

**A CASE STUDY ON STUDENTS' ENGAGEMENT IN THE
IMPLEMENTATION OF AUTHENTIC MATERIALS IN
LEARNING LISTENING AT A STATE JUNIOR HIGH
SCHOOL IN TUBAN REGENCY**

SKRIPSI



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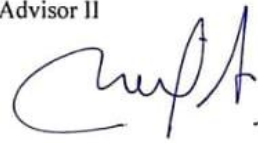
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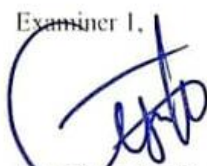
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MOTTO

*Jika Tuhanku saja seyakini itu memberiku ujian karena tahu aku mampu
melewatinya, maka tidak pantas untuk hamba sepertiku berkata
“menyerah”*

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First and foremost, all praise and gratitude are due to God Almighty for His infinite blessings, mercy, and guidance, which have enabled me to complete this skripsi entitled **“A CASE STUDY ON STUDENTS’ ENGAGEMENT IN THE IMPLEMENTATION OF AUTHENTIC MATERIALS IN LEARNING LISTENING AT A STATE JUNIOR HIGH SCHOOL IN TUBAN REGENCY”** as one of the requirements for obtaining a Bachelor's Degree at IKIP PGRI Bojonegoro.

The completion of this skripsi would not have been possible without the invaluable support, encouragement, and guidance of many individuals. Therefore, I would like to express my heartfelt gratitude and sincere appreciation to:

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- Finally, I hope that this skripsi will provide meaningful insights for its readers and make a valuable contribution, however modest, to the advancement of knowledge, particularly in the field of English language education.

STATEMENT OF AUTHORSHIP

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled:

**“A CASE STUDY ON STUDENTS’ ENGAGEMENT IN THE
IMPLEMENTATION OF AUTHENTIC MATERIALS IN LEARNING
LISTENING AT A STATE JUNIOR HIGH SCHOOL IN TUBAN
REGENCY”**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro 30 Juni 2026

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ABSTRACT

Dewi Nur Isnaini Fadillah. 2026. A Case Study on Students' Engagement in the Implementation of Authentic Materials in Learning Listening at a State Junior High School in Tuban Regency. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Meiga Ratih Tirtanawati, M.Pd.

English proficiency, particularly listening skill, has become an essential competence for students in facing global challenges. However, EFL students often struggle to comprehend listening materials due to the speed of natural speech, unfamiliar accents, and the lack of real-world context in conventional teaching materials. The use of authentic materials such as videos, films, and podcasts is considered effective in bridging this gap, yet previous studies have predominantly focused on learning outcomes (scores and motivation) rather than the in-depth process of student engagement. This study was formulated to answer two questions, namely how students engage behaviorally, emotionally, and cognitively during the implementation of authentic materials in learning listening, and what factors influence such engagement. This study employed a qualitative approach with a single case study design, conducted at a State Junior High School in Tuban Regency involving 27 eighth-grade students, nine of whom were selected for in-depth interviews. Data were collected through non-participant observation, structured interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings reveal that students demonstrate behavioral engagement through active participation and peer discussion, emotional engagement through enthusiasm and motivation despite initial anxiety experienced by some students, and cognitive engagement through the application of top-down and bottom-up processing strategies. Factors influencing students' engagement include teachers' teaching strategies, the use of authentic materials, classroom environment and peer interaction, vocabulary mastery, and students' interest and motivation. It can be concluded that the implementation of authentic materials is able to create more meaningful learning listening and foster comprehensive students' engagement, although teacher support in the form of scaffolding remains necessary to address the linguistic challenges that arise.

Keywords: students' engagement, authentic materials, learning listening, case study

ABSTRAK

Dewi Nur Isnaini Fadillah. 2026. A Case Study on Students' Engagement in the Implementation of Authentic Materials in Learning Listening at a State Junior High School in Tuban Regency. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Meiga Ratih Tirtanawati, M.Pd.

Penguasaan bahasa Inggris, khususnya keterampilan menyimak, menjadi kompetensi penting bagi siswa dalam menghadapi tantangan global. Namun, siswa EFL sering mengalami kesulitan dalam memahami materi menyimak akibat kecepatan tuturan alami, aksen yang tidak familiar, serta ketiadaan konteks nyata dalam materi ajar konvensional. Penggunaan materi otentik seperti video, film, dan podcast dinilai mampu menjembatani kesenjangan tersebut, namun penelitian terdahulu lebih banyak berfokus pada hasil belajar (nilai dan motivasi) dibandingkan proses keterlibatan siswa secara mendalam. Penelitian ini dirumuskan untuk menjawab dua pertanyaan, yaitu bagaimana siswa terlibat secara perilaku, emosional, dan kognitif selama implementasi materi otentik dalam pembelajaran menyimak, serta faktor-faktor apa yang memengaruhi keterlibatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal, yang dilaksanakan di salah satu SMP Negeri di Kabupaten Tuban dengan melibatkan 27 siswa kelas 8, sembilan di antaranya diwawancarai secara mendalam. Data dikumpulkan melalui observasi non-partisipan, wawancara terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa siswa menunjukkan keterlibatan perilaku melalui partisipasi aktif dan diskusi kelompok, keterlibatan emosional melalui antusiasme dan motivasi meskipun sebagian mengalami kecemasan awal, serta keterlibatan kognitif melalui penerapan strategi pemrosesan top-down dan bottom-up. Faktor yang memengaruhi keterlibatan siswa meliputi strategi mengajar guru, penggunaan materi otentik, lingkungan kelas dan interaksi teman sebaya, penguasaan kosakata, serta minat dan motivasi siswa. Dapat disimpulkan bahwa implementasi materi otentik mampu menciptakan pembelajaran menyimak yang lebih bermakna dan mendorong keterlibatan siswa secara menyeluruh, meskipun tetap memerlukan dukungan guru dalam bentuk scaffolding untuk mengatasi tantangan linguistik yang muncul.

Kata Kunci: keterlibatan siswa, materi otentik, pembelajaran menyimak, studi kasus

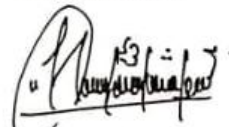
PREFACE

This undergraduate skripsi, entitled “A Case Study on Students’ Engagement in the Implementation of Authentic Materials in Learning Listening at a State Junior High School in Tuban Regency” is submitted as a partial fulfillment of the requirements for obtaining a Bachelor’s degree in English Education at the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. This study aims to explore students’ engagement in listening learning through the use of authentic materials and to identify the factors influencing their engagement.

The completion of this skripsi has provided valuable academic experience, particularly in understanding students’ engagement, qualitative research methods, and the implementation of authentic materials in English language learning. The author expresses sincere gratitude to the supervisors for their guidance and support. Appreciation is also extended to the lecturers, peers, and all parties involved, as well as to the author’s family for their prayers and encouragement. Although this study has limitations, constructive suggestions are welcomed. It is hoped that this skripsi will be beneficial for students, educators, and future researchers interested in listening instruction and authentic materials.

Bojonegoro, 23 Desember 2025

The Researcher



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TABLE OF CONTENTS

APPROVAL SHEET	ii
LEGITIMATION	ii
MOTTO	iv
ACKNOWLEDGEMENT	v
STATEMENT OF AUTHORSHIP	vii
ABSTRACT	viii
ABSTRAK	ix
PREFACE	x
TABLE OF CONTENTS	xi
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I	1
INTRODUCTION	1
A. Background of Study	1
B. Formulation of the Problems.....	4
C. Objectives of the Study	4
D. Significances of the Study.....	4
E. Definitions of Key Terminologies	6
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Review of Previous Research.....	9
B. Theoretical Review	12
C. Theoretical Framework	22
CHAPTER III	26
RESEARCH METHODOLOGY	26
A. Research Design.....	26
B. Research Setting.....	27
C. Data and Data Sources	29
D. Data Collection Techniques	31

E. Data Analysis Techniques.....	34
F. Data Validation Techniques.....	37
CHAPTER IV	40
RESEARCH FINDINGS AND DISCUSSIONS.....	40
A. Research Findings	40
B. Discussions.....	54
CHAPTER V.....	63
CONCLUSION AND SUGGESTION	63
A. Conclusion	63
B. Suggestions	65
REFERENCES.....	68
APPENDICES	74
Appendix 1: Observation Sheets.....	74
Appendix 2: Documentation Sheet	84
Appendix 3: Interview Sheets	85

LIST OF FIGURES

Figure 2. 1 Framework of Thinking.....	24
Figure 3. 1 Analysis Component.....	34

LIST OF APPENDICES

Appendix 1	Observation Sheets.....	66
Appendix 2	Documentation Sheet.....	73
Appendix 3	Interview Sheets.....	74
Appendix 4	Summary of Students Interview.....	78
Appendix 5	Summary of Teacher Interview.....	79
Appendix 6	Documentation Interview and Learning Process.....	81

CHAPTER I

INTRODUCTION

A. Background of Study

As the process of globalization persists in binding individuals across all nations, Nurdianingsih et al., (2024) assert that the acquisition of the English language has turned into a highly crucial capability for confronting global challenges. This language does not merely serve as a tool for communication, but it also functions as a channel to broaden knowledge, encourage intercultural interaction, and advance career opportunities within an increasingly competitive international employment market. To foster these global capabilities within the realm of education, Fatmasari et al., (2024) explain that a curriculum represents an organized system of strategies and directives. This structured framework specifies learning goals, course materials, pedagogical approaches, and academic exercises intended to realize particular educational results.

Driven by this educational framework, the Indonesian government's integration of English into the national curriculum underscores a commitment to preparing a globally competitive generation capable of navigating cross-border interactions (Pajarwati et al., 2021). Within this formal setting, the mastery of four language skills: listening, speaking, reading, and writing is paramount for students. Among these competencies, listening serves as the foundational gateway to language acquisition because language works as an interconnected system. Therefore, a solid grasp of listening skills is essential, as it actively supports and deepens the understanding of the other language components.

Through various listening activities, ranging from authentic dialogues to multimedia sources, learners gain an understanding of pronunciation, intonation, and language rhythm, which are important for fluent communication (Sadiqzade, 2024). In recent years, Rozak et al., (2021) point out that listening fluency has gained significant attention in language education, given that incorporating it into listening instruction allows students to decode spoken language with greater efficiency, precision, and depth. However, listening comprehension is far more complex than passive hearing, as it is an active, constructive process that demands focused attention, cognitive processing, and contextual interpretation (Rost, 2011). Consequently, effective listeners must discern main ideas, extract specific details, infer speakers' intentions, and engage with emotional and cultural subtexts (Rosyada et al, 2024).

Despite its critical importance, listening often presents a significant challenge for learners in EFL contexts like Indonesia. Students frequently struggle with the speed of natural speech, unfamiliar accents, colloquial expressions, and the absence of visual or contextual cues commonly found in contrived classroom audio. To bridge this gap between pedagogical materials and real-world language use, educators and researchers advocate for the use of authentic materials. These resources, which include news broadcasts, podcasts, movie clips, songs, interviews, and documentaries, are created by and for native speakers for genuine communicative purposes. Consequently, these mediums immerse learners in the living language as it exists outside the textbook, complete with its idiomatic richness, cultural references, and unscripted flow (Shukurdinovna, 2024).

(Husnawati & Yundayani, 2024) argue that such exposure is irreplaceable, as it fosters not only linguistic accuracy but also sociolinguistic and pragmatic awareness, preparing students for meaningful interaction in authentic settings. In line with this theory, a preliminary observation at a State Junior High School in Tuban Regency on November 8, 2025, confirmed that English teachers are proactive in employing various authentic materials, including films, songs, and digital content via LCD and Smart TV. This practice aligns with contemporary pedagogical trends and indicates an institutional openness to innovative methods. Furthermore, previous empirical studies robustly support this approach, such as research by Maftuh et al., (2021) which demonstrated a dramatic improvement in students' listening scores after intervention with authentic audio-visual inputs. Similarly, Kholipah, (2024) found that authentic materials significantly boosted learner motivation and were highly preferred over traditional textbook audio. Lastly, Madina, (2024) concluded that the strategic use of such materials enhances comprehension depth and cultural fluency.

However, a critical review of this literature reveals a predominant focus on learning outcomes, specifically quantifiable measures like test scores and motivation surveys. What remains underexplored is the nuanced process of how learners actually engage with these materials during instruction. According to Fredricks et al., (2004), engagement is a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions. Therefore, this study posits that while what is taught is important, how students interact with and experience that content is equally critical for optimizing learning. By shifting the lens to engaged learning processes, this study is designed as a qualitative case study to deeply

investigate the nature and dynamics of student engagement in listening lessons utilizing authentic materials at a State Junior High School in Tuban Regency.

B. Formulation of the Problems

Guided by the background, this study is formulated to answer the following questions:

1. How do students engage behaviorally, emotionally, and cognitively during the implementation of authentic materials in learning listening?
2. What factors do influence students' engagement during the implementation of authentic materials in learning listening activities?

C. Objectives of the Study

Based on the research problems, the research objectives can be formulated as follows:

1. To explore how students engage behaviorally, emotionally, and cognitively during the implementation of authentic materials in learning listening.
2. To identify and analyze the factors that influence students' engagement during the implementation of authentic materials in learning listening activities.

D. Significances of the Study

This research is expected to yield both theoretical and practical benefits:

1. Theoretical Significance

- a. The study will contribute to the body of knowledge in EFL pedagogy, specifically in the sub-fields of listening instruction and material development, by integrating the theoretical framework of student engagement (Fredricks et al., 2004) with the practice of using authentic materials.

- b. It will provide empirical qualitative data on the lived experience of learners in an authentic material-rich environment, offering a more nuanced perspective that complements existing quantitative studies on effectiveness.

2. Practical Significance

- a. For English Teachers at a State Junior High School in Tuban Regency and Similar Contexts: The findings will offer evidence-based insights into how students engage with authentic content. This can inform more reflective and intentional lesson planning, material selection, and classroom management strategies to maximize active participation and deep learning.
- b. For Students: The process of this study may raise metacognitive awareness among participants about their own learning engagement. Ultimately, the research aims to contribute to creating more engaging and effective listening lessons that boost students' confidence and competence.
- c. For Curriculum Developers and Teacher Trainers: The study can serve as a reference for designing training modules or workshops that emphasize not only the "how-to" of using authentic materials but also the "how to engage" aspect.
- d. For Future Researchers: This study can be a foundational reference for researchers interested in learner engagement, qualitative classroom research, or authentic material implementation in EFL settings. It may also inspire action research by teachers in their own classrooms.

E. Definitions of Key Terminologies

1. Student Engagement

The idea of student engagement has been characterized by multiple scholars as a multidimensional construct that extends beyond simple participation. According to Fredricks et al. (2004), student engagement consists of three closely linked dimensions: behavioral, emotional, and cognitive engagement. Behavioral engagement describes students' active involvement in academic and learning activities, including completing assignments, adhering to rules, and taking part in class discussions. Emotional engagement relates to students' affective responses to the learning context, such as their interest, enjoyment, sense of belonging, and emotional connection with their teacher, peers, and the subject matter.

Cognitive engagement, by contrast, involves the mental effort and psychological commitment students bring to learning, for example by using metacognitive strategies, persisting in the face of difficulties, and working toward deep understanding rather than merely finishing tasks superficially. Another influential viewpoint is offered by Schaufeli et al., (2002) in (Niroula, 2025), who describe engagement as a constructive and rewarding state characterized by vigor, dedication, and absorption in learning-related activities. In the context of language learning, Philp and Duchesne, (2016) in (Estaji & Shojakhanlou, 2023) also underscore the interactive component of engagement, showing how learners take an active role in and contribute to classroom discussion and collaborative tasks using the target language.

Drawing on these expert perspectives, the present study conceptualizes student engagement as an all-encompassing form of involvement in learning. This state includes observable participation (behavioral), positive affective reactions (emotional), and intentional cognitive commitment during listening activities that employ authentic materials.

2. Authentic Materials

In language teaching, authentic materials have been defined by scholars as resources designed for real-life communication rather than for instructional purposes. According to Nunan (1999) in (Huang, 2018), authentic materials consist of spoken or written language data generated during genuine communication, capturing natural language use in all its spontaneity, cultural setting, and communicative authenticity. Breen, (1985) in (Bashir & Zrike, 2024) extends this idea by distinguishing authenticity into four categories: the authenticity of the text itself, the authenticity of learners' interpretations, the authenticity of the tasks carried out with the text, and the authenticity of the social context in which the text is used. Gilmore, (2007) in (Mandart & Rinne, 2026) further refines the concept, explaining that authentic materials are created by and for native speakers in authentic communicative situations and are employed for language learners without adaptation. He contends that such materials expose learners to the natural rhythms, idiomatic expressions, and cultural subtleties of the target language elements that are frequently missing from pedagogically produced textbooks.

Based on these scholarly definitions, this study defines authentic materials as audio or audio-visual resources originally produced for genuine communicative purposes in English-speaking settings, including news reports, film clips, songs,

podcasts, and interviews. In this research, these materials are treated as the primary input for building listening comprehension skills because they feature unscripted language, cultural relevance, and a real-world communicative intention.

3. Listening Skill / Listening Comprehension

Listening, as an essential language skill, has been described by researchers as an active and complex cognitive activity. According to Rost, (2011), listening involves not only receiving auditory signals but also actively forming meaning by integrating linguistic knowledge with contextual and background information. He portrays it as a dynamic process in which listeners concurrently decode sounds, interpret messages, and respond appropriately according to their understanding. Incirkus, (2025) further clarifies that listening comprehension is a multi-layered process that involves perception, parsing, and the use of auditory input, while stressing the role of metacognitive strategies such as planning, monitoring, and evaluating comprehension. Lateef, (2025) adds that listening is an interactive and interpretive process in which listeners engage with the speaker's message by drawing on prior knowledge, contextual cues, and communicative purpose.

In this study, listening skill is defined as the active process through which learners receive, process, interpret, and construct meaning from authentic spoken discourse. It involves attention to auditory input, the application of both top-down and bottom-up processing strategies, and the integration of linguistic, cultural, and contextual knowledge to comprehend gist, detail, inference, and pragmatic meaning in real-world communicative contexts.