

## **Putri, Fuzi Utami. 2023: EFL Students' Responses toward the Implementation of Authentic Video to Improve Listening Comprehension**

Based on a deep conversation with English teachers of an Islami Junior High School, the researcher found that students had difficulty in acquiring the four skills especially in listening. The students found it was hard to catch the words in English when native speakers delivered speech which the students considered too fast. The Teachers found a way of overcoming the problem by giving students appropriate source materials from parts of movies as Authentic Videos. Videos as learning materials have received much attention from educators, and the effects of videos in various areas have been reported positively. Therefore, the purposes of this research are to find out the process and the students' responses to the implementation of Authentic Video to improve students' listening comprehension.

This research employed a qualitative approach. It focused on discovering in-depth phenomena relevant to the process and students' response toward using Authentic Video as a teaching medium in the EFL classroom. This research took place at an Islamic Junior High School at Bandung. The participants were chosen by the purposive sampling technique. Nine students from the eighth grade were chosen for the research. The instruments of this research were observation, interview, and questionnaire. The data is analyzed by describing the process of implementing Authentic Video to enhance listening comprehension through observation and interview data collection techniques. Meanwhile, students' responses toward the Authentic video method to enhance students' listening comprehension were through questionnaire and interview techniques.

The findings of implementing Authentic Video to improve EFL students' listening comprehension demonstrated that: (1) the process of implementing Authentic Video should be well implemented by paying attention to the use of appropriate procedure of how Authentic Video implemented step by step in the classroom as adopted from Harmer (2001) and Kim (2015). Those steps consisted of three stages: the Pre-listening stage, the While-listening stage, and the Post-listening stage. (2) Students' responses to the implementation of Authentic Video were dominated by positive responses. Majority of students stated that the use of the Authentic Video method could improve their listening comprehension.

Finally, these research findings found that using Authentic Video which follows the procedure of Harmer's and Kim's Theory could improve students' listening comprehension. In this case, prior to the teaching process, English teachers should explain teaching instruction at every step of the use of Authentic Videos in the right order.

**Keywords:** *Listening Comprehension, Authentic Video, Student's Responses*