

DEVELOPING OF LISTENING MATERIALS AT THE TENTH GRADE STUDENTS

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ABSTRACT

This study aims to develop listening material for tenth graders. The research method used is Research and Development (R&D). The results of this study indicate that the development of listening material is valid, practical and effective in the teaching and learning process. The product developed was declared valid after being evaluated by three experts with an average score of 3.86 in the "high" category. This product is also practical by evaluating listening material for students with an average score of 4.10 with "high practicality" and effective with an evaluation with 83.33 students in the "high" category. In conclusion, the listening material developed for tenth-grade students of Islamic Senior High School 2 Lubuklinggau is valid, practical and effective categories.

Keywords: Listening, Materials, Research and Development

INTRODUCTION

Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life (Kosilah & Septian, 2020). The act or process of imparting or acquiring particular knowledge or skills, as for a profession, a degree, level, or kind of schooling. The result produced by instruction, training, or study the science or art of teaching (pedagogics).

There are some types of education such as formal and informal education. In Indonesia, formal education divided into some stages, such as preschool or kindergarten, elementary school, junior high school, senior high school then the college university. There is also informal school in Indonesia such as private

school. The aim of education in Indonesia is for enrich the life of nation. National education has the function of developing capabilities and shaping dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

English as an international language become as a foreign language for Indonesian students which has to be learn in the school or out of school. Most of the students in Indonesia assume that English is one of the difficult subject in the school. Indonesian students are basically passive, silent and shy in the classroom (Exley, 2005). Moreover, when they are learning English, they become a passive students and less of participate in the classroom. When people talk about English, there is a lot people can do with English a such as communication and building relationship with other. Thus, people know that English became an international language whereas the country adopt them in first, second or even foreign language as language preference.

English, there are four skills which has to be mastered by the students such as Listening, Speaking, Reading and Writing. Listening is the first and important skills that has to be mastered, because without understanding the listening well, the students cannot learn well about English especially listening as the process of communication in teaching and learning process (Hamouda, 2013). By having good listening comprehension, the students able to understand what the speakers says and know the meaning of the sentences which is speak by other person.

Listening become the basic method of understanding the language, because it is the first step to understanding the meaning all of the language. The purpose of listening comprehension is understand the native conversation at normal rate in a directly (Bingol et al., 2014). When we listen in a conversation then our brain try to translate it and we try to understand the meaning and the purpose of the conversation. Listening comprehension is said to be at the heart of L2 learning, whose development can play a pivotal role in improving other language skills (Mahdavi & Miri, 2019).

Speaking of English courses, every skill in English, there should be a textbook for guidance for teachers and students. Meanwhile, the government facilitates everything needed in the teaching and learning process but not specific skills. Islamic Senior High School 2 Lubuklinggau does not have a particular book for listening. Therefore, the main objective of this research is to design a listening module that fits the needs of the students of Islamic Senior High School 2 Lubuklinggau. The best design for this research is the research and development method to build a listening module.

LITERATURE REVIEW

Listening comprehension, a key skill for learning and communicating, is considered crucial for target language competence (Ozcelik et al., 2019). Listening processes are complex, and listening comprehension is difficult in a second or foreign language. Listening takes part more of daily communication time than other forms of oral communication inside and outside of the classroom Wolvin and Coakley in (Bingol et al., 2014). In reality, without effective listening, learning is a matter of chance Swanson in (Bingol et al., 2014). Through reception, we internalize linguistic information without which we could not produce language (Syafii & Gestanti, 2018). However it is true that listening is vital language learning in that it provides input for the learner. Without understanding inputs, students cannot learn anything (Hamouda, 2013). Listening comprehension is said to be at the heart of L2 learning, whose development can play a pivotal role in improving other language skills (Mahdavi & Miri, 2019).

Listening is a psychological process as well as a cognitive one. Feeling nervous or anxious might hinder concentration and thus comprehension. In the current study, despite the workload of the task, students' levels of anxiety were moderate. Self-regulating the input might have had a positive effect on this factor. In terms of anxiety, there is convincing evidence that people who take initiative in learning (proactive learners) are more purposeful and have greater motivation (Ozcelik et al., 2019).

Listening is different with hearing. Listening is a mental process. When we are listening some words, we try to get the meaning of the words or sentences. The aim of listening is to understand what people say. To listen is to give attention to sound or action. But, hearing is a physical process. When we hear something that makes a noises around us, we do not need to get the meaning of the sounds (Aponte-de-Hanna, 2012). Listeners often fail to accurately construct meaning for two main reasons: 1) because they do not recognize or understand certain words and 2) because they lack the cognitive resources to use high-level strategies to compensate and regulate their listening task (Roussel et al., 2019).

Listening comprehension in L2 involves both low-level and high-level processes. High-level processes are modes of information processing that use prior knowledge (stored in the long-term memory) as well as context to build comprehension. Low-level processes are modes of information processing whereby information flows from lower levels to higher-level structures (Roussel et al., 2019). To help the students understand mental and emotional processes in their learning, instructors aided with appropriate teaching materials can guide them in discovering important aspects of the listening process. Recent literature on the teaching of listening indicates the importance of raising students'

awareness of the process listening; the process of listening is in line with the listening sequences pitched at different levels (Qodir et al., 2016).

Course book should be relevant and have high quality to students' and institutional needs and that they reflect local content, issues and concerns Richard in (Syafii & Gestanti, 2018). Additionally, good course books are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, audio cassettes/CD and other accessories such as a video/DVD material, CD ROM and extra resource materials. Moreover, proposes four criteria for evaluating course books, namely: 1) course books should correspond to learners' needs, 2) course books should reflect the uses (present or future) that learners will make of the language, 3) course books should take account of students' needs as learners and facilitate their learning processes, without dogmatically imposing a rigid "method", 4) course books should have a clear role as support for learning. Then, the goals of the course books should meet that criteria Cunningsworth in.

The steps of this process were usually referred to as the R & D cycle, which consists of studying research findings, field testing it in the setting where it used eventually and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle repeated until the field-test data indicate that the product meets its behaviorally defined objectives (Bennett et al., 1984). There were consists of ten steps as the procedures, they were as follows: (1) research and information collecting; (2) planning; (3) developing preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) field testing; (7) operational product revision; (8) operational field testing; (9) final product; (10) dissemination and implementation.

RESEARCH METHOD

The approach to this study is qualitative research with a literature study design. The object of research was a book from Borg & Gall with the title Educational Research to develop of listening material. The steps of this process were usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage.

Research and information collecting, in this phase of the research, the researcher get the students' needs by using the questionnaire. After got the students' needs the researcher did the planning such as design the point of each chapter based on the preparation of the materials. The two of processing listening, 1) Top-Down Processing, based on general knowledge/life experiences (content schema) and knowledge of structural routines (textual schema); 2) Bottom-Up Processing, based on the knowledge of vocabularies, grammar, and sounds.

FINDING

The result of the questionnaire of the students can be concluded such as: (1) the students have difficulties in learning listening material; (2) by using the media such as interesting module and the clear audio in learning listening could make them interest in learning English; (3) there is no specific listening module in their school. The results of the questionnaire of the students' needs were; the first statement of the questionnaire asked about their teacher often gave the listening practice by using the audio, the percentage of students were 100% who answered yes. The second statement asked about the weaknesses in memorizing the vocabularies. Then, the answered of the students were 66.66% answered yes, and 33.34 answered no.

The third statement asked about the difficulties in listening materials and the percentage of students answered were 100% answered yes. The fourth statement asked about there is a module in their school, the percentage of students were 66.66% answered yes and 33.34% answered no. The next statement asked about they want a media such as module and audio in listening skill. Then, the answered of the students were 100% yes. Continue for the next statement was they want the clear voice of the audio, the answered of the students were 100% yes.

The seventh statement asked about the students want an interest module to learn with the coloring and some picture, the percentage of the students were 100% yes. Next asked about the using of the audio in listening skill makes the students more interest in learning, then they answered were 100% yes. The ninth statement asked about the media audio and module help the students in learning English and the answered yes 100%. The last statement asked about the students happy in studying English by using media as audio and module. The percentage of the students were 100% answered yes.

DISCUSSION

The researcher did the evaluation of the product in one to one, small group and field test to measure the practicality and the effectiveness of the product. Both in one to one and small group got 4.10 with average score high practicality. For the field testing got 83.33 with average score high category. The Borg & Gall model has very comprehensive and sequential steps. The stages started from information gathering, planning, product development, three times the form of testing and revision at the end of each trial, up to dissemination and implementation activities. As can be seen in the Borg & Gall Model, the stages of information gathering, planning, and product development are still general. The aim is to find a solution to the problem of learning components whose solutions can be in the form of teaching materials, media, or models (Aka, 2019) .

There were ten steps to conducted this research namely, research and information collecting, planning, develop preliminary form a product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision and dissemination and implementation (Bennett et al., 1984).

Materials development model which was adapted into the stages employed in this study i.e. needs survey, developing the materials, expert and instructors validation, revision, try out of the materials, revision and final product (Qodir et al., 2016). The tenth step, the researcher get the result in implementation of the students which was proved by showing the data that the developing listening material was practical category in one to one evaluation and also in small group evaluation and for the field testing was effective category.

The strength and the limitation of the product were based on the students' needs and clear steps procedure in this research. The materials in this product could improve student's ability in listening skills. Then, the limitation of the product it must presented by using multimedia such as computer and speaker. By using the multimedia, the audio of listening could be louder and clearly voice to the students.

CONCLUSION

The listening material developed for tenth grade students of Islamic Senior High School 2 Lubuklinggau is in the valid category in terms of content, construct and media (product) from three experts. The listening material developed is also included in the practical and effective category after being tested one on one and in small groups.

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