

EXPLORING THE USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING TO SENIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bagaimana materi autentik digunakan untuk mengajar siswa sekolah menengah atas kelas XI mendengarkan dan mengidentifikasi masalah yang dihadapi guru saat menggunakan materi autentik. Sebuah studi kasus yang melibatkan dua guru bahasa Inggris dan 72 siswa kelas XI di sebuah sekolah menengah atas terkemuka di Kota Bogor, Jawa Barat, menggunakan pendekatan kualitatif. Observasi kelas dan wawancara semi-terstruktur dengan guru dan siswa adalah metode pengumpulan data. Penelitian menunjukkan bahwa konten autentik seperti percakapan informal, berita siaran, podcast, dan video YouTube dapat meningkatkan keterlibatan dan kemampuan mendengarkan siswa dengan memberi mereka pemahaman tentang penggunaan bahasa dalam dunia nyata. Namun, beberapa masalah penting yang ditemukan dalam penelitian ini adalah sebagai berikut: siswa memiliki tingkat kemampuan bahasa yang berbeda, mengalami kesulitan menemukan materi yang sesuai dengan kurikulum, dan membutuhkan waktu yang cukup untuk mempersiapkan aktivitas pra-dan pasca-pengamatan. Penelitian ini menekankan bahwa meskipun materi asli memiliki potensi besar untuk meningkatkan pembelajaran mendengarkan, guru membutuhkan pelatihan dan dukungan yang cukup untuk memasukkannya ke dalam kurikulum. Hasil penelitian ini mendorong pengembangan profesional guru dalam penggunaan sumber daya autentik dalam pengajaran EFL dan memberikan kerangka kerja praktis bagi pendidik untuk menyesuaikan materi autentik dengan konteks kelas mereka.

Kata kunci: materi autentik, listening comprehension, senior high school, EFL, tantangan pembelajaran

ABSTRACT

This study investigates how to teach listening to senior high school students in the eleventh grade using real materials. Examining how authentic resources are used in listening teaching and determining the difficulties teachers have when utilizing real materials are the goals. Using a case study design and qualitative technique, the study involved two English language teachers and seventy-two eleventh-grade students from a prestigious senior high school in Bogor City, West Java. Semi-structured interviews with teachers and students as well as classroom observations were used as data gathering tools. The results show that by exposing students to language use in context, authentic materials like podcasts, YouTube videos, news broadcasts, and casual conversations can improve their listening comprehension and engagement. Nevertheless, the study also points out a number of important obstacles, such as differences in students' language skills, trouble locating resources that support curriculum goals, and the time commitment needed to create pre- and post-listening exercises. The conclusion highlights that although real resources offer a lot of potential to enhance listening teaching, their successful integration into the curriculum requires sufficient training and assistance for teachers. The study's conclusions offer educators a useful framework for modifying authentic materials for their classroom settings and promoting professional growth in the use of authentic resources for teaching English as a foreign language.

Keyword: authentic materials, listening comprehension, senior high school, EFL, teaching challenges

INTRODUCTION

1.1 Background of the study

For seniors in high school, listening comprehension is an essential ability as it serves as the basis for successful communication in both academic and practical settings. The capacity to comprehend spoken language in its natural form is crucial in a society that is becoming more interconnected by the day. However, conventional teaching approaches frequently depend on synthetic resources that could not sufficiently equip students for interactions in the real world. This disparity emphasises the necessity for creative strategies, such as using real materials to expose students to real-world language usage (Mah 2015). Incorporating real materials, in my opinion, not only improves students' listening skills but also fosters a greater understanding of other cultures and communication styles, preparing them for meaningful interactions outside of the classroom.

By exposing students to real-world language in context, authentic materials which are texts and audio that were not created expressly for language instruction can improve the listening experience. Because they are exposed to the complexity of genuine speech, such as differences in accent, intonation, and colloquial phrases, research shows that using such resources might help students become better listeners (Crompton 2015). This type of exposure, in my opinion, is very important for assisting kids in developing their listening skills as well as their confidence in comprehending speakers from other backgrounds, which is a critical ability in the multicultural world of today. Furthermore, when students see how the material relates to their own lives, this exposure helps with understanding and increases motivation and engagement (Jaelani, A., & Umam, A., 2021). As students see how the material relates to their own lives, this exposure not only helps with understanding but also increases motivation and engagement (Shoaib 2023). In my view, students' learning becomes more significant and remembered when they establish personal connections with the content, which improves their language acquisition process as a whole.

Even though employing real materials has been shown to have numerous advantages, many teachers still struggle to put them into practice. Teachers frequently avoid using these materials because they are worried about how challenging

real information may be for students, especially those with lower competence levels (Olusegun A. 2009). However, I think that these difficulties shouldn't stop educators from using real materials because, with the right support, even the most difficult information can be made understandable. Authentic resources may be adapted to fit the requirements of a variety of learners with the right scaffolding and assistance, making them useful and accessible in the classroom. Nonetheless, real resources may be adapted to fit the requirements of a variety of learners with the right scaffolding and assistance, making them useful and accessible in the classroom.]

In the previous research of (Handayani and Dewi 2022), on the use of realistic materials in English language instruction have shown that these resources may greatly improve students' motivation and understanding. According to a research by (Handayani and Dewi 2022) for example, high school instructors have a good opinion of the usage of genuine materials because they think that they give students real-world situations that make language learning more interesting and meaningful. Furthermore, real resources can help students grasp language usage in larger situations, which will improve their speaking and listening abilities, according to research by (Kholida 2016). According to these results, including real objects may make a classroom more engaging and productive.

There is still a lack of research on how real materials are especially used to teach listening skills to senior high school students, despite the fact that several studies have demonstrated the advantages of doing so. Instead than focussing on the subtle use of real materials in listening teaching, the majority of previous research has concentrated on broad language learning. By examining the use and efficacy of real materials particularly in the context of listening instruction for senior high school students, this study seeks to close this gap. This study aims to provide more light on optimal practices, the effects on student engagement, and the difficulties in effectively teaching listening skills by focussing on the experiences of both instructors and students while utilising real materials. This research gap necessitates investigation into both teachers' perceptions and

their actual implementation practices of authentic materials in senior high school settings.

1.2 Scope of the Study

Based on the background of study above, this research focus on class XI students and resources that meet curriculum criteria for narrative, descriptive, and news item texts, this study uses a qualitative method to investigate how genuine materials improve senior high school students' listening comprehension skills. The research explores the selection, adaptation, and implementation processes of authentic listening materials in educational settings through rich descriptive analysis of data gathered from field notes, in-depth interviews, classroom observations, and document analysis. It also looks at how these resources complement traditional textbooks in exposing students to native language use (Bahtiar 2023) and examines student responses, motivation, and engagement levels when comparing authentic material. In accordance with Helgesen and Brown's classification of listening skills, the study examines students' capacity to comprehend key ideas, specific details, and draw conclusions from authentic spoken texts (Citra Dewi 2018). It also looks into efficient ways for English teachers to incorporate authentic materials into their lesson plans and tackles difficulties in choosing pertinent resources. Ultimately, the study aims to comprehend how these materials close the gap between classroom instruction and real-world language use, preparing students for authentic communication scenarios they may encounter outside of the classroom (Akbari and Razavi 2015).

1.3 Research Questions

Due to the scope of study mentioned above, the research questions to be asked is:

1. "How are authentic materials used in the teaching of listening to the study?"
2. "What are the challenges in using authentic materials in teaching listening at senior high school?"

1.4 Purpose of the Study

From the research question above:

1. This study examines how authentic materials are implemented in teaching listening skills to senior high school students.

2. This research investigates the challenges in using authentic materials in teaching listening at senior high school.

1.5 Significance of the Study

By offering empirical proof of the value of genuine materials in improving senior high school students' listening comprehension abilities, this study makes a substantial contribution to the area of English language instruction. The results have applications for educators who want to use real-world language samples in their listening lessons to go beyond textbook training. Due to their limited exposure to real-world conversation, English language learners in Indonesia frequently struggle with listening comprehension, as noted by (Pokhrel 2024). According to (Ekawati and Yusuf 2019), this study shows how authentic resources may provide priceless exposure to real speech patterns, vocabulary, and cultural contexts all of which are usually lacking in modified teaching materials. educational materials. By highlighting the positive impact on listening comprehension, this study validates the inclusion of authentic materials in the EFL curriculum and encourages teachers to diversify their instructional resources.

Additionally, by presenting a useful framework that instructors may modify to fit their own circumstances, the study offers insightful information on successful tactics for using real materials in the listening classroom. It looks at different text kinds to enable adaptability in addressing diverse listening objectives and tackles the difficulties that many instructors encounter when choosing and using appropriate genuine resources (Mykhalchuk and Івашкевич 2022). Through classroom action research, the study also highlights the value of a reflective teaching style, encouraging ongoing professional growth (Gusnadi, Sutisna, and Supriyanto 2023). The research offers evidence-based suggestions for incorporating real resources into the national English curriculum from a curricular standpoint, promoting both language comprehension and communicative competence (Putri 2022). It also examines how technology might improve learning by making a variety of English dialects more accessible.

1.6 Definition of Terminology

a. Authentic Materials

Authentic materials are resources that expose learners to the natural use of language by native speakers.

b. Listening Comprehension

Listening comprehension is the capacity to understand and interpret spoken language in its natural form, which includes the act of hearing, processing, and responding to oral communication efficiently.

c. EFL Context (English as a Foreign Language Context)

The EFL context refers to the educational setting in which English is taught and learnt as a foreign language in countries where English is not the predominant language of communication, such as Indonesia.

LITERATURE REVIEW

2.1 Introduction to Listening Skills in EFL Context

For high school seniors getting ready for academic and professional prospects that demand fluency, listening comprehension is especially important when teaching English as a foreign language (EFL). Students must interact with a variety of English accents and dialects because effective listening is more than just hearing sounds; it also entails comprehending and reacting to spoken language. Students' capacity to communicate in everyday situations is eventually improved by exposing them to colloquial idioms, realistic speech patterns, and a variety of intonations through the use of authentic materials that mirror real-life language usage (KOKROKO and DUMENYAH 2020). Students gain confidence and improve their listening skills when they interact with real-world information.

Incorporating genuine materials into the listening curriculum is crucial, according to recent pedagogical developments, as it greatly improves students' comprehension skills. According to research, exposing children to language usage in everyday situations improves their comprehension of idioms, intonations, and cultural quirks while also fostering their ability to think critically and solve problems (Bagheri and East 2023). This method supports contextualised learning and meaningful involvement, which is consistent with

the tenets of communicative language education. Teachers can design dynamic classrooms that enhance students' overall language competency and listening confidence while preparing them for real-world communication issues by utilising realistic content (KOKROKO and DUMENYAH 2020). Therefore, the purpose of this study is to investigate how real materials might improve students' listening comprehension and engagement in an EFL setting.

2.2 Authentic Materials: Conceptual Framework

The notion that exposure to real-life language greatly improves language acquisition is the foundation for the use of genuine materials when teaching listening skills to senior high school students. Podcasts, news broadcasts, interviews, and informal conversations are examples of authentic materials that are intended for native speakers rather than language learners. These resources give students a rich background for comprehending spoken English (Jones and Donmoyer 2021). Because of this exposure, listening tasks become more relevant and meaningful as one becomes more comfortable with casual idioms, natural speech tempo, and pronunciation. By using these materials, students not only develop their listening abilities but also acquire the self-assurance necessary to handle real-world scenarios, such taking part in debates and deciphering information from the media.

A more engaging learning environment that emphasises interaction and casual conversation is produced by including real resources into the EFL curriculum. This approach is in line with the concepts of communicative language instruction (Ekawati and Yusuf 2019). This method exposes students to a variety of cultural allusions and communication methods, preparing them for conversations in the real world. Furthermore, while promoting active listening abilities like identifying crucial facts and extrapolating meaning from context, real listening activities assist students in improving their understanding of diverse accents and colloquial language. Additionally, students' varied demands are met by utilising a range of genuine materials, which also accommodates varying learning styles and improves language proficiency overall (Safithri Armin 2023). In the end, this paradigm

emphasises how crucial teacher assistance is in helping students make the most of real resources for language development.

2.3 Benefits of Using Authentic Materials in Listening Instruction

The idea behind using realistic resources to teach listening skills to senior high school students is that exposure to language in everyday situations improves language acquisition. Students are given a rich background for comprehending spoken English through authentic resources including podcasts, news broadcasts, and informal conversations (Netala et al. 2024). Because of their increased familiarity with informal idioms, natural speech patterns, and pronunciation, listening activities become more interesting and relevant. Students who engage with these tools enhance their listening abilities and acquire the self-assurance required to handle communication situations in the real world.

A more dynamic learning environment that is in line with the principles of communicative language teaching which place an emphasis on interaction and casual conversation is created when genuine resources are incorporated into the EFL curriculum (Ekawati and Yusuf 2019). By exposing students to a variety of communication styles and cultural quirks, this method gets them ready for conversations in the real world. Additionally, realistic listening tasks foster active listening abilities like identifying important information and inferring meaning from context, while improving comprehension of diverse accents and colloquial language. Teachers can better enhance students' language development by providing a variety of genuine resources that accommodate diverse learning preferences. This emphasises the critical role that teacher supervision plays in ensuring that students use these resources successfully (Safithri Armin 2023).

2.4 Challenges in Implementing Authentic Materials

Even while teaching listening to senior high school students using real materials has many benefits, there are a number of drawbacks. The disparities in pupils' language proficiency are a major barrier. Because of their idiomatic idioms, intricate vocabulary, and rapid-fire speech, authentic materials which are frequently created for

native speakers may be too much for learners, especially those at basic or intermediate levels. Students may find it difficult to understand the subject without sufficient instructor guidance and scaffolding, which might cause them to get frustrated and disengaged (Sularti, Drajadi, and Supriyadi 2019). To tackle this issue, educators must to choose materials that correspond with learners' proficiency levels and progressively present increasingly difficult material, employing vocabulary samples and comprehension tasks to improve accessibility.

The amount of time needed to produce and successfully use real resources in the classroom is another difficulty. Instructors frequently struggle to locate appropriate materials that support curricular objectives and call for extra listening exercises before and after class to promote active participation. Teachers who are already handling a lot of tasks may find this additional preparation to be demanding, which might make them reluctant to use these tools (Ghafar et al. 2023). Furthermore, real resources can soon become out of date, particularly in a cultural milieu that is evolving swiftly. This means that finding pertinent content requires constant work. In order to promote a respectful learning environment, educators must also make sure that the resources they use are inclusive and culturally sensitive, steering clear of prejudiced viewpoints or preconceptions (Anam, Munir, and Anam 2019). In order to successfully include real resources into listening teaching and, eventually, improve the educational experience for students, these issues must be resolved.

2.5 Teaching Methodologies for Authentic Listening Materials

There are a number of difficulties when it comes to using real materials in senior high school listening lessons. The fact that students' language proficiency varies is a major issue; colloquial idioms and rapid-fire speech in real materials intended for native speakers may be too much for learners at the basic or intermediate level. Students may find it difficult to understand the subject without sufficient instructor help, which might cause them to get frustrated and disengaged (Sularti, Drajadi, and Supriyadi 2019). Teachers can lessen this by carefully choosing materials that correspond to students' ability levels, introducing increasingly difficult material gradually, and

including vocabulary previews and comprehension activities.

The amount of time needed to successfully incorporate actual resources into the curriculum is another major obstacle. It can be difficult to find relevant resources that align with learning goals, and authentic materials frequently call for extra pre- and post-listening exercises to boost student interest. Teachers who are already handling a lot of tasks may find this additional preparation to be difficult, which might deter them from adopting these services (Ghafar et al. 2023). Furthermore, instructors must always look for pertinent content because authentic resources may soon become obsolete. In order to foster an inclusive learning environment and steer clear of prejudiced viewpoints or preconceptions, educators must also make sure that the resources they use are culturally sensitive (Anam, Munir, and Anam 2019). In order to properly integrate real materials into listening teaching, several issues must be resolved.

2.6 Previous Studies

The usefulness of real materials in improving senior high school students' listening instruction has been the subject of several research. Using syllabus-adapted genuine materials, (History et al. 2020) performed classroom action research with 72 eleventh-grade students. The results showed that 78.94% of the students satisfied the success criterion, showing a considerable improvement in listening comprehension. According to the study, using real objects improved students' understanding while also encouraging their active engagement and excitement for learning. Similar to this, (Tunströmer et al. 2023) discovered that, when compared to traditional textbook materials, using authentic audio-visual resources like TED Talks and YouTube videos, British Council, significantly enhanced eleventh-grade students' listening skills because they exposed them to a variety of dialects and realistic speech patterns.

Additional studies, such those conducted by (Shoab 2023) and (Putri 2022), provided information about how students and instructors view authentic resources. Although instructors were aware of the advantages of real resources, Darsih and Asikin discovered that they had difficulty choosing materials that were appropriate for the ability levels of their pupils. According to Poedjiastutie et al., despite their challenges with

sophisticated language and delivery speed, 82% of students favoured real resources over textbook recordings due to their cultural connection and motivating value. Despite obstacles such differing skill levels and material selection, these studies highlight the need of cautious scaffolding and progressive application of genuine resources to optimise their efficacy in enhancing listening skills and preparing students for real-world communication.

METHOD

3.1 Research Design

This current research applied a qualitative methodology with a case-study research design. "Qualitative research is a method for exploring and understanding the meanings perceived by several individuals or groups of people that derive from social or humanitarian issues (Treve 2023). Meanwhile, a case study research design that was used in this current research is a qualitative methodology to analyze some people's perceptions from observations and interviews. This is in line with the theory of (Treve 2023) who stated that a case - study research is a qualitative methodology in which the researcher analyzes one or several finite contemporary systems (cases) in real life over time by acquiring extensive and detailed data from multiple sources such as documents, audiovisual materials, interviews, and observations.

3.2 Participants and Research

Participants in the research comprise 72 eleventh-grade students from a renowned senior high school in the heart of Bogor City, West Java, as well as two English language teachers. The teachers, who all had at least a bachelor's degree in English education and at least five years of teaching experience, were chosen based on their willingness to participate and their background in teaching listening skills. This guarantees that they have the knowledge and experience needed to offer perceptive viewpoints on the application of real materials in listening instruction (Mohammed 2023). With their varied socioeconomic origins and levels of English ability, the 16–17-year-old student participants provide a thorough grasp of how various pupils react to real hearing materials. This age group is especially important since eleventh grade is a crucial time for language

learning, and exposure to real-world language input may have a big influence on listening development. (Riswanto, Romania, and Martina 2022).

3.3 Data Collection

To get the data about students' exploring the use of authentic materials in teaching listening to senior high school students, there were two instruments used: observations and interview guideline:

3.3.1 Observations

This observation investigates how authentic resources influence listening skill development in senior high school ESL/EFL students, expanding on (Treve 2023) discovery that genuine materials considerably increase language competency when compared to typical textbooks. The observation will take a mixed-methods approach, with data collected via pre-tests, structured classroom observations, weekly reflections, and post-tests to assess increases in understanding, engagement, and motivation. The theoretical approach is based on research that suggest genuine materials give exposure to real-world language usage, improve listening comprehension, and raise student motivation.

The study "Exploring the Use of Authentic Materials in Teaching Listening to Senior High School Students" seeks to investigate how authentic materials, such as YouTube videos and podcasts, improve listening skills among senior high school students through social interaction, drawing on Lev Vygotsky's theory of social learning. The process, which involves 72 participants, begins with pre-listening exercises that activate past knowledge through group conversations, followed by a listening session in which students take notes and exchange thoughts in pairs. Data will be gathered using pre- and post-tests to assess understanding, observational checklists to assess engagement, and reflection journals to document student experiences. This strategy is supposed to result in enhanced listening skills and teamwork, emphasising the importance of social contact in language acquisition (Vygotsky, 1968).

3.3.2 Interviews

The purpose of this study is to investigate the influence of genuine materials on listening skills among senior high school students, based on (Treve 2023) beliefs on the benefits of using real-world resources in language learning. Semi-structured interviews with both students and instructors will be done as part of a qualitative research strategy to get insight into their experiences with real materials. The theoretical framework will be driven by Vygotsky's social interaction theory, which emphasises collaborative learning and real-life context in language acquisition. This is consistent with the assumption that real materials can increase engagement and motivation, resulting in improved listening comprehension.

Data collection will centre on determining how students view the efficacy of real materials in enhancing their listening abilities, as well as the problems they encounter. Interviews will be thematically analysed to discover common trends and insights on student involvement and the usefulness of teaching resources. This strategy enables a thorough knowledge of the influence of authentic resources on language learning outcomes, as demonstrated by (Treve 2023), who discovered that exposure to real materials improves overall language competency and motivation.

3.4 Data Analysis

This study takes a qualitative data analysis technique, driven by (Treve 2023) results on the efficacy of genuine materials in improving language learning outcomes. The analysis will be based on observations and interviews responses from both students and teachers on their experiences using realistic resources for building listening skills.

(1) Observations

In order to record student behaviours, engagement patterns, and learning dynamics throughout listening instruction sessions using both conventional textbook materials and real materials, this study used systematic classroom observation. In order to evaluate how well realistic materials improve listening comprehension abilities, observation data was gathered through thorough field notes that focused on student engagement,

attention spans, body language, and interactive replies.

(2) Interviews

Teachers and students participated in semi-structured interviews to learn more about their perspectives and experiences with using real materials in listening lessons. The framework developed by (Treve 2023) on the effectiveness of authentic materials in language learning outcomes was followed in the thematic analysis of the interview data to find key themes and patterns pertaining to student engagement, motivation, perceived relevance, and implementation challenges.

CONCLUSION

In this study, eleventh-grade senior high school students in Bogor City, West Java, were taught listening skills through the use of real materials. Several significant conclusions about the application and difficulties of utilizing real materials in EFL listening teaching can be made from observations made in the classroom and semi-structured interviews with teachers and students.

First, in answer to the research question about the use of authentic materials in teaching listening, the study shows that a methodical approach to instruction is an effective way to employ authentic materials including podcasts, YouTube videos, news broadcasts, and casual chats. To scaffold students' involvement and comprehension, teachers use pre-, while-, and post-listening activities. Students are exposed to natural language use, a variety of dialects, cultural contexts, and real-world communication scenarios through the carefully chosen authentic resources, which also meet curricular requirements for narrative, descriptive, and news item texts. By connecting classroom instruction with real-world language use, the use of genuine materials has been shown to improve student motivation, engagement, and listening comprehension abilities.

Second, the study finds a number of noteworthy barriers to using real resources to teach listening in senior high school. Because real resources created for native speakers frequently contain difficult vocabulary, idiomatic idioms, and quick speech that can overwhelm lower-competence learners, the main challenge is the variance in students' language proficiency levels.

Teachers also have trouble locating relevant, real materials that fit students' skill levels and correspond with curriculum goals. Another significant obstacle is time limits, since creating realistic listening materials necessitates a significant amount of work in terms of choosing, modifying, and creating thorough pre- and post-listening exercises to guarantee successful learning. Practical difficulties in the implementation process are also brought on by technical problems including audio quality, internet connectivity for streaming content, and availability of suitable equipment. Despite these challenges, educators show flexibility by utilizing a range of tactics, including progressive exposure, vocabulary help, visual aids, and differentiated exercises to meet the requirements of different learners.

The study's conclusions have significant ramifications for curriculum development and EFL teaching methods. This study offers educators a useful framework for incorporating real materials into listening lessons while being conscious of possible obstacles and ways to overcome them. Training teachers in the successful selection, adaptation, and use of authentic materials including differentiation techniques to support mixed-ability classrooms should be the main goal of professional development programs. Adequate technology resources and infrastructure should be made available by educational institutions such as schools to facilitate the utilization of a variety of real-world content in the classroom.

According to the study, in order to foster communicative competence and practical language abilities, authentic resources must to be methodically incorporated into the national English curriculum. To help teachers choose materials, curriculum planners can think about creating resource banks of relevant authentic materials arranged by text type, learning objectives, and competency level. Additionally, evaluation techniques ought to be updated to take into account the abilities acquired by real-world listening practice, such as the capacity to appreciate cultural allusions, comprehend a variety of accents, and interpret meaning contextually.

This study provides a number of opportunities for more research. The long-term consequences of consistent usage of real material on the development of listening skills could be

investigated through longitudinal research. Comparative research could evaluate the results of authentic and non-authentic materials in controlled environments or look into the varying efficacy of different kinds of authentic materials. Research may also look at the creation of digital platforms or adaptive technologies that provide tailored, real-world listening experiences according to each student's learning preferences and skill level.

In conclusion, this study shows that, with the right guidance, sufficient assistance, and thoughtful application, authentic materials can greatly improve senior high school students' listening comprehension and general English language proficiency, even though using them to teach listening skills offers both opportunities and difficulties. The capacity of educators to choose relevant resources, efficiently scaffold instruction, and establish nurturing learning environments that meet the requirements of a wide range of learners is essential to the success of genuine materials integration. The use of authentic resources is a useful pedagogical strategy that equips students for real-world communication situations outside of the classroom as English language instruction continues to move toward more communicative and practical applications.

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