

## **DEVELOPING ENGLISH SELF-INSTRUCTIONAL SUPPLEMENTARY LISTENING MATERIALS USING QR CODES FOR SEVENTH GRADE STUDENTS**

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### **ABSTRACT**

This research is aimed at developing English self-instructional supplementary listening materials using QR codes for the seventh grade students of junior high schools. This research is classified into research and development (R & D). It involved 32 students of class VII D of SMP N 4 Wates and one materials expert from English Education Department of UNY. The data collection instruments were needs analysis questionnaire and expert judgment rating scale questionnaire. The results of the questionnaires were analysed using descriptive statistics and frequencies. The evaluation of the expert was used as the foundation to revise the first draft and write the final draft of the materials. The findings of this research show that: 1) the learners need supplementary listening materials which can attract their curiosity, interest and attention to motivate them in learning; 2) the materials are interesting and easy to use based on the result of the expert judgement; 3) the application of QR codes in developing supplementary listening materials can be in the form of the attachment of audio, video, document, or other types of files to give the learners ease of access. The product of this research is a self-instructional textbook completed with QR codes to improve listening skill in English. From the expert judgement questionnaires, it is concluded that the textbook is categorized as “Good” to be used as self-instructional supplementary listening materials.

**Keywords:** *English, listening, materials, supplementary, self-instructional, QR codes*

## **PENGEMBANGAN BAHAN BELAJAR TAMBAHAN INSTRUKSI SENDIRI MENDENGARKAN BAHASA INGGRIS MENGGUNAKAN KODE QR UNTUK SISWA KELAS TUJUH**

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### **ABSTRAK**

Penelitian ini bertujuan untuk mengembangkan bahan belajar tambahan instruksi sendiri mendengarkan bahasa Inggris menggunakan kode QR untuk siswa kelas tujuh Sekolah Menengah Pertama. Penelitian ini dikategorikan ke dalam Penelitian dan Pengembangan (R & D). Penelitian ini melibatkan 32 siswa dari kelas VII D di SMP N 4 Wates dan satu orang ahli materi dari Pendidikan Bahasa Inggris UNY. Instrumen untuk pengambilan data berupa kuesioner analisis kebutuhan dan kuesioner penilaian ahli. Hasil dari kuesioner dianalisis menggunakan statistik deskriptif dan frekuensi. Evaluasi dari ahli materi digunakan sebagai dasar untuk merevisi draft pertama materi dan mengembangkan draft terakhir materi. Hasil dari penelitian ini menunjukkan bahwa: 1) para siswa membutuhkan bahan belajar tambahan mendengarkan bahasa Inggris yang dapat menarik rasa penasaran, ketertarikan dan perhatian mereka untuk dapat memotivasi mereka dalam pembelajaran, 2) materi yang dikembangkan menarik dan mudah digunakan berdasarkan hasil dari penilaian ahli, 3) aplikasi kode QR dalam pengembangan bahan belajar tambahan mendengarkan bahasa Inggris dapat berupa penggunaan kode QR untuk melampirkan audio, video, dokumen atau jenis file lain untuk memberikan para siswa kemudahan akses. Produk dari penelitian ini adalah sebuah buku pelajaran instruksi sendiri yang dilengkapi dengan kode QR untuk meningkatkan kemampuan mendengarkan dalam bahasa Inggris. Dari hasil kuesioner penilaian ahli, dapat disimpulkan bahwa buku cetak yang dikembangkan dikategorikan sebagai “Baik” untuk digunakan sebagai bahan belajar tambahan instruksi sendiri mendengarkan bahasa Inggris.

**Kata kunci:** *bahasa Inggris, mendengarkan, bahan belajar, tambahan, instruksi sendiri, kode QR*

## INTRODUCTION

English is an international language which is spoken in a great number of countries as a first, second, and foreign language. It has been used as a lingua franca in the communication among countries with different native languages. In Indonesia, the English language began to be taught formally according to the Minister of Education and Culture in 1967. Based on the Government Regulation no. 32 in 2013, the English language is mentioned as one of the national examination subjects in junior high and senior high schools. In Indonesia, English language is compulsory in these two educational levels.

To teach English effectively, it is important for the teachers to give the learners sufficient exposure to the target language. Even so, nowadays there are already many English materials one can find out there. As we know, in the era of globalization, the use of English is growing as the interaction among countries is unavoidable. However, those English exposures will not be easily encountered if one does not try to find them. Hence in the case of students, they need to be facilitated and guided to find those exposures.

The English language teaching in Indonesia consists of all four skills of language: listening, speaking, reading and writing. The four skills of language consist of receptive and productive skills in which the receptive skills act as the foundation for the productive skills. In learning a language, getting

enough exposure of the target language is essential (Harmer, 1998: 98). In teaching English as a foreign language in Indonesia, facilitating the learners with listening aids is important to develop their listening skill. It applies for both junior high and senior high schools. However, in the classroom observation that the researcher did in the seventh grade of SMP N 4 Wates, the students did not get enough listening exposure to help them comprehend spoken English and speak in English better. For example, many of them had difficulty in understanding the teacher's speech and instructions. They often asked what the teacher said, so the teacher had to repeat and told them in Bahasa Indonesia. They also made many mistakes in pronouncing English words which can also be the result their lack of exposure. In this school, the teacher seldom used recording materials (audio/video) in teaching English. The teacher rarely used a speaker tool and the portable LCD is in a limited number. Moreover, the students are prohibited to bring mobile phones at school. As a result, the students were not introduced to many different variations of speech production. In this way, they did not get enough exposure to the speech variations of both the native and non-native speakers of English.

From the situation above, we can conclude that the VII grade students of SMP N 4 Wates need more listening materials to learn which can be easily accessed by themselves without any restrictions of facilities or tools. It is, therefore, important to develop supplementary

materials for listening which can be controlled by the students themselves. There are some benefits the students can gain from supplementary materials, such as providing creativity, giving exciting activities, breaking monotonous learning process, encouraging the use of English in specific real situation, improving language skills and communication skills, decreasing stage fear, and providing challenging tasks (Reddy: 2013). Even so, the materials should contain listening materials which can be accessed by the students with ease without the help of the teacher since they are included into self-instructional materials. According to Dickinson in Takahashi (2014), self-instruction refers to the learning situations in which the learners learn the materials with others or alone without the direct control of a teacher. The principle underlying self-instruction learning is that the learners are the ones responsible for their own learning (Harmer, 2007: 09).

In providing sufficient listening materials, many sources can be used, such as the Internet to facilitate the learners to improve their listening skill. In addition, applying QR codes in the materials development can also give the students ease of access. QR (Quick Response) Code is a type of 2D bar code developed by a Japanese company, Denso-Wave (Law & So, 2010: 86). It can attach information such as URL, image, video link, social media link, PDF file, and some others into the form of a two-dimension code. It gives the students three advantages: location

independence, time independence and meaningful content (So in Wallingford, 2014: 13).

## **RESEARCH METHOD**

This research is classified into educational research and development (R & D). According to Borg and Gall (2003: 569), educational research and development is a type of educational research which uses the research findings to develop and validate a product for educational purposes. The goal of educational research and development is to gain new knowledge/information or find the answers for particular problems found in the educational processes.

The product of this research is used to provide the learners with sufficient listening materials for self-study outside the classroom which can be accessed easily by the students on their own.

This research was conducted at SMP N 4 Wates in the academic year of 2016/2017. The participants were 32 students of the seventh grade. The procedure of this research consists of the first five steps of research and development (R & D) procedures proposed by Sugiyono (2008: 298), including: 1) identifying a problem, 2) collecting the data, 3) designing the product (developing the course grid and the first draft of the materials, 4) validating the design (the first draft of the materials), and 5) revising the design (the first draft of the materials).

The data in this research were collected using questionnaires for the needs analysis and expert judgement. The needs analysis questionnaires were used to obtain information about the student's personal information, their characteristics, and learning preferences. The results of the questionnaires were used as the foundation to develop the first draft of the self-instructional supplementary materials. Meanwhile, the expert judgement questionnaires were used to evaluate the materials. The results of the expert judgement were the foundations to revise the materials.

## **RESEARCH FINDINGS AND DISCUSSIONS**

The steps in developing the materials are adapted from the research procedure proposed by Sugiyono (2008: 298). Meanwhile, the order of the activities are based on the first two stages of the text-based instruction learning cycle proposed by Feez & Joyce(2002: 28-31). In the early pages of the materials, the learners are first given some explanations about the narrative text and how to scan the QR codes in the book. The explanations about a narrative text give the learners a general idea of what the text is and its functions and elements. Meanwhile, the instruction of how to scan the QR codes is essential to help the learners use the book effectively.

The materials consist of three units which cover three types of narrative text: fable, fairy tale and

fantasy. Each unit has three sections which discuss the same narrative text type. In the beginning of each unit, the learners are given some explanations about the narrative text type, its video and an analysis of its elements.

In addition, each section consists of three stages of listening comprehension: pre-listening, during listening (intensive and extensive listening) and post listening (Field, 2008: 17). Each section is divided into several parts which consist of seven parts. The first part "Get Ready" functions as the pre-listening phase in which the students will be prepared to watch a narrative video. The preparation includes introducing them to the topics they are going to watch from pictures and some vocabulary. The second part "Movie Time!" is the first during listening session where the students are asked to watch a narrative video. The third part "On the Surface" is the next during listening session which contains intensive listening activities. The fourth part "A Closer Look" is the last during listening session which consists of extensive listening activities. They focus on the generic structure and contents of the text. The fifth part "Looking Back" is the post-listening phase where the students will be asked to compare the model video (the first video in the unit) and the exercise video in the section. The sixth part "Reflection" is designed to give the students some reflections on their learning process. The last part, "Journal", is where the students are asked to make a journal of their own version of recording of the story being learned.

Aside from these seven main parts of the section, each section also has some fun facts in the Fun Fact and Did You Know? boxes. These fun facts contain facts related to the story they learn in the section. They give the learners more knowledge about the characters, events, places, and many others related to the story which can attract their curiosity and interest in learning. There is also one reminder in each section to remind the learners about one of the elements related to the exercises.

After the first draft of the materials had been designed, the materials were evaluated by the expert in the process of validating the design (Sugiyono, 2008: 298). The results of the expert judgement show that the materials are appropriate for the students. The formula to convert the quantitative data of the expert judgement into the qualitative data is measured using the theory proposed by Widoyoko (2009: 238) as follows:

**Table 1: Data Conversion Table of the Expert Judgement**

| Range      | Classifications |
|------------|-----------------|
| >3.4       | Very Good       |
| >2.8 – 3.4 | Good            |
| >2.2 – 2.8 | Fair            |
| >1.6 – 2.2 | Poor            |
| ≤ 1.6      | Very Poor       |

The mean value for the appropriateness of contents is 3.19 which falls into the “Good” criterion. The mean value for the appropriateness of language is 3

which also falls the “Good” criterion. The mean value for the appropriateness of format is 3 which also falls into the “Good” criterion. In conclusion, the developed materials which are classified as “Good”.

## CONCLUSIONS AND SUGGESTIONS

From the research findings, it can be concluded that the developed materials are appropriate for the students. The expert judgement results show that the materials have met the learners’ needs and adjusted the characteristics of interesting and easy to use materials by providing the learners with their preferences, adjusting their characteristics and taking advantage of the QR codes application to support the mobile-assisted language learning context. In order to give the learners ease of access, QR codes can replace the need to bring a laptop completed with a CD/DVD room, speakers, LCD, and many more. Providing the learners with the materials based on their preferences supported by the use of QR codes gives the learners three advantages: location independence, time independence, and meaningful content.

There are some suggestions based on the findings of this research proposed for: 1) the seventh grade students of junior high school, 2) the English teachers, 3) the textbook developers, and 4) the students of the English Education Department. The seventh grade students of junior high school can use the materials to

improve their listening skill on their own or with others since it provides sufficient input for the users. For the English teachers, especially in the foreign language context, it is suggested that they facilitate the teaching of the listening skill using listening tools which can support the teaching process. They should also be innovative and creative by taking advantage of any technology which can be used as replacement for other tools which are unavailable at the moment. Moreover, it is suggested for the textbook developers that they consider the theory of language learning to make the materials appropriate to learn a language and be creative in designing the materials so that it can attract the learners' attention and interest, especially when the learners are still in the period of adolescence. In addition, since there have not been many people who research the area of self-instruction, it is suggested that the students of English Language Department do more research in this field. Applying an effective technology in learning can help the learners learn better. Therefore, as the future English teachers, the students of English Education Department should take into consideration mobile-assisted language learning to be applied in the classroom teaching and learning process or in the materials development.

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