



## **DEVELOPING LISTENING MATERIALS BASED ON BOTTOM UP STRATEGY FOR STUDENTS OF ENGLISH EDUCATION**

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### **ABSTRACT**

The purpose of this research is to develop listening material based on bottom up strategy that can make students master listening skills. This research method is the Research and Development (R&D) method. This method consists of identification of material needs, exploration of needs, realization of contextual materials, realization of pedagogical materials, production of materials, use of student materials and evaluation of materials against agreed goals. The population in this study were all students of the first semester English Education study program at STKIP-PGRI Lubuklinggau Academic Year 2020/2021. The results of this study make it easier for students to work on questions on the material that has been developed and make them more quickly understand. In conclusion, developing listening material based on a bottom-up strategy, researchers received a positive response from first semester students because it could help them learn to listen for general communication. In addition, researchers also use the bottom up strategy to develop this listening material, so that it can help make it easier for students to learn to listen for general communication. So, in this study the researchers succeeded in helping students facilitate listening learning in this first semester with a positive response from all students.

Keywords: Bottom Up Strategy, Developing, Listening, Material

### **INTRODUCTION**

English is the "unifying" international language of the world. English is very important in various fields such as politics, economy, culture and education. Mastery of English is one of the basic assets to be able to compete in facing the global era, especially the ASEAN Community (Juriana, 2017).

Peng (2019) defined that English as a Foreign Language (EFL) refers to those who learn English in non-English speaking countries. As an international language, it has been taught as compulsory subject in Education institution from Elementary up to University level. English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes or messages (Yulisa, 2018). It means that English is one of the language that can be used in communication in the world. In conclusion English is an international language that can be used to communicate with others to exchange ideas.

Based on interview with students in first semester of English Education at STKIP-PGRI Lubuklinggau, it was found that students experienced many difficulties in the listening learning process, such as difficulty understanding speakers and students also lacked new vocabulary. In the interview results, the researcher will try to develop listening material in accordance with what students want, so that it is easily accepted and mastered well.

In the process of listening to learning, students will use a bottom up strategy for the learning process that can be used by students in listening learning activities in the classroom. Bottom up strategy is analyzed sounds, words, clauses, and sentences. Bottom up processing refers to the use of incoming data as a source of information about the meaning of a message. So, the bottom up strategy is to analyze the sounds, words, clauses and sentences. By using this strategy students are expected to be able to improve their ability to learn to listen.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages (Solak, 2016). Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learner's language knowledge (Ahmadi, 2016). So Listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker's utterances and understanding them.

Teaching Listening is a valuable addition to the literature in our profession. The fact that people assume it to be a skill that is naturally acquired leads to activities that assess listening without teaching it properly, and consequently it receives less attention in the classroom (Nascimento, 2018).

In this study, researcher used a bottom up strategy for the learning process of students in the classroom. In the process of using this bottom up strategy, with the aim to facilitate students in learning English, especially in listening skills. Therefore, researchers used this bottom up strategy in the first semester in STKIP-PGRI Lubuklinggau. Based on information from the first semester lecturer that students have difficulty in learning English, therefore the researcher wants to make the student easier to learn English, especially in learning to listen with the researchers using a bottom-up strategy to facilitate the learning and teaching process in class.

So by using this bottom up strategy students are expected to be able to follow the learning process well and be able to get more information and knowledge after learning English especially in listening skills, for example, from visual or auditory to get various types of knowledge and information. In this research, the writer found a thesis which is relevant to the writer's study. It is written by Esthi (2015).

There are some similarities between this research and Esthi's thesis. The similarities are: (a) both of Esthi's thesis and this study are about listening material; (b) both of her thesis is focused on the investigation of developing listening material. The differences between this study and Esthi's study thesis are in: (a) the sample of the research, Esthi's takes the eighth grade students but this study takes the first semester students of English department of STKIP-PGRI Lubuklinggau; (b) location of the research, her thesis is done at SMP Negeri 14 Yogyakarta, the writer will do at STKIP-PGRI Lubuklinggau.

## RESEARCH METHOD

In this researcher used research and development R & D. A strategy for developing an educational product is also called research and development. A process used to develop and validate educational products. This methodology is also called research-based development. An explains that the goal of R & D research is not only to develop a product, but rather to discover new knowledge or to answer a specific question about practical problems. So, They define R & D as a process used to develop and validate educational product.

In this research, there were 13 students as the sample of the research. The writer got the data by giving the interview to the students. Interviews were conducted with first semester students at STKIP-PGRI Lubuklinggau Academic Year 2020/2021.

In developing the material there are some procedures. There are seven procedures as the process of developing learning materials. 1) identification of needs for materials; 2) exploration of needs; 3) contextual realization of materials; 4) pedagogical realization of materials; 5) production of materials; 6) students use of materials; 7) evaluation of materials against agreed objectives.

The researcher would observed to the classroom and an interview to students to get need analysis at the first semester. Therefore, to determine its validity, practicality and potential effect, instrument used in this research were questionnaires (likert-scale) and interview.

Table.1  
Likert-Scale

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

The specifications of questionnaires in expert review are described in tables below:

### Technique for Analyzing the Data

#### Data Analysis of Validity

The validity of the product was determined in experts review. After reviewing the listening material, the experts gave their judgment through a questionnaire in the form of likert-scale with score ranging from 1 to 5 and write their comments on it.

Table.2  
Validity Categorization

Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

### Data Analysis of Practicality

To find out whether the developed listening material based on bottom up strategy was practical, a interview was administered to students in small group evaluation. To determine the practicality level of the product, the average score of the obtained total score from the student's judgment was calculated and interpreted as follows:

Table. 3  
Practicality Categorization

Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

### Data Analysis of Effectiveness

To know the effectiveness of the product, the developed listening material test that analyze by using percentage of the number of students who passed the minimum mastery criteria or KKM which was 67. The percentage calculation is as follows:

$$\text{Mastery Percentage (\%)} = \frac{\text{the number of students obtaining score} > 67}{\text{the total number of students}} \times 100$$

After being analyze, the result will then interpreted to the following criteria to know the level of effectiveness of the product:

Table.4  
Effective Categorization

Mastery Percentage	Category
80-100	Very high
66-79,9	High
56-65,9	Moderate
46-55,9	Low
0-45,9	Very low

## RESULT

### One-to-One

Besides determining the practicality of the product, in one-to-one test, an interview was also conducted to gather student's comments and responses towards the product to know its strengths and weaknesses, which were taken, into consideration as the basis for the revision of the product. The results of interview are describing in the table below:

Table. 5  
Students Comment

Students Name	Students Comments	The Writer's Response
Students 1	Strengths: The listening material is self-explanatory. Weakness: The audio make be slowly.	Change the audio is slowly to understand the students.
Students 2	Strengths: The picture are very interesting. Weakness: The audio make be slowly.	Change the audio is slowly to understand the students.
Students 3	Strengths: The materials were already clear. Weakness: The audio make be slowly.	Change the audio is slowly to understand the students.

Based on table 5, the learning material is interesting and effective. But it needs to be improved on the audio system so that it is clearer when listening.

### Small Group

The implementation of small group trials conducted on August 5<sup>th</sup>, 2020. Then each students has given a questionnaire with 10 statements. students putting a checklist (√) in the column. After that, the choice of answer with 5 criteria, the criteria are 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree.

Besides determining the practicality of the product, in small group test, an interview was also conducted to gather student's comments and responses towards the product to know and weaknesses of module the results of interview are described in the table below.

Table. 6  
Student's Comments in Small Group Evaluation

No.	Student's Comments
1.	Students reported that the directions were clear
2.	Students reported that there were confusing sentences because they did not know some words which they had never heard/learned before
3.	Some students reported that the difficult part was that they did not know the meaning of some words
4.	Students reported that the stories' picture were understandable
5.	Students said that the vocabulary easily and understable
6.	Students said that the materials easily and understable
7.	Students said that they were interested and motivated to learn by using the product

From the summary of student's comments above, it can be concluded that students liked the module. Some students suggested that the direction in the text to be clearly but some students stated that it was understable. Thus, the direction was not changed. In this stage no needed to revise the developed module. Thus, the module was ready trialed in field test.

## Field

The implementation of small group trials conducted on August 5<sup>th</sup>, 2020. In this stage the writer show students to rate, read and answer the questions in each materials in the module. There are four types of questions in the module namely, analyzing the sound, analyzing the vocabulary, analyzing the word and analyzing the sentences.

The result of the students score of field test see appendix B, there was calculated to find the effectiveness of the module. All students reached the maximum mastery criterion, It can concluded that the module effective to in courage students interesting in listening material.

## DISCUSSION

Language has an important role in the intellectual, social, and emotional development of the learner. In communicating, there are four skills that must be mastered, namely listening, speaking, reading and writing (Febtriningsih, 2018). In English, the first thing that is difficult for students to understand is the listening session. Students must be trained as often as possible in order to improve their listening competency results.

According to Mandarani (2016), there are several problems students find when learning to listen: (1) not understanding certain English pronunciation; (2) not knowing how to overcome redundancy; (3) unable to predict the meaning of language because they are not familiar with word patterns-words; (4) lack of understanding of everyday vocabulary; (5) unable to regulate listening speed; (6) difficulty understanding other accents; (7) less able to use basic environmental knowledge to understand the meaning of listening that is what we convey .

According to Brown (2004) there are two main basic aspects in access listening comprehensions such as aspects of language and context understanding. Thing it is in the form of micro skills and macro skills. The first aspect, micro skills includes nine things: (a) distinguish between English voices the special one; (b) mastering language pieces of different lengths or in short; (c) introduce forms emphasis in English, the word in the position is pressed or not pressed, the structure, rhythmic, intonation in its role on information tagging; (d) introduce reduction of tenses; (e) distinguish foreign words, introduce core words; (f) average speaking process at a different delivery; (g) process talking contains pauses, mistakes, rectification of the delivery variable other; (h) introduce the word group grammatically (noun, verb and so on) system (tenses, agreements and plural) rules of pattern and formelliptical; (i) introduce the sentence cohesive in speaking discourse.

The second aspect namely macro skills include six thing: (a) introduce the communication function in the expression, according to the situation, the actor and aim; (b) estimate the situation, participants and the purpose of using word knowledge real; (c) from ideas and others, describing, predicts linking and the relationship between events and effects, and observing relationships as the subject of thought, support of ideas, new information, giving information; (d) introduce between meanings figurative and implicit meaning; (e) using embellishment, kinetic, stylistic and non hints other words to interpret meaning; (f) build and use a suite listening strategies such as detecting words keys, estimate the meaning of words from the text, requests for help and signs of understanding or lack.

The design of additional hearing material is carried out based on 7 procedures from Tomlinson & Moon (2013) proposes seven procedures as a process for developing listening material. The seven complementary design procedures are presented as follows: 1) identification of material needs, based on the results of interviews with first semester students, the results of questions that make students difficult to learn to listen for general communication. This problem starts with the lecturers' explanation that is unclear and gives a few examples of material in learning. Many students also find new vocabulary words difficult for them to understand because students are also deficient in vocabulary; 2) exploration of needs, based on the results of interviews with students that students want material that is deemed difficult to make because in the first module new vocabulary must be increased, both students want to increase the number of practice questions on the material, material, and finally they want slow audio playback in speaking so that we as new students who are just learning English can understand the material more quickly; 3) the realization of the material contextually, from the results of interviews with student research, the student's desire to develop general communication material for listening was realized.

The material is developed according to the needs and desires of students so that it can help expedite the student's learning process; 4) pedagogic realization material, at this stage the researcher provides training to students in one-to-one, small groups and field trials. Which exercises are made based on the needs and wants of the students. From the provision of this training, the researcher knows the results of the bombing by the researcher 5) material production, in this process the researcher makes a writing start in developing the material desired by students; 6) students use the material, after the researcher makes the material the student wants, the researcher tests the material in class. This step aims to determine student's impressions of the material that has been developed in accordance with the desires and needs of these students in order to facilitate the teaching and learning process in the classroom; 7) evaluation of the material against the objectives that have been agreed upon, after the material is made the researcher is developed where the material is made according to the needs and desires of students. After this process, the researcher is given training to students to find out whether the exercise can make it easier for students to learn and can make students understand the material more quickly.

After that, there are two types of evaluation, namely expert judgment and field trials. In the expert evaluation process, the material is evaluated by experts in developing the material. When in trials or field trials, the material is used in the teaching and learning process by students in the class. Students provide comments after using the material. Then the researcher needs to know whether the material is right for students to achieve predetermined goals and objectives in developing teaching materials so that students can hear the material.

## **CONCLUSION**

Researcher gets positive responses from first semester students because it can help make it easier for them to learn listening for general communication. In addition, researcher also uses the bottom up strategy to develop this listening material, so that it can help facilitate students in learning listening for general communication. So, in this study the researcher managed to help students facilitate learning to listen in this first semester with positive responses from all students.

## SUGGESTION

The author hopes all lecturers must motivate more students to be able to arouse student's enthusiasm in learning. Students should pay more attention to the lecturer when explaining listening material, students must have several books and dictionaries so that students easily understand the lesson. Students must be more active and have a lot of consultation with lecturers if they do not understand the material being taught. Hopefully, there are other researchers who will examine this with the topic similar. So, this research will be continued and will be the best solution in increasing student's knowledge in listening to listening skills.

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