

# **A DEVELOPMENT RESEARCH OF LISTENING INSTRUCTIONAL MATERIALS FOR BUSINESS ADMINISTRATION STUDY PROGRAM STUDENTS**

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**Abstract :** This development research was conducted to construct a model of authentic listening instructional materials for Business Administration study program students at Politeknik Negeri Pontianak (POLNEP). The procedure of the study adapted Dick, Carey, and Carey Approach model (2009). The development was conducted based on the result of identifying instructional goals that showed the unavailability of practice and theory on listening at Polnep. The instruments consisted of questionnaires, an interview guide, and field notes. The final product had been obtained by the processes of validation and try-out. Some revisions were on task time allocation, instructions in exercises, some words choices, and reflection session. In this research, the three subject matter experts (SME) who evaluated the product were the experts in the field of the English Teaching; Dra. Juliana Sujadi, M.Ed., the English Teaching Methodology and Wording; DR. Istiqamah, MA., and the English Teaching Materials; DR. Refnaldi, M.Litt. The final product had been able to fulfil the Listening materials for semester one and three students in classroom usage as well as for self directed learning. The materials had also met both the students' level of difficulty and time allowance.

**Keywords: Unavailability, Instructional, Seft-Directed, Product, Try-out.**

**Abstrak :** Penelitian pengembangan ini bertujuan untuk merancang sebuah model pengajaran untuk mata kuliah Listening di Politeknik Negeri Pontianak (POLNEP) jurusan Administrasi Bisnis. Adapun prosedur penelitiannya menerapkan model Dick, Carey and Carey (2009). Pengembangan materi didasarkan pada analisa terhadap ketidak tersediaan materi untuk Listening di POLNEP. Instrumen pada analisa kebutuhan mencakup wawancara, kuesioner dan catatan penelitian. Produk akhir telah dicapai melalui proses validasi dan try out. Perbaikan dilakukan pada alokasi waktu pengerjaan tugas, instruksi pada latihan, beberapa pilihan kata, dan sesi tambahan. Ketiga ahli yang melakukan validasi, yaitu: para ahli di bidang: (1) pengajaran dalam bahasa Inggris; Dra. Juliana Sujadi, M.Ed., (2) pemilihan kata dan metodologi dalam pengajaran bahasa Inggris; DR. Istiqamah, M.A, dan (3) bahan ajar bahasa Inggris; DR.Refnaldi,M. Litt. Produk akhir dapat memenuhi bahan ajar Listening untuk mahasiswa semester pertama dan ketiga serta dapat menjadi bahan belajar mandiri. Produk akhir juga memenuhi kriteria tingkat kesulitan mahasiswa dan ketersediaan waktu dalam satuan kredit.

**Kata Kunci : Ketidaktersediaan, Bahan ajar, Belajar mandiri, Hasil, Try-out**

Many aspects determine learning language process. Regarding to those aspects, one of them is instructional materials. Instructional materials play a prominent role in language learning because it promotes activities during the learning in classroom to gain the learning outcomes. In wider sense, instructional materials favor to bring activities in classroom to turn the required sequence into steps to attain learning target.

Similar to all learning sequences in all subjects, English subject instructional materials are to prepare students to lead better performance in using English after completing the English subject. Learning English prepares the students to use the language in English spoken communities. In addition, students are prepared to be proficient in using written and spoken English since starting their English learning. The students perform English as one set of packages going in one purpose. The purpose is being able to use written and spoken English proficiently as a means of communication.

Based on the writer's preliminary observation as the reflection in teaching and learning activity in semester one in Business Administration study program students in POLNEP, the writer found out that the learning activity focusing on producing sentences based on the given patterns. The lecturers made the learning activity a priority to grammar learning that covered most of the learning target. Ideally, classroom activity promotes learning language environment that are written and spoken English, in line with the preparation to use English as a means of communication in real business communication similar to the students' major. The instructional materials; textbook should provide competences required for the purpose of language proficiency; listening, speaking, writing and reading skills.

Due to the point of view and based on the researcher's language learning and teaching experience, learning listening skill has to be brought about with the other language skills in the classroom activity. In general, since primary to secondary school, English learners especially who learn English as a second or foreign language through classroom activities are merely exposed on written language skills. As a result, students have burdensome feeling when they have to use spoken English.

Since POLNEP is higher-level educational institution which means the students who come to study in POLNEP are the graduates from primary and secondary schools, it is significant to provide the students more than they used to have when they were in previous level of education. The students in higher-level educational institution require more instructional materials to support the learning activities in classroom, here listening comprehension strategies/skills theory and practice instructional materials. In line with the students who came from different rural areas which means being in lacking of learning sources, the students are urgently to be provided sources to catch up their learning activities since early semesters, especially listening instructional materials that meet the different English knowledge background in order to to complete the learning aspects.

The prior research which was concerning with listening comprehension was shown by Lotfi (2012) who claims that listening become an important part of many second or foreign language programs and yet, many teachers were still

uncertain about how to help their students develop their listening abilities. Teachers could help their students improve their listening competence by equipping them with effective listening strategies and skills.

Meanwhile the prior research which was concerning on using authentic materials in the foreign language classroom was shown by Musallam (2000), his findings in using of authentic instructional materials had proved in creating a connection between students' needs/objectives and the real world outside the campus. The result showed that real-life communication settings made possible to simulate the classrooms through providing authentic materials in learners' future vocational settings.

Studies on using authentic materials on listening comprehension was conducted by Metinee (2000) had come to findings that using authentic materials could not only enhance the students' listening comprehension among those students who learned English as a second language but also provided the students' confident in some levels of studying. The result had showed the effectiveness on enhancing students' English proficiency along the way, especially for foreign language students.

Without putting aside the other aspects that go in line with aspects in succeeding learning like curriculum, syllabus, learners' background and the stakeholders, the instructional materials content are beneficial when they can meet the students' prior knowledge and relate to their current field/topic of study. They then gradually cover the level of difficulty background brought to classroom usage to obtain further learning. The other consideration based on the researcher's experience that listening comprehension is a competence that is taking longer process to expected result than the other language skills.

Scrutinizing from both the strength of the listening strategies/skills theory, longer time consuming language skill and the lack of authentic listening instructional materials sources that directly suit to the learning English as a second language class usage, the researcher assumed that developing a model of authentic listening instructional materials to enhance students' listening comprehension in POLNEP is considerably significant. Moreover, practicing listening comprehension through listening passages in English class activity and having theory on listening are assumed to improve students' skills in order to have positive interdependence, individual accountability, and interpersonal communication skill. This classroom activity enables students to listen effectively to develop meta-cognitive skill in language learning, especially on listening.

With the assumptions mentioned previously, the development of a model of authentic listening instructional materials for Business Administration study program students in POLNEP can solve the limitation on strategies/skills theory and materials sources in line with the requirements of enhancing the students' listening comprehension. Since the general purpose of the research is to develop a model of authentic listening instructional materials, the design is a development research.

In any research design, problem identification serves as a major process in order to clarify the problem underlined. When the problem is strictly coped and recognized, other research processes then follow directed by the underlined

problem. It is comprehensible that the research conducted to find a solution to a problem.

The main problem faced by the first semester of Business Administration study program students in POLNEP is that there does not have any listening comprehension instructional materials. Teaching and learning in classroom activities focused in one target; sentence patterns. Besides the main problem, similar to any other institution for English class, there does not have listening comprehension strategies/skills theory in class activity for the students to broaden their knowledge concerning on their listening comprehension competence. This research is to develop a model of authentic listening instructional materials provided for the early semester of Business Administration study program students in POLNEP, listening practice and listening theory by Dick, Carey, and Carey systematic design of instructional model. The systematic design of instructional model by Dick, Carey, and Carey is considered to be able to significantly represent the steps in developing the product required.

In order to understand the nature of listening process, it is required to consider about the characteristics of spoken language. Unlike written language, spoken language has very different characteristics that raise difficulty in listening comprehension process. These differences provide a number of dimensions to understand of how the process of the speech. As an example, spoken language is usually instantaneous. The listener must process it directly when the speech is produced by the speaker because there is often no repetition.

For those who learn English as a second-language, the speed rates often become a matter. Radio monologs may contain 160 words per minute, while conversation can consist of up to 220 words per minute. The impression of faster or slower speech generally results from the amount of intra clausal pausing that speakers make use of. Unlike written language, spoken language is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and repeats [3].

Spoken language has also been described as having a linear structure, one clause at a time, longer utterances with several coordinated clause, context dependent and personal and different accents. There are two different kinds of processes are involved in understanding spoken language, the bottom-up and top-down processing.

The prototype of the listening instructional materials is a model of the listening passage used in class. The prototype of listening instructional materials is made in accordance with the purpose of the teaching and learning. There are two views of listening that have dominated language pedagogy in class. They are the “bottom up” processing view and the “top down” interpretation view. The Bottom-Up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units to complete texts. The decoding linked together to form words, phrases, utterances, and meaningful texts. In other words, the process is a linear one, in which meaning itself derived as the last step in the process [2].

Top-Down view suggests that the listener activity constructs the original meaning of the speaker using incoming sounds as clues. In the reconstruction

process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. An important theoretical underspinning to the top-down approach is schema theory. Theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences [3].

An important influence on researchers in the areas of speech processing and language comprehension ever since. Bartlett argues that the knowledge carried around in the heads is organized into interrelated patterns. They are like stereotypical mental scripts or scenarios of situations and events, built up from numerous experiences of similar events [3].

During lives, hundreds of mental schemas built literally, and they help to make sense of the many situations during the day, from catching the train to work, to taking part in a business meeting, and to having a meal.

This schema can be thought of as organized around the following dimensions of a setting (e.g., the dentist's office), participants (e.g., the dentist, the patient, the dentist's assistant), goals (e.g., to have a checkup or to replace a filling), procedures (e.g., injections, drilling, rinsing), Outcomes (e.g., fixing the problem, pain, discomfort).

Authentic materials have been defined as those which have been produced for purposes other than to teach language. Authentic text as the language produced by a real speaker or writer for a real audience that is expected to express a real message [4]

The real life is out there in the outside world and it has to be brought into the classroom. Since language learning is related to competence in using the language in real life setting and the language learning activity starts and lasts in classroom, the notion of authentic instructional material implemented in authentic class environment are warm-welcomed to be bought into class activity [5].

Regarding to type of the authenticity in learning, The first is authenticity of text that loosely implies as close an approximation as possible to the world outside the classroom, in the selection of both language material and the activity and methods used for practice in the classroom. The second is authenticity of competence that includes grammatical competence. It means by knowing all rules of grammar and sociolinguistic competence, the participant knows appropriate register and style and strategies competence. He is aware of the compensation strategies used for breakdowns in communication. The third is learner of authenticity which covers the interaction between the user and his purpose, the situation in which the text is being used and the text sample itself. It is likely for the learner to esteem the materials when the materials hold communicative potential. The fourth is authenticity of classroom which is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as socially motivated and socially situated activity [6].

From all four types of authenticity above, the researcher concludes that the authenticity in learning happens when it is in the class activity that filled by communicative potential instructional material to achieve socially language learning similar to outside campus. In other words, students in class provided the

instructional material that enables them to ‘hear’ and be ready to plunge into real life setting communication among English spoken community.

Students who learn English finally will communicate in the language with their communities who use English as communication means. When the students communicate in the community, it means more than just using English with their lecturers or peers inside campus. They use it in broader range in their real lives setting outside campus. In addition, as the consequences, students are ‘forced’ to comprehend the messages without compromising being alike they frequently ask their lecturers or peers one way or another to slow down their speech. It may be challenging completely comprehend the speech.

When the communication takes place in real life setting, there is no simplification or intense repetition or low speed sentences that is acted to help the comprehension [4]. Proficient listening comprehension is agreed the gate to enter the process of real-life setting communication. When the students provided experiences in listening to authentic listening passages, they may encounter difficulties as a part of learning but it is worth trying to come to the proficiency gradually in the future. The result of grading the language in a listening passage is that the questions from the passage understood by the listener. It ignores the important distinction between knowing a word or grammatical pattern and recognizing it then it occurs in connected speech. If the listener becomes accustomed to hearing only language that is familiar, then the listeners inadequately prepared for the experience of listening outside the classroom.

Being different from the experience if listening inside the classroom, in the real world, speakers may make adjustments to reflect the assumed level of the non-native listener, but words, expressions and grammatical forms that the listener are not consistently edited. In order to function effectively ‘a learner needs extensive experience of handling input in which a proportion of the language is not known and recognized. It is essential for a listener to practice in handling recorded material that contents passages that go beyond what the listener is capable of producing as a speaker. The listener learns either to ignore the provided passages or to devise ways of inferring their meaning from the wider context.

Constructivism within science of education considered as the paradigm of thinking about learning. Constructivism considers that learning is the process in which the learners construct their own knowledge and it focuses on the initiative, socio cultural aspect and the situation of learning. Constructivism in learning theory is defined as active constructivism of new knowledge based on students’ prior experience [7]. In constructivism view, students construct understanding and knowledge through experiencing things and reflecting on those experiences. in constructivist view the students have to construct meaningful interpretation actively what is being seen or heard. To get knowledge the students have to interpret experiences they get from their sight and hearing [8].

From constructivists’ perspective, learning requires self-regulation and building of conceptual structures through reflection and abstraction. In learning, the students have to build concept through reflection and abstraction of experiences using self-regulation. It is not stimulus response phenomenon [9]. In class context especially in authentic instructional materials for listening

comprehension class activity, the students have to interpret the content of the authentic listening passage actively and construct meaningful interpretation to acquire knowledge from the authentic instructional material they listened. The students are encouraged to use active technique to create new knowledge from the listening passage then to reflect on it. They must be alleviated to learn how to learn, to learn how to listen for comprehension, to constantly assess how the activities in listening comprehension are helping them gain understanding about the topic is being discussed in the listening passage in real life setting of communicative function.

Constructivism transforms the students from passive recipient of information to active participants in learning process. They actively learn and construct new knowledge by making link and network among the prior knowledge, and experiences and the present information in the listening passages. The more the students engage in listening activity by applying their existing knowledge and the real world experience with the authentic listening passages, the more they learn how to hypothesize, test their theories and ultimately draw conclusion from their findings to enable themselves to participate in outside campus among English spoken community. As the matter of fact, the paradigm of thinking about learning focuses in constructivist classroom shifts from teacher to student. Teachers are no longer 'the expert' and the only source in class activity. In other words, teachers regarded as who know limited thing and are no longer to 'pour' knowledge to students.

In addition, students are no longer empty vessels who wait passively to fill. In constructivist classroom, the students are developing organism, both in physically, biologically sense and in a cognitive sense. Students are to be involved in their own learning because they are a system of a structure emotionally, in cognitive, and physically developed. The role of the teacher more as a facilitator who coaches, mediates, prompts and helps the students to develop and assess their understanding and thereby their learning. In constructivist perspective, especially in listening comprehension class with authentic instructional material, the students provided a circumstance on active listening. In active listening, receivers actively demonstrate that they have heard and understood a speaker by feeding back either the literal meaning or the emotional content or both.

Active listening takes time and energy. Even people who are skilled active listeners cannot do it all the time. Active listening works only if you genuinely accept the other person's ideas and feelings. Active listening can reduce the conflict that results from miscommunication, but it alone cannot reduce the conflict that comes when two people want apparently inconsistent things or when one person wants to change someone else [10]. As in the constructivism setting, students are to be actively using strategy to find information, make inferences from the existing information and the prior knowledge, or even merely depend on their knowledge to draw conclusion from listening passage and bring them to real world communication.

It takes strategies in succeeding the language teaching, including in teaching listening. The planning strategy is for determining learning objectives and deciding the means by which the objectives achieved. Monitoring is a strategy for

checking on the progress in the course of learning or carrying out a learning task. Evaluating is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task [11].

## **METHODE**

The system approach model for designing instruction by Dick, Carey, and Carey (2009) was adopted in the research. While Goh's strategy/theory (1997) and action words for Bloom's Taxonomy were also adopted to construct the materials. Dick, Carey, and Carey ten system approach model for designing instruction were written as the following. The first step was identify instructional goals, the second step was conduct instructional analysis, the third step was analysis learners and contexts, the fourth step was write performance objectives, the fifth step was develop assessment instruments, the sixth step was revise instruction, the seventh step was develop instructional strategy, the eighth step was develop and select instructional materials, the ninth step was design and conduct formative evaluation of instruction, and the tenth step was design and conduct summative evaluation.

The research started from the first step of identifying instructional goals. The research includes collecting and analyzing regarding to qualitative approach. Based on the preliminary observation and interview as the reflection in teaching and learning activity in POLNEP, the early semester students require listening instructional materials. The students' handbooks consisted of dialog and conversation passage, reading and speaking activities and structure exercise, and writing activities. Listening activity was not included in class activity. The first idea took place from this preliminary observation and heading for collecting relevant information to conduct the research. The second step of conducting instructional analysis and the third step of analysing learners and contexts then played the significant parts following the first step of the model. In other words through the first step, the questionnaire was made to figure out in accordance to what the instructional; second step and the learners' needs; the third step for the class activities in enhancing students' listening skill. Following the fourth step of writing performance objectives, and the fifth step of developing assessment instruments, and the sixth step of developing instructional strategy up to the seventh step of developing and selecting instructional materials. The researcher practically found in no such an easy way to make separation among the processes. The researcher believed the system worked together solidly. We must emphasize that there is no single systems approach model for designing instruction. The model brings together in one coherent whole many concepts [1]. As they were mentioned previously, Goh's strategy of teaching listening that covered the planning, monitoring, and evaluating strategy development and the action words for Bloom's taxonomy were also applied in the assessment session of the constructing materials.

In fact in Dick, Carey, and Carey's first step of identifying instructional goals, they include the expert validation step. Since the researcher believed that the expert validation was required after the researcher developed the materials.



Thus, the expert validation was carried out after the eighth step. In the research, the researcher omitted the ninth and tenth steps regarding to time limitation to conduct the research. Instead of conducting the ninth and ten steps in a row of designing and conducting formative evaluation of instruction and of the design and conduct summative evaluation, the researcher carried out try out step among the students to the effectiveness of the materials, especially the difficulty level and the time allowance.

The data obtained from the lecturers and the students were used from the first step until the eighth step. The experts' validation was to used to validate whether the materials/product were appropriate based on the difficulty level and time allowance. Interview and discussion were gone through to find out the appropriateness of the materials/product that developed from the expert point of view, here in the term of respondents who had experiences in the educational field and English teaching. Suggestion and critics were expected and required in order to meet the appropriate materials/product. The materials/product were revised regarding to the content, the quantity, the quality and the suitability of the materials/product. The revision suggested by the experts' point of view through the information obtained from the evaluation sheet filled by the evaluators before coming to the final product.

The participants of the expert validation were an English teaching expert, an English teaching methodology and wording expert, and an English teaching materials expert. Moreover, the participants were the students of Business Administration study program in POLNEP. Random sampling was used to come to one of the four classes there. The students of Business Administration (BA) study program vary from regencies among west Borneo. First year students consist of one hundred and twenty students. The students grouped into four classes with 30 students in each class for each semester. One class in semester two; IIB and one class in semester four; IVB were selected as the participants in trying out materials.

After the expert validation, the step went to revising the instruction. Two basic types of revisions. Both of the basic types are changes made to the content or substance of the materials to make them more accurate or more effective as a learning tool and changes related to the procedures employed in using the materials [1]. In the research, the content was about the changing of some words choices in the instructions in the materials. The procedures changing were about the task time allocation and the reflection session. The reflection session was suggested by the evaluator in terms of providing longer space for the learners to explore their learning experiences.

The researcher carried out the step of developing assessment instruments and strategies in occurrence of developing and selecting instructional materials instead of after developing and selecting instructional materials because she believed the steps work the same way in previous or afterwards. Although our model of instructional design will be referred to as a system approach model, we must emphasize that there is no single systems approach model for designing instruction [1]. Moreover, the system view instruction sees the important roles of all the components in the process. They must all interact effectively [1]. The final

product was obtained through the approach system interrelated in the model of identifying instructional goals which includes instructional analysis in the learner contexts, and then the writing of performance objectives which could not be separated from developing the assessment instruments and the instructional strategy in the selecting the materials and finally, trying out step to met the level of diffuculty and time allowance which was following the revision.

## FINDINGS AND DISCUSIONS

### Findings

The preliminary observation that started from the researcher served as a substitute lecturer in September 2012 as the reflection in teaching and learning activity in classroom. The researcher conducted the documentary study in February 2013 and officially met the head of Business Administration study program on 19 May 2014. The researcher gathered the information on the curriculum, syllabus and the references used in teaching and learning process in the study program. The data were obtained both through the questionnaire to students and through the interview to English lecturers. The data collecting through questionnaires to 28 students in Class B in Business Administration study program in POLNEP was gone through on 4 June 2014. The details of the questionnaire on students' perception findings are shown with the following table.

**Table**  
**The Students' Perception in the Implementation of Authentic Listening**  
**Instructional Materials**

No	Description	SA (%)	A (%)	N (%)	DA (%)	SD (%)
1	The Students' Perception of the Compulsory Handbook Rolling as the Main Source in General English Subject Class Activity	17.86	57.14	10.71	14.29	-
2	The Students' Perception of the Addition/Supported Printed or Recorded Authentic Materials from the Electronic Media	57.14	42.86	-	-	-
3	The Students' Perception of the Success Possibility to Support English Class Activity in Using Relevant Materials from Printed/Recording from Media	28.57	46.43	21.43	3.57	-
4	The Students' Perception on Printed/Recording Instructional Materials from Media Adapted into the Language Learning Component Used to Support English Learning	14.29	67.86	14.29	3.57	-
5	The Students' Perception on the Possibility to Apply the Instructional Materials from the Printed/Electronic Media in English Class	21.43	64.29	14.29	-	-
6	The Students' Perception on Using the Audio Recording as A Source of Instructional Materials for Spoken Language Activity	42.86	42.86	14.29	-	-

7	The Students' Perception on the Possibility to Use the Recording Instructional Materials Played in Classroom to Enhance the Spoken Language Ability	46.43	42.86	10.71	-	-
8	The Students' Perception on the Significant Enhancement of the Use of the Audio/Recording Instructional Materials in Their Spoken Language Ability	28.57	32.14	35.71	3.57	-
9	The Students' Perception on the Efficiency on Using the Audio/Recording Instructional Materials in English Class Especially in the Early Semester for Spoken Language Ability	50.00	32.14	14.29	3.57	-
10	The Students' Perception Applying the Listening Strategies/Skills Theory for Knowledge Besides the Listening Practice in classroom	44.74	44.74	10.52	-	-
11	The Students' Perception on the Importance of Strategies/Skills Theory Knowledge on Listening to Support the Listening Comprehension	57.14	35.71	7.14	-	-
12	The Students' Perception on the Strategies/Skills Theory Knowledge on Listening Used to Support the Students' Written Language Abilities	71.43	17.86	10.71	-	-
13	The Students' Perception on the Strategies/Skills Theory that Used to Support the Students' English Language Comprehension in Broader Range	14.29	50.00	35.71	-	-
14	The Students' Perception on the Strategies/Skills Theory on Listening Which Can Be Knowledgeable in Order to Gain Some Confident in Using English	35.71	53.57	10.71	-	-

The findings of the interview came to that the institution expected the authentic listening instructional materials for specifically constructed for listening subject. It was found that semester one students who were in their early semester required listening practice in supporting their language ability. The other findings were both the the students and the lecturers agreed with listening strategies/skills theory to be as part of theories provided in class activity to enhance the students' English learning.

### Discussions

Each questionnaire obtained from the students would be described as follows: point 1 showed that 57.14 % of the respondents agreed that the use of students' compulsory handbook rolling as the main source in General English subject class activity. Point 2 showed that there were 57.14 % of the respondents strongly agreed and there were 42.86 % of the respondents who agreed that the classroom instructional materials can be the addition/supported printed or recorded authentic materials from electronic media.

Point 3 showed that there were 28.57 % of the respondents strongly agreed and there were 46.43 % of the respondents agreed to the success possibility to support English class activity in using relevant material from printed/electronic media in English class activity. Point 4 showed that there were 23 respondents or 67.87 % of the respondents agreed to strongly agreed to the printed/recording instructional from media adapted into the language learning component used to support English class. The information gathered from those who agreed was they needed some materials outside from the handout on the subject. There were 3.57 % disagreed to point 4. The information gathered from those who disagreed was that it was sufficient that they learnt from the current materials. There would be more assignment for them to do if being provided some more adaptation to the materials and they would not be happy about it.

Point 5 showed that 64.29 % of the respondents agreed and there were 21.43 % of the respondents strongly agreed to the possibility to apply the instructional materials from the printed/electronic media in English class. The information gathered from those who strongly agreed was it would be important that they could learn from more materials from media to help their English learning. The information gathered from those who agreed was the relevant materials might be needed as materials or group assignment.

Point 7 showed that there were 46.43 % of the respondents strongly agreed to possibility to use audio/recording instructional material to enhance the students' spoken language ability played in class. Point 8 showed that there were 35.71 % of the respondents who had put the choice of neutral to point eight which gave off the perception on the using the audio/recording instructional materials can significantly to enhance the students' spoken language ability. The chart also showed that there were 32.14 % of the respondents who agreed and there were 28.57% who strongly agreed to item 8. The information gathered from those who agreed was it would be necessary that they do more for their English learning, especially in listening to native so they could speak like native.

Point 9 showed that there were 50.00 % strongly agree; the perception on the efficiency on using the audio/recording instructional material in English class especially in the early semester for spoken language ability. Point 10 showed that each of 44.74 % of the respondents agreed and strongly agreed to have the strategies/skills theory for knowledge besides the practice in class activity application.

Point 11 showed that 57.14 % of the respondents agreed to the strategies/skills theory knowledge on listening that would be able to enhance the students' listening comprehension in practice. Point 12 showed that there were 71.43 % of the respondents agreed to the strategies/skills theory that were used to support the students' spoken and written language abilities.

Point 13 showed that 50.00 % of the respondents agreed to the strategies/skills theory that used to support the students' comprehension and to enhance using English in broader range. Point 14 showed that 53.57 % of the respondents agreed and there were 35.71 % who strongly agreed to the strategies/skills theory on listening which could be knowledgeable in order to gain

some confident in using English. There were 10.71 % of the respondents who selected neutral as their choices.

The developed models consist of eight units which provide the activities of title introducing, words/phrases introducing, first and second listening activity, task session on questions, translations, and gap/blank filled, comprehension checking, third listening activity, task completing session, evaluation and reflection. Considering on the result of the identifying instructional goals, The listening instructional materials are constructed for semester one students as self regulated learning materials as well as in accordance with the listening instructional materials required in semester three English subject; Business Listening Comprehension in their program.

The model of authentic listening instructional materials is produced and used as self-directed materials for the first or and the second semester students and it is used in semester three as the Business Listening Comprehension subject as supported materials. Field says nevertheless, there is still plenty of evidence that listening is undervalued. When there is pressure on contract hours, it is often the listening session that is cut [3]. By the session on self directed materials, students are expected to develop their listening skill outside compulsory class hours.

To maximize the classroom activities, especially for the students in Business Administration study program. The required materials were listening instructional materials for the students in early semester to fill the lacking of listening practice and theory in listening skill. Moreover, the result of the interview also showed that the English lecturers' agreed that the authentic listening instructional materials became the priority for the students' learning.

It was proven by the qualitative data collected through a questionnaire and an interview in which the percentage showed the application of listening instructional materials product fulfilled the instructional materials on listening skill. Considering the authentic materials have been defined as those which have been produced for purposes other than to teach language by a real speaker or writer for a real audience that is expected to express a real message [4].

In fact, language learning process in which varied basic knowledge students are challenging in each of classroom learning session. It takes strategies in succeeding the language teaching in such a way, including in teaching listening. Goh (1997) shows how the metacognitive activities of planning, monitoring, and evaluating can be applied to the teaching of listening. The planning strategy is for determining learning objectives and deciding the means by which the objectives achieved. Monitoring strategy for checking on the progress in the course of learning or carrying out a learning task. Evaluating is the strategy for determining the success of the outcome of an attempt to learn or complete a learning task [10].

Considering on the English subject teaching and learning level in the classroom in POLNEP, in which of being heterogeneous participants in the classroom, the alternative of Bloom's Taxonomy is seized as priority. The Bloom's Taxonomy framework in language learning which provides the action words are capable in fulfilling the heterogeneity. The action words are grouped into six steps. In the research, the words are to listen, to translate, to complete, to infer, to find errors, and to do a role-play.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The results of the study showed that the model of the authentic listening instructional materials can be used to support the learning teaching activity in classroom. The expert validation processes met the early semester students' needs in experiencing listening passage from media to support the compulsory materials. All three experts approved the materials used in Business Listening comprehension after revision. The trying out materials meet the usability of the materials which covered the suitability of the materials for listening comprehension, the suitability of the materials to communication requirements, the availability of the exercises in the materials, the availability of the materials for self regulated learning, the sufficient content in the materials, the clarity of the instructions in the materials, the clarity of the voice of the recording, the sufficiency of the speech speed, the suitability of the materials to the students' knowledge background, the suitability of the materials to the students' average abilities.

### **Suggestions**

Teaching English as a second language provides more opportunities for the lecturers assisted by many sources in internet. Many justified and warranted sources provide materials in accordance to these teaching English as a second language class activity. It suggests that English lecturers implement the listening instructional materials based on Goh's theory for teaching and learning English in POLNEP. It suggests the English lecturers explore teaching listening theory more details. Most students require theory in listening in order to help them to listen better. In teaching listening activities, lecturers and students shifted in turns to perform better. Topics and tasks from authentic source in internet can be developed or simplified in accordance to students' need and characteristics. Finally, the frequent exposure on listening since early semester with the model of authentic listening instructional materials may facilitate the students who come from rural areas to cope with their English proficiency required by the curriculum.

The writer suggests that students should allocate regular time to practise their listening comprehension through listening materials after class to obtain the comprehensive listening skill. The students should bear in mind that as learners who learn foreign language in their home countries, Indonesia, the more exposure, the better performance will be. The writer suggests that other researchers who will use Goh's theory to consider in constructing listening materials as well as take the students' characteristics and requirements into consideration in teaching the students. Students' background must vary in possessing a range of limitations in obtaining their English proficiency depending on their limitation exposure of the language. The more language exposure the students have, the more comprehensive the students be for the language. Being attentive of how ease the

learning sources attained and made into instructional material, researchers are recommended to explore the authorized sources.

Researchers are to select sources in internet since official sites provide ease on space and time to maximize opportunities for students to learn English as a compulsory capability. Learning the language of English has been history proved being globalized unquestionable proficiency among learners at all levels and field of study. Researchers should take into account on effective listening skill class activity with the reliable sources when they conduct their works.

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