23			✓			
24.	Soal 24				✓		
25.	Soal 25					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap test		✓			

C. KOMENTAR/ SARAN

Perbaiki soal dan sesuaikan dengan structure.

Bukittinggi, 18 Sept 2024

Validator

Purnasari

NIP.

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : LENA SASTRI

Jabatan : Dosen B. Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Indah Wulandari dengan NIM 2320068 dengan judul "The Effect of Using Authentic Materials to Students' Listening Skill at the 10th Grade of SMAN 1 Kamang Magek" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 22 Oktober 2024

Validator

LENA SASTRI, M.Pd.

NIP: 19870205 202203 2001

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Muthio Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Indah Wulandari dengan NIM 2320068 dengan judul "The Effect of Using Authentic Materials to Students' Listening Skill at the 10th Grade of SMAN 1 Kamang Magek" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 17 October 2024

Validator

Muthio Rahman, M.Pd

NIP:

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Purnasari

Jabatan : Guru Mata Pelajaran

Dengan ini menyatakan bahwa mahasiswa yang bernama Indah Wulandari dengan NIM 2320068 dengan judul "The Effect of Using Authentic Materials to Students' Listening Skill at the 10th Grade of SMAN 1 Kamang Magek" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 18 oktober 2024

Validator

Purnasari

NIP:

Appendix G

SCORE OF PRE-TEST & POST-TEST OF EXPERIMENTAL CLASS

No	NAMA SISWA	POST-TEST	PRE-TEST
1	ABI HABIBI JULIAN	60	36
2	AGUSTIA RIZKI ZULMA	64	44
3	ANNISA RAHMA FITRIAH	64	48
4	AULIA RAHMI	60	20
5	ATTAUBAH RASAKI	52	32
6	DINDA	64	28
7	DZAKY FARIS F	48	24
8	FINA NAILATUL IZZAH	56	28
9	GHINA ATIQA MARTIN	40	28
10	HABIB SHIDDIQ AL-FARIZI	72	68
11	HUSNA AMANDA PUTRI	40	36
12	IBNU FAJAR	44	44
13	IFFAH RUSYDA ADDIEN	68	52
14	KEYSHA NOVIA AZELLA	40	28
15	MAULANA MUHAMMAD HAFIZH	40	20
16	MUHAMMAD RHEHAN	44	36
17	MUTIA SILFANI	40	28
18	NURUL RAHMAWATI	48	20
19	PUTRI NAILA AZZAHRA	52	20
20	QORI NURHASNAH	64	40
21	RAHFI NOVRI YOGA	40	20
22	RAHUL LATIF	40	36
23	RISKI RAMADHAN	60	24
24	SAFIRA DESNAWITA	40	24
25	SHALSA BILLA RAUDHAH	52	32
26	TIARA YUTIVANI	64	48
27	VIOLA RAMADHANI	64	48

Appendix H

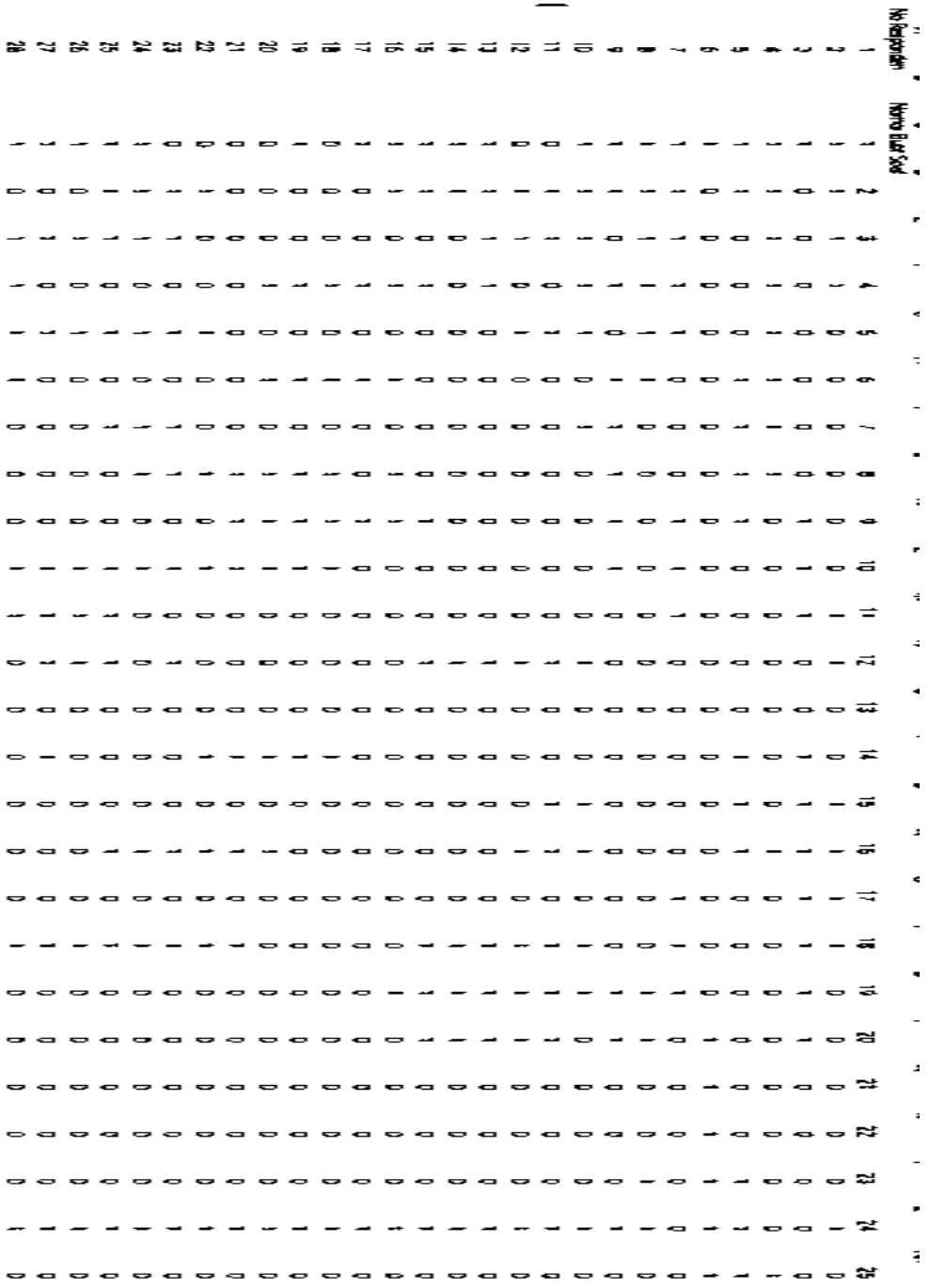
SCORE OF PRE-TEST & POST-TEST OF CONTROL CLASS

No	NAMA SISWA	POST-TEST	PRE-TEST
1	ABDILLAH REFA'I	36	44
2	AISYAH NABILA PUTRI	48	20
3	ALMAGHVIRAH ATIKA	52	40
4	ANNISA KHAIRANI	48	20
5	AULYA ISTIQFARA	36	36
6	AZ ZAHRA PUTRI	60	20
7	FIRA YULIANA ELSA	44	28
8	HUSNUL FAKHRI	52	20
9	INDAH KHAIRATUL F	60	24
10	IRVA SALSABILA	48	24
11	JASSEL JASILLA SARDI	44	20
12	LIDIA AYU PUTRI	40	36
13	MELANI PUTRI	48	40
14	MELISA SAFITRI	52	20
15	MHD ALFA RIZI	44	52
16	MHD. ATHAR EXCELINO	44	28
17	MUHAMAD RAJA AL R	40	24
18	NAYLA PUTRI FADHILA	40	24
19	RAFLI AZHAR	52	20
20	RAHMA AMELIYA	44	20
21	RAIHANA BALQIS	64	52
22	RISKHA ANGGRAINI	52	28
23	SALIM ABDILLAH	36	64
24	SAFIRA SYAWALINA	36	36
25	SYAHLAN RAHMAT AULIA	36	24
26	VIVI RAHMADANI	40	36
27	ZAHRATUL HASNAH	52	28

APPENDIX 9

Appendix I

REALIBILITY TEST



Appendix J

NORMALITY TEST OF PRE-TEST AND POST-TEST

Pre-test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental Class	.149	28	.110	.910	28	.020
Pre-test Control class	.217	27	.002	.847	27	.001

Post-test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test Experiment Class	.175	27	.034	.874	27	.004
Post-test Control Class	.130	27	.200*	.928	27	.062

Appendix K

HOMOGENEITY TEST OF PRE-TEST AND POST-TEST

Pre-test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.003	1	52	.958
Based on Median	.078	1	52	.781
Based on Median and with adjusted df	.078	1	51.643	.781
Based on trimmed mean	.021	1	52	.887

Post-test

		Levene Statistic	df1	df2	Sig.
Nilai ujian	Based on Mean	6.367	1	52	.015
	Based on Median	5.388	1	52	.024
	Based on Median and with adjusted df	5.388	1	51.959	.024
	Based on trimmed mean	6.106	1	52	.017

Appendix L

HYPOTHESIS TEST

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Post-test Eperiment Class – Pre-test Experiment Class	Negative Ranks	26[a]	13.50	351.00
	Positive Ranks	0[b]	.00	.00
	Ties	1[c]		
	Total	27		

a. Post-test Eperiment Class < Pre-test Experiment Class

b. Post-test Eperiment Class > Pre-test Experiment Class

c. Post-test Eperiment Class = Pre-test Experiment Class

Test Statistics[a]

	Post-test Eperiment Class – Pre-test Experiment Class
Z	-4.467[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Mann Whitney

Ranks

	Class	N	Mean Rank	Sum of Ranks
Hasil Belajar Listening Skill	Post-Test Experiment Class	27	32.00	864.00
	Post-Test Control Class	27	23.00	621.00
	Total	54		

Test Statistics[a]

	Hasil Belajar Listening Skill
Mann-Whitney U	243.000
Wilcoxon W	621.000
Z	-2.126
Asymp. Sig. (2-tailed)	.033

a. Grouping Variable: Class

Appendix M

RESEARCH PERMISSION LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat — Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor B-0805/Un.26.1/PP.07/09/2024 Bukittinggi, 03 September 2024
Lamp : 1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu' alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**INDAH WULANDARI**
NIM	:	2320068
Semester		9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	*The Effect of Using Authentic Materials to Students' Listening Skill at Tenth Grade of SMAN 1 Kamang Magek*
Lokasi Penelitian	:	SMAN 1 Kamang Magek
Waktu		September 2024 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. UNAIDI, M.Pd
NIP 197706162003

Appendix N

LETTER OF RESEARCH COMPLECTION

PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
CABANG DINAS WILAYAH I
SMA NEGERI 1 KAMANG MAGEK KAB.AGAM
Alamat: Jalan H. Rahal Abdullah Kumung Hilir, Kecamatan Kamang Magek, Kab Agam
Telp. 0752 7445124 Pos 26152 Email:smanegeri1.kamek@gmail.com
Web www.sman1kamangmagek.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 800/754/SMAN1.KAMEK-2024

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kamang Magek Kecamatan Kamang Magek Kabupaten Agam, dengan ini menerangkan bahwa :

Nama	: **Indah Wulandari**
NIM/SMT	: 2320068 / 9
Program Studi	: Pendidikan Bahasa Inggeris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:"The Effect of Using Authentik Materials to Studens Listening skill At The X Grade of SMAN 1 Kamang Magek"

Sehubungan dengan surat dari Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi Fakultas tarbiyah dan Ilmu Keguruan, Nomor : B-0805/UN.24/IPP.07.07/09/2024, tanggal 20 September 2024, Hal : Mohon Izin Observasi

Bahwa yang bersangkutan telah melaksanakan penelitian dengan **Baik** mengenai : **"The Effect of Using Authentik Materials to Studens Listening skill At The X Grade of SMAN 1 Kamang Magek"** pada hari Selasa, 20 Oktober 2024 s.d selesai.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan oleh yang bersangkutan sebagaimana mestinya,terimakasih.

Pintu Koto, 10 Desember 2024
Kepala Sekolah

Sri Rahmah, S.Ag, M.M.Pd
Pembina Utama Muda/IV.c
NIP. 197104271997022001

Cat : Kepada Mahasiswa yang telah melakukan penelitian diharapkan meninggalkan hasil penelitianya.

Appendix O

LETTER THESIS ADVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0675/Un.26.1/HK.00.5/05/2024

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Surat Penunjukan Pembimbing mahasiswa dari Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Indah Wulandari, NIM. 2320068** tanggal 1 Maret 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"Using TTS (Text To Speech) to Enhance Students' Reading Comprehension"***

KEDUA : Menunjuk Saudara :

Nama	: **Loli Safitri, M.Pd**
NIP	: **198805282015032003**
Pangkat/Gol.Ruang	: Penata /III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 29 Mei 2024
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP.197605192006041001

Appendix P

DOCUMENTATION OF THE RESEARCH







