DEVELOPING AN ENGLISH LISTENING WORKBOOK FOR MULTIMEDIA DEPARTMENT OF VOCATIONAL HIGH SCHOOL

Dilla Sufianita*
Universitas Negeri Malang

A R T I C L E   I N F O

A B S T R A C T

This study is aimed to develop listening supplementary materials in the form of a workbook for tenth grade students of multimedia department of vocational high school. This study used the research and development model adapted from Borg and Gall. The product developed that was validated by the expert validators included the workbook, answer key, tapescript and CD of the audio recording.

INTRODUCTION

Listening is often considered the first skill which has to be taught as it provides the foundation for students to know one particular language. It takes an important place in terms of the four macro skills of language acquisition. Even though other skills, speaking, reading and writing, are essential to develop language learners' proficiency, listening has a role for developing awareness of a language (Asemota, 2015). Even though it has a main role in language learning, listening is often overlooked because there is a perception that listening can be acquired automatically by the speaker or language learners. We often take the importance of listening for granted and it is arguably the least understood and most overlooked of the four skills (listening, speaking, reading and writing) in the language classroom (Cahyono and Widiati, 2011: 15). A study by Ulum (2015) who conducted a study on listening in EFL context. He found that listening skill is ignored in the English program in the primary and secondary levels of education. Another research conducted by Kurniawan (2015) found that listening took a small part of English learning in class. He also found that listening was

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* Corresponding author.
E-mail addresses: dillasufianita@gmail.com (Dilla Sufianita)

rarely taught in class which made it difficult for the students to better understand English.

The limited time allocation for English subject especially in senior high school including vocational high school. English subject only allocates two hours per week according to *Permendikbud No. 70 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan*. Confirmed with issue of the lack of the resources. It is the fact that there is no specific resource of listening material taught in 10th grade. Also, language skill was not the priority in the multimedia department of the vocational high school. Based on the teacher's interview, it is concluded that most English teachers have limited resource of listening materials. Students are mostly taught writing and reading as the resource that is already provided by the school or government book called *BSE (Buku Sekolah Elektronik)* does not include listening. Lack of provided resources of listening materials at school is proven by a lot of development of supplementary listening materials (Ismail, 2013; Peria and Sarmiento, 2012; Firdaus, 2013; Rakhmawati, 2013).

The lack of resources available for listening practice at EFL contexts of Indonesia secondary school leads to the statement of McGrath (2001: 103) that the teacher should prepare their own workbook materials. Coursebooks have important roles in English teaching and learning process. Many English teachers in different areas and different levels of education use EFL coursebooks to teach the materials planned in syllabus. It is true that we somehow cannot separate teaching and learning process and the courseboooks, not to mention that several teachers also would rather use ready-made courseboook than develop their own material. Therefore, the role of coursebook in teaching and learning process is inevitable.). Even though coursebook is advantageous, teacher is suggested not to choose a random coursebook. Teachers need to analyze what book might be useful for the students to achieve the learning objective. This idea leads to the criteria mentioned by Jahangard (2007) that teachers should be selective in deciding the workbook used. Workbook has its own criteria of quality. The quality encompasses vocabulary explanation and practice, periodic review and test, availability of appropriate visual materials, interesting topics and task, clear instructions, clear attractive layout, readable, clear organized content, and good grammar, presentation and practice. Most of workbooks have stages to cooperate with students' proficiency, and with listening skill as well. These stages include pre-listening, whilst-listening, and post-listening. Rost (2013) states that listening activities should entail a well-structure pre-listening phase explicating the context and explaining the goals of listening. Then, the whilst-listening stage is a listening for comprehension, a communication strategy in which the learner aims to understand what was said without additional intention to learn more about the language that was spoken. (Rost, 2011: 330). After focusing on the listening comprehension, the activity comes to the advanced level of listening for students, post-listening. It is listening for analysis as the post-activity.

METHOD

Several steps that are adapted from Borg and Gall's model (1983) are needs analysis, developing listening materials, expert validation, revision, and try out.
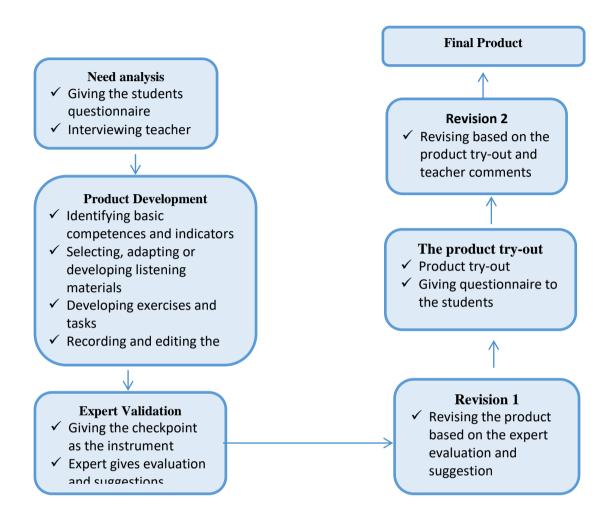
Need analysis
- ✓ Giving the students questionnaire
- ✓ Interviewing teacher

Product Development
- ✓ Identifying basic competences and indicators
- ✓ Selecting, adapting or developing listening materials
- ✓ Developing exercises and tasks
- ✓ Recording and editing the

Expert Validation
- ✓ Giving the checkpoint as the instrument
- ✓ Expert gives evaluation and suggestions

Final Product

Revision 2
- ✓ Revising based on the product try-out and teacher comments

The product try-out
- ✓ Product try-out
- ✓ Giving questionnaire to the students

Revision 1
- ✓ Revising the product based on the expert evaluation and suggestion

Figure 1 Research and Development Cycle Applied in This Research (Adapted from Borg and Gall, 1983:775)

The first stage is needs analysis. It is conducted to know the needs of the students towards English learning process and the availability of the resource. Besides, the objective of the needs analysis is also to see the current problems of the students in terms of English listening in class and it is to be the reference for the listening material developed. Hutchinson and Waters (1987: 53) stated that if learners and teacher know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited. In order to do the need analysis, the researcher uses two instruments; they were students' questionnaire and teacher interview guide. The second is the product development. The process of the product development was divided into five main stages namely, identifying basic competences and indicators, selecting, adapting and developing the materials, developing exercises and tasks, recoring and editing the audio, and layouting the book. The third is expert validation. The experts validated the product and gave evaluation for the researcher as it was the important focus for revising the product. One of the expert validator is a lecturer who has expertise in listening. This validator evaluated whether the product was suitable or not for being used as workbook and source for teacher in teaching listening in class. Furthermore, another expert is one of the English teachers of SMK Negeri 4 Malang. Then it id continued with revision I, try-out with the students. revision II that was based on the students' opinion and the last is the final product.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

Need analysis is aimed to collect some information related to their needs in English listening subject and preferences for the listening workbook developed. The information gathered concerned some points. Firstly, it deals with the frequency of the listening activities in class. Secondly, it deals with difficulties they found in listening. Thirdly, it concerns their preferences regarding listening material. Fourthly, it elicits information related to the availability of the listening coursebook. The last point deals with their preferences on the proportion of English and multimedia content material in the book.

The first point is the frequency of the listening activities in class, the results of the questionnaire showed that 15.15% of the students filling out the questionnaire stated they always do listening practice in class. Indeed, a bigger number of students said that they often do the practice (52.52%), some stated sometimes (24.24%), and some put a checklist on seldom (19.00%). The second is about the difficulties that the students face; the lack of vocabulary and complicated sentences in the recording hit the biggest percentage (51.52%). Other problems are related to difficulties with the speakers' pronunciation and intonation (33.33%).The speed of the speaker comes as the next problem (24.24%) and interestingly there is only one of the 33 students (3.03%) stating that the quality of the recording and unfamiliar topics. The fouth is regarding the students' preferences related to listening materials, the findings showed that33.33% of the students chose songs, video, and drama/film as their preferences. None of them preferred news (0.00%). Indeed, 6.06% of them stated that they preferred listening to dialog and 3.03% monolog. Then, related to the availability of the resource, it is found all students (100%) answered that they do not have workbook for listening. The last is about the students' preference of the proportion on the general material and multimedia related materials. It is shown that five students stated that there should be 20% of

general English material included in the book. Five other opined that it should be 40%. In addition, that 60% of the book should encompass such learning material is expressed by other five students. Nine students opined that it should cover 80% and six students 100%. On the other hand, there are three students stating that none of the general material should be included in the book (0.00%). Whereas 20 students (60.61%) preferred graphic design, four students (12.12%) web design and six students (18.18%) animation. In addition, nine students (27.27%) preferred video editing, 14 students (42.42%) audio editing, and 13 students (39.39%) photography. There is one student (3.03%) who wanted to have another type of multimedia material, which is videography.

The results of the material development were identifying basic competences and indicators, selecting, adapting, and developing listening materials in form of text, developing exercises and tasks, recording and editing the audio. writing the answer key, layouting the book.

The first was identifying basic competences and indicators. The result is presented in the table 1 below.

Table 1 Basic Competence and Indicators Identification

Unit	Type of Text	Basic Competences	Indicators
1	Personal Information	3. 1 and 4.1	Students are able to introduce themselves to their teachers and friends.
			Students are able to tell about their personal information to their teachers, friends and other people in school.
2	Announcement	3.7 and 4.11	Students are able to get the information announced in public places (airport, school and shopping center)
3	Recount	3.9 and 4.13	Students are to be able to understand various information of recount text.
4	Narrative	3.11 and 4.15	Students are able to get various information and moral lesson of narrative text (folktale)
5	Songs	3.12 and 4.16	Students are able to identify the meaning of songs and give opinion about the songs
6	Factual Report	3.9 and 4.13 (11th grade)	Students able to get the information of factual report text about multimedia design.
7	Descriptive	3.5 and 4.8	Students are able to get various information from descriptive texts about multimedia application tools.
8	Procedure	3.6 and 4.9 (11th grade)	Students are able to arrange the steps of background editing in Photoshop.

The second step was selecting, adapting, and developing listening materials in form of text, developing exercises and tasks. In this part the material in Unit 1 to 4 were

about the general English whereas in Unit 6 to 8 was about multimedia related materials. The English general materials were taken from any resources. It was from the Internet ([http://www.esl-lab.com) and](http://www.esl-lab.com) the English listening workbook by Ellen Kisslinger. Then English for multimedia was taken from the government book called *BSE (Buku Sekolah Elektronik*) and some resources were developed from the applications of multimedia.

The third step was the exercises and tasks development. The details is presented on the table 2.

Table 2 Exercises and Tasks Development

Unit	Topic	Pre-listening	Whilst-listening	Post-listening
1	Giving personal information	Discussion	Multiple choices	Dialog practice
		Filling information	True or false	
			Filling in the blank	
2	Announcement in public places	Discussion	Multiple choices	Reviewing the script
		Filling in the blank	Filling in the blank	
			Short essay	
3	Understanding recount text	Discussion	Multiple choices	Discussion
			Short essay	
4	Getting the meaning and lesson from folktales	Discussion	Filling in the blank	True or false
			Number picture	Story telling
5	Song meanings discussion	Discussion	Filling in the blank	Discussion
			correcting errors	
6	Introducing multimedia devices	Discussion	Matching	Discussion
			Classifying	
7	Description of tools in graphic design application	Discussion	Numbering pictures	Summarizing
			Multiple choices	
8	Tutorial on how to change a background picture	Discussion	Naming the items	Summarizing
			Numbering pictures	

The fourth was recording and Editing the Audio. In recording the audio tape, the researcher needs the tape script as the basis for the audio recording. There are two types of recording presented. They were monologue and dialog. The process of recording involved some native speakers of English.

Table 3 Audio Recording Type

Unit	Type of Text	Audio recording type
1	Personal Information	Long Dialog
2	Announcement	Short monolog
3	Recount	Long monolog
4	Narrative	Long monolog

5	Song	Song lyrics
6	Factual Report	Long monolog
		Long dialog
7	Descriptive	Long monolog
		Short dialog
8	Procedure	Long dialog

The next was writing the answer key. After developing the task, the researcher wrote the answer key for each exercise. The written answer key was separated by unit and part to ease the correction process. It was not only for listening task, but also the other exercise included in the book. In other words, there was answer key for listening task in whilst-listening activity and also for question in the pre-listening and post-listening activities.

The last was layouting the book. This process consisted of designing the book template which is suitable for educational book but also interesting, choosing the appropriate and clear font, choosing picture and illustrations that could increase the students' motivation, and making the layout easy to understand by the students.

Discussion

The Validation from the English Lecturer The product was evaluated on April 19th 2017. The components to validate the product include the layout or the presentation of the book, suitability of the content and audio recording appropriateness. A validation sheet was used by an expert. Then, there are five main points of evaluation to guide the expert in evaluating the product and some space for comments on each component. The expert gave 65 out of 75 of total score or 86.67%, which meant the product is considered valid. Nevertheless, there are comments and suggestion to improve the product. The second validation was done by the English teacher at SMK N 4 Malang. She gave feedback and comments on the product. Based on the English teacher's validation, the book and audio recording are considered valid with score 61 from 75 or 81,33%. Nonetheless, there were comments and suggestion from the teacher both to clarify and correct the content of the media.

The results of the try-out encompassed three main aspects becoming a principal concern for the students, namely, the layout, the content suitability and the audio recording appropriateness. While most students regarded the layout to be good and the content suitability to be good while the audio recording appropriateness were deemed to be average.

The results of the product revision were from the expert validators and the product try-out. The first improvement was based on the expert validation comments and suggestions. In the layout. In some pages, the pictures were too small and blurred, they needed to be enlarged and made clear. However, the blurred pictures were caused by the printing quality. For the suitability of the content and audio recording appropriateness, there were some comments but there was no revision needed. The second was the revision was based on the students' questionnaire and teacher's comment after the try-out. From the layout, the students stated that there should be an improvement related to the attractiveness of the cover. The cover was revised by giving more color on the picture only.

The results of final product are presented as the overview of the listening workbook.
Table 4 The Overview of the Listening Workbook

Unit	Type of Text	Pre-listening	Whilst-Listening	Post-listening
1	Personal Information	Discussion of what to say to introduce yourself	Dialogue and comprehension exercise about personal information: multiple choice and short essay.	Practicing dialog of asking and giving personal information
2	Announcement	Vocabulary task: completing sentences	Public announcement and listening comprehension about announcement: completing information and short essay.	Reviewing the tape scripts
3	Recount	Discussion of vacation picture	Monologue and comprehension exercise of a past event: multiple choice and short essay	Discussing students' past experience
4	Narrative	Reading an Indonesian folktale	Monologue and listening comprehension: vocabulary task (finding past verbs) and arranging story in correct sequence	Storytelling
5	Song	Sing a song together	Song lyrics and comprehension exercise: completing and correcting lyrics	Discussing the most favorite line of a song
6	Factual Report	Multimedia devices classification	Dialog and report text comprehension exercise: matching and classifying	Discussing the roles in multimedia content production
7	Descriptive	Identifying Photoshop Cs6 and CorelDraw X7 interface	Dialogue and comprehension exercise: numbering the items and multiple choices	Writing the summary
8	Procedure	Discussing the tools that are used in changing background process	Dialogue and comprehension exercise: arranging the sequence of the procedure	Rewriting the procedure of background editing

CONCLUSIONS AND SUGGESTIONS

The R&D aimed at developing paper-based supplementary listening materials used in class which is appropriate with second semester syllabus of 10th grade of multimedia department in vocational high school. The development is in form of an exercise book and audio recordings that can help students to improve their listening skill.

The product development process started with material mapping. There are eight units that are divided by the types of texts that are based the English syllabus; there are (1) personal identity, (2) announcement, (3) recount, (4) narrative, (5) songs, (6) factual report, (7) descriptive, (8) procedure. Each unit encompasses stages of learning listening which are pre-activity, whilst-listening, and post-listening. The pre-activity covers a discussion or vocabulary building. Whilst-listening provides various types of exercises such as multiple-choice, short essay, filling in the blank, matching, and

numbering or naming pictures. Post-listening includes some task such as discussions, speaking practice and summarizing.

The product developed has some weaknesses. It needs a lot of improvement related to the quality of the picture and printing of the book that is blurred, the specification of multimedia related materials that is not focus on one application and the sound of audio recording that is not attractive according to the students.

Overall, the product is beneficial to be used in class. The material provided is suitable for multimedia students. Then, the teacher has an additional source for teaching listening in multimedia class that matches the syllabus with some additional materials from multimedia content.

The researcher has several suggestions related to the findings of the study and the product for the teachers and further researchers as follows. The teachers, especially vocational high school English teachers in multimedia department need to consider using this supplementary workbook in class to give resourceful activity and ESP materials for multimedia students. Since this product is only supplementary material, the teachers need to make their own assessment instead of using this workbook to assess the students. Future researchers need to consider developing listening books with activities that make students move from their seats or have fun activity that involves the students' participation in class. Moreover, it is advisable for the further researcher to develop other listening materials for other departments of vocational high school in any grades.

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