

DEVELOPING LISTENING COMPREHENSION MATERIALS TO SUPPORT “BAHASA INGGRIS FOR THE ELEVENTH GRADE” TEXTBOOK

Selvi Wulandari, Endang Susilawati, Wardah

Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak

Email: wulandariselvi21@student.untan.ac.id

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Abstract

This research aimed to develop listening comprehension materials to support the “Bahasa Inggris for the Eleventh-grade” textbook. This research was conducted on the eleventh grade students of SMA Negeri 1 Pontianak. The method of this research was ADDIE that was proposed by Branch, which consists of five phases; Analysis, Design, Develop, Implementation, and Evaluation with the exclusion of the Implementation and Evaluation phase. This material was designed as supplementary material to support the used coursebook, especially in listening class. The respondents in this research were the eleventh-grade students and an English teacher at SMA Negeri 1 Pontianak. The interview for analyzing phase was conducted in SMA Negeri 1 Pontianak. The researcher made the listening comprehension materials by using Microsoft PowerPoint. The listening comprehension materials were designed and developed for about two months. In the development phase, the researcher used internal evaluation to ensure that the materials are appropriate and useable. In conclusion, it was found that the listening comprehension materials are appropriate and useable to support “Bahasa Inggris for the Eleventh grade” textbook.

Keywords: Development Research, ADDIE Model, Listening Comprehension Materials

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INTRODUCTION

Listening is one of the fundamental language skills that should be mastered by students, especially for learning English as a foreign language. It provides great inputs from many sources while acquiring the language and communicating in daily life. Worth (as cited in

Palmer, 2014) explains that people spend about 45% of their daily communication in listening. According to Curriculum 2013 that is applied in Indonesia, teaching listening aims to develop students' ability to listen and improve their comprehension in determining and conveying information. Therefore, the more significant impact of language acquisition can be reached if the students are given many listening activities.

While conducting teaching practice in SMA Negeri 1 Pontianak, the researcher did some observations and interviews with one of the English teachers that teaches the eleventh grade. As a result, the researcher found some problems related to students' listening comprehension materials. First, when teaching English, sometimes the English teacher made some mistakes by mispronouncing the vocabulary. Second, the students did not get enough exposure to listening activities due to a lack of listening materials. Listening comprehension is often taken for granted because most teachers assume it is automatically acquired by native speakers (Gilakjani, 2011). Third, the English teacher could not find other appropriate listening materials from other resources. Fourth, the teacher could not develop their listening materials since they did not have enough time and limited capability. The last, in the vocabulary issue, some students failed to get the message in the audio due to a lack of vocabulary. According to Hasan (as cited in Hamouda, 2013), the other potential difficulties in listening comprehension are complex grammatical structures and the length of the spoken text. As a result, when the students were given a listening comprehension test, most of them could not perform well.

Relying on the textbook as the main source of teaching and learning materials is not effective enough. The students needed supplementary materials to maximize their ability to master listening comprehension skills. Therefore, to overcome the problems above, it was necessary to design and develop suitable listening materials to fulfill students' need to support "Bahasa Inggris for the Eleventh-grade" textbook. Syafi'i (2016) emphasizes that well-developed listening materials are the materials that provide the language and content based on the students' needs, level, and environment.

RESEARCH METHOD

In this research, the researcher used Development research to design the listening materials. The participants of this research are the English teacher of SMA Negeri 1 Pontianak who teaches the eleventh grade who acted as the respondent in the interview and the eleventh-grade students who acted as the respondents in the questionnaire. The tools of data collection include interview guidelines, questionnaires, and documents. The researcher used a semi-structured interview that consisted of several questions about the teaching and learning process. In designing the questionnaire, the researcher used Nunan (2004) and Hutchinson and Waters (1987) theories. In analyzing and interpreting the data, the researcher used qualitative and quantitative ways. The qualitative way was used to analyze the data from the interview and document. Meanwhile, in analyzing the questionnaire results, the researcher used the quantitative way by calculating the percentage of each answer by using the formula proposed by Sugiono (2015). The highest percentage of the answers to each question were used as consideration in designing the listening materials.

$$\text{Percentage (\%)} = \frac{f}{N} (100)$$

Where:

f = Frequency
N = Total of respondents
100% = Fixed number

In designing and developing the product, the researcher used the ADDIE concept that was proposed by Branch (2009). This concept is one of the development research models used by instructional designers, content developers, or teachers to create an efficient and effective learning design. Branch (2009) states that there are five phases of development research. They are Analyze, Design, Develop, Implement, and Evaluate (ADDIE). However, due to the time limitation in conducting this research, the researcher intended to take three phases only in developing the listening materials: analyzing phase, designing phase, and developing phase.

Analyzing

In this phase, several procedures were done by the researcher. First, the researcher conducted a semi-structured interview with one of the English teachers that teaches the eleventh grade of SMA Negeri 1 Pontianak. It was done to obtain information about the listening situation in the classroom, learning objectives the needed tools, etc. The researcher also conducted students' needs analysis by distributing the questionnaire to the students related to their target needs and learning needs. Then, the researcher analyzed "Bahasa Inggris for the Eleventh-grade" textbook. The last, the researcher designed some criteria for the requirements of the listening materials for an internal evaluation in the development phase.

Designing

In this phase, the researcher started designing the first draft of the listening materials based on the textbook, interview, and questionnaire results. These three aspects were used as guidelines and considerations in developing the materials. In this case, basic competencies become a consideration that underlies the teaching and learning process at senior high school.

Developing

For the third stage, the researcher started to develop the first four chapters in "Bahasa Inggris for the Eleventh Grade" textbook into the first draft of listening materials by using the grid that the researcher created before. The first step was collecting the materials in the form of texts, pictures, listening audio and videos from textbooks and the internet. The researcher then combined them into listening materials by using PowerPoint. The last as well as the most crucial step, the researcher did some evaluations to check and observe the materials whether they already fit the criteria that have been set or not. If the materials fit all the criteria, then the materials are considered useable for the students.

RESULT AND DISCUSSION

This research was conducted to design and develop listening materials to support "Bahasa Inggris for the Eleventh-Grade" textbook. In order to develop useable materials, the researcher conducted some procedures to know the criteria required by the English teacher and the eleventh-grade students. Therefore, since this research was conducted by adapting the ADDIE concept, the phases of the research are presented below.

Analyzing Phase

The researcher conducted an interview with one of the English teachers who teaches eleventh-grade students. Based on the interview result, the researcher found some issues. First, the students have difficulties in comprehending long listening materials. Second, the "Bahasa Inggris for the Eleventh-grade" textbook that is used as the main source for English as a Compulsory subject does not provide the activities to support students' listening skills even though the materials are already integrated with Curriculum 2013. Third, the teacher and the students need more materials for their teaching and learning process to support their listening class. The last, developing listening materials will be more helpful to support "Bahasa Inggris for the Eleventh-grade" textbook since it does not provide listening exercises. Moreover, the researcher also distributed the questionnaire to the eleventh-grade students. The total number of students who acted as the respondents were 36 students. In this case, the researcher only took the highest percentage of each question.

Based on the results of the questionnaire, the majority of the students agreed that learning English is very important for their future careers. The students also mentioned that they often used different types of expressions like asking, inviting, apologizing, etc. They claimed that they were at the level of beginner both for the English and the listening skills, and the difficulty they found the most was understanding new vocabulary in the listening audio. Furthermore, the students wanted to English so that they will be able to understand and use any kinds of words, sentences, and expressions. They also preferred authentic listening materials containing facts that can broaden their knowledge, such as monologues and dialogues close to daily life.

In terms of texts, the students stated that they can understand the texts that consist of 100-150 words. They also agreed that the use of videos in listening activities is very helpful. For the materials, the students preferred to have the listening materials that can be decided by themselves and learned outside the classroom. Most of the students preferred to have tasks that can develop their creativity such as giving comments towards the listening audio they heard. Moreover, the students wanted the materials that can be completed in pairs.

Designing Phase

In this phase, the researcher designed the first draft of the listening materials based on the result of the interview with the teacher, students' needs analysis, and the adapted textbook. The final product of the listening materials must fit the criteria in analyzing phase. The materials should be able to facilitate and support the teaching and learning process. In this case, the content of the materials should be introduced strategically by the teacher during the teaching and learning process.

Specifying the listening materials

The first step in the Designing phase is specifying the objectives of the listening materials, types of learning and teaching activities, the roles of the learners, the teacher, and the instructional materials. Moreover, in designing the materials, the researcher considered choosing some software that can suit the purpose of the product. In this case, the researcher decided to use some software especially the ones that are easily operated by the

researcher. The software are Microsoft PowerPoint 2016, TTSReader, and “MP3 Cutter and Ringtone Maker”.

The process of making the listening materials

After the course grid was designed, the next step was making the listening materials for the eleventh-grade students. The title for each chapter follows the original title from the adapted textbook which is “Bahasa Inggris for the Eleventh-grade”. The first chapter is “Offers and Suggestions.” The second chapter is entitled “Opinions and Thoughts”. The third chapter is “Party Time”. The last chapter is entitled “Natural Disasters-An Exposition”. Each chapter consists of four parts such as Getting Started, Main Lesson, Homework, and Reflection. These parts were designed by following the adapted textbook and Curriculum 2013 especially the Scientific Approach. There are also some pictures, illustrations, and graphics used to facilitate the students in the teaching and learning process.

Developing Phase

In this phase, the researcher began to develop the listening materials by using the software that has been mentioned before in the designing phase. The software that was used by the researcher are Microsoft PowerPoint 2016, TTSReader, and MP3 Cutter, and Ringtone Maker. The name of the product which is in the form of a textbook is “Mastering Listening Skills”. The reason for the researcher for choosing this name was because the content of the textbook was focused on listening skills only.

Working with PowerPoint

The researcher decided to use Microsoft PowerPoint 2016 because first, this software is commonly used for making illustrations for beginner illustrators. Second, this software has many background styles and additional fonts. Besides, it also has many options to choose from in developing the materials. In this case, the researcher already set the template background which can be adjusted to every slide to make it more eye-catching and pleasing to see.

Choosing the characters and props

In order to make the listening materials more interesting for the students, the researcher added some characters and cartoons to the materials. In this case, the researcher decided to use a PNG format picture since it has a transparent background. The characters and props were selected by considering the materials' appropriateness and appearances since they can influence the students during the teaching and learning process.

Choosing the fonts and colors

The fonts that were used by the researcher are David, Calibri, Cooper Black, and Times New Roman. The colors that were chosen are white, black, green, and red. The reasons why the researcher chose these colors for the materials are because they are readable and nice-looking.

The description of the final product

The researcher decided to name this product “Mastering Listening Skills”. The researcher used this name because this product is specifically focused on listening skills only. The final product design would look like some pages or slides that can be printed both by the

teacher and the students. On the first page, the researcher made a cover that represents the materials that will be learnt by the students. The cover needs a brighter color and attractive picture. In this case, the researcher used a picture with green color to match the template background. Furthermore, in designing the cover, the researcher put the title of the book, the name of the researcher, the target learners, and the curriculum used.

The second part of the textbook is the user's guide. In this case, the user's guide is written in the English language to make the students familiar with the content of the book. The third part of the textbook is the table of content. In the table of content, the researcher provided four chapters by following the first semester of the adapted textbook. The fourth part of the textbook is the main materials. The main materials consist of four chapters. Chapter 1 is entitled "Offers and Suggestions". Chapter 2 is entitled "Opinions and Thoughts". Chapter 3 is entitled "Party Time". The last chapter is entitled "Natural Disasters-An Exposition". Each chapter consists of four parts such as Getting Started, Main Lesson, Homework, and Reflection.

Getting Started consists of warming-up activities which introduce the main materials that will be deeply discussed in the Main Lesson. Getting Started is provided with 3 to 4 tasks. Then, Main Lesson consists of the main materials that will be taught to the students. There are 9 to 10 tasks that need to be completed that will broaden students' knowledge. This part was designed by including Scientific Approach steps such as observing, questioning, collecting information, and associating. The next part is Homework. The last step of the Scientific Approach which is communicating is included in this part. In this case, the homework is given in the form of pair work by finding audios/videos related to the Main Lesson, then they have to share their finding with their classmates. The last part is Reflection. This part is used to allow the students to reflect on what they have learned in each chapter.

The last part of the textbook is the answer key. It is considered as one of the essential parts of designing teaching materials, especially for EFL classes. For helping the students to do independent learning, the researcher decided to provide the answer key on the last page of the textbook.

Internal evaluation

In order to see whether the listening materials already fit all the criteria or not, the researcher used internal evaluation. In this case, the criteria that have been made in the designing phase were used to ensure that the listening materials are appropriate and useable. The researcher checked and observed the materials by using these criteria.

Table 1, The Result of the First Internal Evaluation

No.	Criteria	Yes	No
1.	The materials are based on the Curriculum 2013.	√	
2.	The materials are based on the Core Competencies and Basic Competencies.	√	
3.	The materials are in line with "Bahasa Inggris for the Eleventh grade" textbook.	√	
4.	The materials in each chapter fit the achievement indicators.	√	
5.	The materials are in line with the language features from the textbook.	√	
6.	The materials are similar to the native speaker.		√

No.	Criteria	Yes	No
7.	The materials are based on the principles of listening comprehension, especially at the interactive level.	√	
8.	The materials support active listening.	√	
9.	The contents of the materials are grammatically correct.		√
10.	The speed of the materials is relatively fast.	√	
11.	The texts are not too long.	√	
12.	The materials are relevant to students' daily life.	√	
13.	The materials contain applicable knowledge that can be used internally and externally.		
14.	The activities and tasks are various.	√	
15.	The materials consist of language use tasks and language analysis tasks.	√	
16.	The materials are based on teacher's preferences.	√	

Based on the result of the internal evaluation, the researcher found some weaknesses. First, some materials were not similar to the English native speaker. Second, there were some ungrammatical mistakes in some texts. This means that the listening materials were not appropriate and useable yet to support "Bahasa Inggris for the Eleventh grade" textbook. In order to overcome these problems, the researcher needed to evaluate and revise the materials to fulfill all the criteria.

Table 2. The Result of the Final Internal Evaluation

No.	Criteria	Yes	No
1.	The materials are based on the Curriculum 2013.	√	
2.	The materials are based on the Core Competencies and Basic Competencies.	√	
3.	The materials are in line with "Bahasa Inggris for the Eleventh grade" textbook.	√	
4.	The materials in each chapter fit the achievement indicators.	√	
5.	The materials are in line with the language features from the textbook.	√	
6.	The materials are similar to the native speaker.	√	
7.	The materials are based on the principles of listening comprehension, especially at the interactive level.	√	
8.	The materials support active listening.	√	
9.	The contents of the materials are grammatically correct.	√	
10.	The speed of the materials is relatively fast.	√	
11.	The texts are not too long.	√	
12.	The materials are relevant to students' daily life.	√	
13.	The materials contain applicable knowledge that can be used internally and externally.		
14.	The activities and tasks are various.	√	
15.	The materials consist of language use tasks and language analysis tasks.	√	
16.	The materials are based on teacher's preferences.	√	

In the revision phase, the researcher recorded some audio by using TTSReader to make it sounds more like an English native speaker. The researcher also revised some texts by using a software named Grammarly. It is a trusted and popular software that is used for academic writing purposes. After doing some revisions, the researcher could conclude that all aspects of the criteria have been fulfilled. This can be concluded that the listening materials are already appropriate and useable to support "Bahasa Inggris for the Eleventh-grade" textbook. In addition, since the listening materials fit all the criteria, it is not necessary to do further revision.

DISCUSSION

Based on the findings above, it can be concluded that the design of the listening materials has been consistent with the needs of the English teacher and the eleventh-grade students. The listening materials were also designed and developed by following the Scientific Approach steps. The tasks were designed by adapting experts' theories like Wilson (2008), Celce and Murcia (2001). The researcher used internal evaluation in examining the appropriateness and usefulness of the listening materials. Internal evaluation is formative when focused on assessing strengths and weaknesses in order to improve continuous improvement and development of the instructional materials. Branch (2009) mentions that valid learning goals should reflect the reality in which the students will be expected to perform, and by doing so, maintain a high degree of congruence between learning space and the place where the actual tasks performed. Moreover, based on the result of the internal evaluation that was conducted by the researcher, it can be concluded that the listening materials are usable to support "Bahasa Inggris for the Eleventh-Grade" textbook.

The strength of the listening materials is it provides many audios for each chapter. The teacher can choose which audio is suitable for the topic he/she is teaching. The researcher designed colorful pages with some graphics and pictures that can attract students' attention to use the textbook. There are no monotone pages in each chapter in the textbook as well. The visibility of the materials is contrast and clear. There are no fonts that are smaller than 12 points to make the students easily see every text in the textbook. Therefore, every part of each task was provided with clear instruction to ensure that the teacher and students understand what they need to do for the task.

However, there are some weaknesses found by the researcher in conducting this research. First, referring to the phases of ADDIE, the researcher only included Analyzing, Designing, and Developing phase. The researcher did not include Implementing and Evaluating phase due to the researcher's time limitation. For example, in Analyzing phase, in order to make the materials meet the needs of the students, the researcher had to calculate each answer one by one. There are a lot of data that must be calculated carefully. Second, in the Designing phase, the researcher found it difficult to find appropriate audio for certain topics. Since the focus of this research is listening skills, the researcher must provide listening exercises as much as possible. The researcher also needed to make sure that the audio is clear enough to be heard. If the audio is not clear, it will be difficult for the students to comprehend the materials. To overcome this problem, the researcher used a software named TTSReader to make the audio for the listening materials. This software can produce voices by inputting words or texts. Third, in the Developing phase, it was necessary to have a good internet connection because the researcher had to download a lot of pictures, audio, and videos. Furthermore, this research only ended with internal evaluation in the Developing phase.

The weakness of this research is the materials consist of four chapters only. The researcher only included four chapters in the first semester. In fact, every chapter in the adapted textbook needs to be taught. Moreover, "Bahasa Inggris for the Eleventh-grade" textbook does not provide listening activities or exercises that can be used to improve students' listening skills. The students only obtained the listening source from the teacher's voice. The materials that were delivered in the spoken form were only about the explanation of the lesson. As a result, some students did not focus during the teaching and learning

process and preferred to talk to their friends. In addition, the learning objectives could not be achieved well. Eventually, developing listening materials that cover all of the chapters from the adapted textbook is necessary.

CONCLUSION AND SUGGESTIONS

Based on the analysis, it can be concluded that the instructional materials that were designed by the researcher were focused on listening materials because the coursebook that is used by the English teachers in SMA Negeri 1 Pontianak does not have listening materials. The textbook consists of important parts such as cover, user's guide, table of content, main materials, key answer, and researcher's profile. The objectives of the listening materials are to support "Bahasa Inggris for the Eleventh-grade" textbook and as supplementary materials based on the Curriculum 2013 especially for English teachers in teaching listening skills. The roles of the students are using the listening materials provided by the teacher and collecting the information by listening to monologues/dialogues in every task. The roles of the teacher are as the facilitator and the instructor who gives clear instructions that allow the students to collect information as much as possible. The teacher is also expected to be able to motivate the students in the teaching and learning process and create the activity based on the listening materials. Then, the role of the instructional materials is as supplementary materials both for the teacher and students to support the coursebook. The listening materials consist of four chapters that follow the original titles from the adapted coursebook. Most of the tasks were designed in the listening form. Based on the internal evaluation, it can be concluded that the listening materials that the researcher designed are useable to support "Bahasa Inggris for the Eleventh-grade" textbook. Therefore, the researcher provided some suggestions to the English teacher, the students, and further researchers. English teacher needs to design and develop their listening materials to achieve the objectives of learning. The teacher should not rely on one source only. The students are expected to be able to comprehend the materials given by the English teacher. They are allowed to enrich the materials by collecting more listening exercises or texts that are suitable with the materials in the textbook to promote students' independent learning. For further researchers who plan to conduct similar research, it is suggested to design all chapters from the adapted textbook to have complete listening activities in every chapter. It is also recommended to conduct research covering all ADDIE phases to get more feedback and better product in the future.

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