

## **DEVELOPING SONG-BASED SUPPLEMENTARY ENGLISH LISTENING MATERIALS FOR GRADE VII STUDENTS OF SMP NEGERI 1 TEMPEL**

By: Niken Larasati, Dr. Agus Widyantoro, M.Pd  
English Language Education Department, Faculty of Languages and Arts  
Yogyakarta State University  
[nikenls23@gmail.com](mailto:nikenls23@gmail.com)

### **Abstract**

The objectives of this study are: (1) to describe the target needs of the seventh grade students regarding listening materials, (2) to describe the learning needs of the seventh grade students regarding listening materials, (3) to develop the appropriate song-based supplementary English listening materials for the seventh grade students.

The study is a Research and Development (RnD) research. It adapted the RnD model proposed by Borg and Gall (2003). The subjects of this research were the students of class 7B of SMP Negeri Tempel. The steps in this study were conducting needs analysis, designing the course grid, developing the first draft of the materials, performing expert judgement, and writing the final draft of the materials. Two questionnaires were used in the study; the first was needs analysis questionnaire to describe students' needs and characteristics and second was for the expert to validate the first draft of the materials. The data were analyzed by the use of descriptive statistics. The data from the needs analysis were used to design the course grid and to develop the materials, while the data from the expert judgement were used to revise the developed materials.

Findings showed that the students' needs regarding song-based supplementary English listening materials are related to teenage life and interesting listening activities with songs, pictures, and colors. The product of this study is a set of song-based supplementary English listening materials for the seven grade students of Junior High School entitled "Let's Listen to the Songs". It consists of three units, each containing 23 to 26 tasks. Based on the data from the expert judgement, the mean score of all aspects of the three developed units is 3.53. It falls into the range of  $3.25 \leq x \leq 4.00$  meaning that the developed materials are categorized as "Very Good". It can be concluded that the song-based supplementary English listening materials are appropriate for the seventh grade students of the Junior High School.

Keywords: song-based materials, listening, supplementary materials

## **PENGEMBANGAN BAHAN AJAR TAMBAHAN MENDENGARKAN BAHASA INGGRIS BERDASARAN LAGU UNTUK SISWA KELAS TUJUH SMP NEGERI 1 TEMPEL**

Oleh: Niken Larasati, Dr. Agus Widyantoro, M.Pd  
Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni  
Universitas Negeri Yogyakarta  
[nikenls23@gmail.com](mailto:nikenls23@gmail.com)

### **Abstrak**

Penelitian ini bertujuan untuk: (1) mengetahui kebutuhan tujuan dari siswa kelas tujuh berkaitan dengan materi mendengarkan, (2) mengetahui kebutuhan pembelajaran dari siswa kelas tujuh berkaitan dengan materi mendengarkan, (3) mengembangkan bahan ajar tambahan mendengarkan Bahasa Inggris berdasarkan lagu untuk siswa kelas tujuh SMP N 1 Tempel.

Penelitian ini merupakan penelitian dan pengembangan (RnD). Prosedur penelitian yang digunakan di adaptasi dari model penelitian dan pengembangan Borg and Gall (2003). Subyek penelitian ini adalah siswa kelas tujuh SMP N 1 Tempel khususnya kelas VII B.

Langkah-langkah dalam penelitian ini adalah mengadakan analisis kebutuhan, menulis silabus, menyusun materi, melakukan validasi materi oleh ahli, dan merevisi dan menyusun rancangan akhir materi. Ada dua jenis kuisisioner yang digunakan dalam penelitian ini. Kuisisioner yang pertama adalah analisis kebutuhan. Kuisisioner ini didistribusikan kepada siswa untuk mengetahui kebutuhan dan karakter siswa. Kuisisioner yang kedua untuk uji validasi materi yang kemudian dianalisa menggunakan statistic deskripsi. Data dari analisis kebutuhan kemudian digunakan sebagai dasar dalam penyusunan silabus dan materi. Sedangkan data dari uji validasi digunakan untuk merevisi draft pertama materi.

Produk penelitian ini berupa 3 unit materi tambahan mendengarkan Bahasa Inggris berdasarkan lagu untuk kelas tujuh SMP N 1 Tempel dengan judul "*Let's Listen to the Songs*". Berdasarkan uji validasi, didapatkan bahwa nilai rata-rata dari 3 unit materi adalah 3,53. Nilai ini berada pada rentang  $3.25 \leq x \leq 4.00$  yang dikategorikan "sangat baik". Dapat disimpulkan bahwa materi tambahan mendengarkan berdasarkan lagu layak untuk siswa kelas 7 SMP N 1 Tempel.

**Kata Kunci:** Pengembangan, bahan ajar mendengarkan, pembelajara berdasar lagu.

## INTRODUCTION

Language is used as a tool of communication, either spoken or written. One of the languages that has become an international language is English. It has also become an important subject taught at schools, especially schools in Indonesia. English is one of the tested subjects in the national examination in Indonesia. English becomes a compulsory subject in junior high and senior high school.

The English teaching and learning are formulated in the national curriculum known as 2013 Curriculum (K-13). The 2013 Curriculum is curriculum implemented by the government. The implementation of 2013 Curriculum in Indonesia is to prepare the students as individuals who are believing, productive, creative, and innovative. In the teaching and learning process, the best strategy of material development in 2013 Curriculum is using any kinds of media to facilitate the students. The use of media is important dealing with this curriculum. The teachers are expected to be familiar with the use of IT products such as laptop, projector and any other media such as songs, video, and cards. The teacher also can find any material from any source, such as internet and any other learning application.

In teaching English, a teacher should know how to engage the students in order to make them enjoy, and get motivated to learn English in a fun way. According to Kolb (1984), in the teaching and learning process of English especially for students in Junior High School, the materials should be interesting and make the students involved in activities. Using media is an alternative way to teach students, especially by using songs. Songs can be useful tools for students to develop listening abilities. Moreover, songs also help them improve their

pronunciation and even speaking ability (Murphey, 1992).

In relation to teaching listening, the English teachers must rely on the curriculum, and listening takes an important part. Moreover, in terms of objectives of the English teaching, all schools in Indonesia, including SMP N 1 Tempel, must fulfil the goals as stated in the 2013 Curriculum. However, the English teachers in SMP N 1 Tempel said that they still get difficulties to make the students involved in a listening session. They only use their own voice in the listening session, while the listening materials used by the English teachers in SMP N 1 Tempel are only the published English textbooks from the government. The teachers said that they rarely use any other sources or media to teach listening. Definitely, this situation will not totally engage the students' attentions in the listening session. Instead, the students will feel bored and difficult to give their attention to the monologue or dialogues, because those are absolutely less interesting and monotonous activity.

Furthermore, one of the reasons stated by the English teacher in SMP N 1 Tempel is they have not found the suitable materials and media to teach listening for their students. Usually, the teachers only use their own voice to teach listening to get the students' attention in order to make them engaged to the listening activity.

In relation to the problems stated earlier, the researcher wants to help the English teachers solve the problem by developing song-based English supplementary materials for grade VII students of SMP Negeri 1 Tempel. As song is an authentic material that can be stimulating for both teacher and students. Using authentic materials in the teaching and learning process is a relatively easy and convenient way of improving not only the students' general skills, but also their

confidence in a real situation. Moreover, song is an interesting media and one of the fun ways to get the students' attention to make them involved in the teaching and learning process of listening without any boredom and pressure.

## RESEARCH METHOD

This research is categorized an educational Research and Development (R & D). According to Borg and Gall (1983: 771), R & D is a process used to develop and validate educational products. There are some steps to conduct this research, such as conducting the needs analysis, developing the course grid, designing the first drafts of the materials, conducting expert judgment, revising the first drafts of the materials, the last is writing the final drafts of the materials.

Furthermore, the educational products are song-based tasks for teaching listening for grade VII students of SMP N 1 Tempel. The listening materials were developed based on the result of the needs analysis through questionnaire and interview, so that it is expected to meet the students' needs and interests.

## RESEARCH FINDINGS

As the product based research, the purpose of this research is to develop song-based supplementary materials for grade VII students of SMP N 1 Tempel. In developing the materials, there are some steps used by the researcher. The steps are described in the following explanation.

In developing the materials, the first step that is done by the researcher was conducting the needs analysis. The needs analysis was in the form of questionnaire. It includes the target needs, students' needs and the learning needs. The target needs consist of the goal, necessities, lacks, and wants.

Meanwhile, the students' learning needs consist of inputs of the materials, procedure, setting, teacher's role, and the students' role.

Regarding the results of the needs analysis, most of students want to have a good English listening skill. They also state their opinion that teaching and learning of listening is very important. Related to the students' difficulties in the teaching and learning process of listening, most of them claim that they have difficulties in understanding the vocabularies and understanding the main idea or the content of the listening materials. Moreover, after the teaching and learning process of listening, the students want to have an ability to understand and respond to what other speakers say and understand the content of the listening materials, such as English songs and the monologues related to the description of people or animals.

In terms of students' learning needs, the researcher concluded that most students want songs and pictures as the inputs. Meanwhile, the topics that the students want is related to the teenage life as they are teenagers. In terms of setting, the result shows that most students want to do the activities in pairs, while they also want to do the activities in small groups of 3-4 students. Furthermore, related to the students and teacher role, the students want to be active learners as they chose to be performers in the teaching and learning process of listening, while they want their teacher to facilitate and motivate them in the teaching and learning process of listening.

After conducting the needs analysis, the next step that was done by the researcher was designing the course grid. The course grid is aimed as guideline in developing the materials. It includes the standard of competence and basic competences, the topic or the names of the units, the

indicators, the inputs, and the tasks/activities. The researcher developed three units of listening materials. Each unit consists of 23 until 26 tasks.

The title of the first unit is "*Count on Me!*". The title itself was adopted from one of the songs in Unit 1. This unit talks about the songs related to the teenage life of Junior High School students. Unit 1 consists of four standards of competence number 1, 2, 3, 4 and the basic competences number 3.8 and 4.8. The indicators in Unit 1 are: the students are able to identify the parts of song lyrics, understand the content of a song, find the moral value of a song, and understand the social purpose of a song.

The title of the second unit is "*What Does He Look Like?*". This unit talks about the descriptive texts of people. Unit 2 consists of four standards of competence number 1, 2, 3, 4 and the basic competences number 3.7, 4.7, 4.7.1, 4.7.2. The indicators in Unit 2 are: the students are able to identify the generic structure of the descriptive text, identify the parts of a person's physical appearance, identify the adjectives used in the descriptive text, describe people based on their physical appearance, and produce a simple descriptive text of people.

The title of the third unit is "*What Does a Lion Look Like?*". This unit talks about the descriptive texts of animals. Unit 3 consists of four standards of competence number 1, 2, 3, 4 and the basic competences number 3.7, 4.7, 4.7.1, 4.7.2. The indicators in unit 3 are: the students are able to identify the generic structure of the descriptive text, identify the animal body parts, identify the adjectives used in the descriptive text, describe the animals, and produce a simple descriptive text of animals.

After designing the course grid, the next step that was done by the researcher was developing listening materials. The title of each unit is

displayed on the top of the page with clear and big font. The picture that represents the topic of the unit is displayed under the title. The illustrations or the pictures are used to facilitate the students in the learning process. The illustrations and the pictures are used to make the units look interesting. Each unit consists of 23 up to 26 activities. The listening activities are divided into three: pre-activities, while- activities and post-activities. The pre-activities are aimed to lead the students to the main activities. Meanwhile, the main activities consist of observing, questioning, collecting data/information, analyzing, and communicating. Furthermore, the post-activities consist of word search puzzle, evaluation, and reflection.

After developing the materials, the next step that was done by the researcher was conducting the expert judgement. There are four main points of evaluation in the expert judgement questionnaire. They are the appropriateness of the materials, the appropriateness of the language, the appropriateness of the media and the appropriateness of the presentations. The results of the expert judgement showed that the developed listening materials for grade VII students of SMP N 1 Tempel are very good and appropriate with the needs.

The results and the conclusions of the expert judgement questionnaire from Unit 1, Unit 2, and Unit 3 are presented below.

a. The Results of the Expert Judgement of Unit 1

1) The Appropriateness of the Materials

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the materials of Unit 1 is 3.81. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a "Very Good" category.

2) The Appropriateness of the Language

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the language of Unit 1 is 3.33. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

3) The Appropriateness of the Media

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the media of Unit 1 is 3.57. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

4) The Appropriateness of the Presentation

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.42. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

b. The Results of the Expert Judgement of Unit 2

1) The Appropriateness of the Materials

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the materials of Unit 2 is 4.00. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

2) The Appropriateness of the Language

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the language of Unit 2 is 3.00. This value is in the range of  $2.50 \leq x \leq 3.24$  that belongs to a “Good” category.

3) The Appropriateness of the Media

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the media of Unit 2 is 3.57. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

4) The Appropriateness of the Presentation

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the

presentation of Unit 2 is 3.42. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

c. The Results of the Expert Judgement of Unit 3

1) The Appropriateness of the Materials

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the materials of Unit 3 is 3.90. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

2) The Appropriateness of the Language

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the language of Unit 3 is 3.16. This value is in the range of  $2.50 \leq x \leq 3.24$  that belongs to a “Good” category.

3) The Appropriateness of the Media

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the media of Unit 3 is 3.57. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

4) The Appropriateness of the Presentation

The result of the expert judgement questionnaire shows that the mean value of the appropriateness of the presentation of Unit 3 is 3.71. This value is in the range of  $3.25 \leq x \leq 4.00$  that belongs to a “Very Good” category.

## CONCLUSION AND SUGGESTIONS

Based on the results of the needs analysis and the expert judgement, the appropriate English learning materials for grade VII students of SMP N 1 Tempel are described below.

The topics of the units of the developed materials should match the teenage life and children’ life as the students are in grade VII of Junior High School. The topics should be

interesting to get the students' attention in learning English. The illustrations or the pictures also become the important part to make the units much more interesting.

Furthermore, the developed materials made by the researcher consist of three units: the pre-activity includes warming up, the main activities include observing, questioning, collecting data or information, associating, and communicating, and the post-activities include game in the form of the word puzzles, evaluation and reflection. The introduction shows the title of the unit, the picture related to the topic, and brief explanation that helps students to be well prepared in learning. In terms of the main lesson part, there are five major processes in the main activities. They are observing, questioning, collecting data or information, associating, and communicating. The tasks or activities are developed based on 2013 Curriculum. In the last part, each unit is completed with the game of word search puzzle, the evaluation, the reflection, and the summary.

#### DAFTAR PUSTAKA

- Brown, D. 2001. *Teaching by Principles*. San Francisco: Longman
- Brown, J. D., and Rodgers, T. S. 2002. *Doing Second Language Research*. Oxford: Oxford University Press
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Gal, M. D., Gall, J. P., and Borg, W. R. 2003. *Educational Research: An Introduction* (7<sup>th</sup> Edition). New York: Pearson Education, Inc.
- Gebhard, G. 1996. *Teaching English as a Foreign or Second Language*. A Teacher Self-developed and Methodology Guide. Ann Arbor, MI: University of Michigan Press.
- Goh, C. M. 2002. *Teaching Listening in the Language Classroom*. Singapore: SEAMEO Regional Language Centre.
- Goh, C. M. 1992. *Learning to Listen*. Singapore: National Institute of Education.
- Harmer, J. 2007. *The Practice of English Language Teaching*. (Fourth Edition). Edinburg: Longman.
- Kemendikbud. 2016. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2016 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah*. Jakarta: Kemendikbud
- Murphey, T. 1992. *Music and Song*. Oxford: Oxford University Press.
- Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge Teaching Learning Library.
- Reddy, R. S. 2013. *Supplementary Materials to Enhance Language Skills of Learners*. (indianresearchjournals.com/pdf/IJSSIR/2013/September/16.pdf) Accessed January 01, 2018
- Richards, J. C. and Renandya, W. A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Schoepp, K. 2001. *Reasons for Using Songs in the ESL/EFL Classroom*. The Internet TESL Journal 7 (2). <http://iteslj.org/Articles/Schoepp-Songs.html>.

Tomlinson, B. 2011. *Material Development in Language Teaching*. (Second Edition) Cambridge: Cambridge University Press.

Wilson, J. J. 2008. *How to Teach Listening*. Harlow: Longman.

Willis, J. 1996. *Framework for Task-based Learning*. Harlow: Longman.