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2011; Benet, 2012; Martinez, 2013; Muslem et al., 2017). Using authentic videos in teaching listening can develop learner autonomy by providing students with numerous opportunities to practice their listening skill (Wagner, 2010; Shian and Yunus, 2017). Furthermore, the visual appearance of native speakers and their surroundings may assist learners when listening to their conversations, particularly in building up the communication context (Woottipong, 2014). Students can observe clearly the context or the situation of conversations. It undeniably helps the students listening to the content of the utterances or speech without having to guess the context of the conversations.

Conclusions

The use of authentic English video clips successfully improved the second-grade EFL students’ listening comprehension at State Senior High School (SSHS) 4 Banda Aceh as compared to the students who were taught by using authentic English audio teaching materials. The presented study also confirmed that the use of these teaching materials enables students to familiarize with the normal rate of utterances in English. The more EFL students deal with the authentic English video teaching materials, the more they can improve and increase the quality of EFL learning and acquisition. Students also can learn the culture of the English language naturally and spontaneously so that they can use and understand the information in English automatically. Using this media of learning enables students to learn independently. This study has contributed to provide a realistic model of improving students’ listening achievement among EFL students whose native language is not English. This approach of teaching is not new for students whose second language is English, like Malaysia, Singapore, the Philippines, and Nigeria. In contrast, it is a new way of improving listening skill for Indonesian students whose second language is not English.

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