

# DEVELOPING SUPPLEMENTARY LISTENING MATERIALS FOR GRADE X STUDENTS OF SOFTWARE ENGINEERING STUDY PROGRAM AT SMK MA'ARIF WONOSARI

## *PENGEMBANGAN MATERI TAMBAHAN PEMBELAJARAN MENYIMAK UNTUK SISWA KELAS X JURUSAN REKAYASA PERANGKAT LUNAK DI SMK MA'ARIF WONOSARI*

By: Annisa Ruhayati, Yogyakarta State University  
[gayoungkim135@gmail.com](mailto:gayoungkim135@gmail.com)

### Abstract

The objectives of this research are: (1) to find out the target needs and the learning needs of grade X students of software engineering study program at SMK Ma'arif Wonosari, and (2) to develop appropriate supplementary listening materials for grade X students of software engineering study program at SMK Ma'arif Wonosari. The subjects of the research were 16 female students of software engineering study program at SMK Ma'arif Wonosari. This research followed the R&D cycles by Borg and Gall (2003), which were combined and adjusted with the cycle proposed by Masuhara in Tomlinson (1998). The developed materials consisted of three units with of 10 to 14 tasks in each unit. Based on the research finding of the expert judgment, the developed materials were considered appropriate. The mean scores of both the content and media appropriateness were the same i.e. 3.33, which were categorized as "Very Good."

*Key words: supplementary materials, the teaching of listening skills, listening*

### Abstrak

*Penelitian ini bertujuan untuk: (1) mencari tahu kebutuhan sasaran dan kebutuhan belajar siswa kelas X SMK Ma'arif Wonosari, dan (2) mengembangkan materi pembelajaran mendengarkan tambahan yang layak untuk para siswa tersebut. Penelitian ini termasuk ke dalam jenis penelitian dan pengembangan (R&D). Subjek penelitian ini adalah 16 siswi kelas X SMK Ma'arif Wonosari. Penelitian ini mengikuti siklus R&D dari Borg and Gall (2003) dan dimodifikasi dengan siklus yang dikembangkan Masuhara dalam Tomlinson (1998). Materi yang dikembangkan terdiri dari tiga unit dimana tiap unitnya terdiri dari 10 hingga 14 tugas. Berdasarkan hasil penilaian ahli, materi yang dikembangkan layak untuk digunakan. Hasil rerata nilai kelayakan isi dan media bernilai sama yaitu 3,33, yang dikategorikan sebagai "Sangat Bagus".*

*Kata kunci: materi tambahan, pengajaran kemampuan menyimak, menyimak*

## INTRODUCTION

The objective of learning English in Vocational High School is to make students able to communicate in English in order to support the specific skills they learned at school. Meanwhile, the goal of SMK as a formal education is preparing ready-to-work graduates by equipping them with English as a prerequisite skill to enter labour market. As

stated in Standard of Content (2006: 25), the aim of Vocational High School is to develop the students' intelligence, knowledge, personality, characters and skills in a workplace for independent life in their future.

To be able to communicate in English, students must learn all the four skills, namely reading, listening, writing, and speaking. Listening is necessary for the language development. Doing listening practices before

speaking can prepare learners to develop a second language with a greater efficiency than if he or she is taught all the four skills at the same time. That is why listening is assumed to have greater importance in English learning development. Yet, listening is often disregarded in the process of language learning. This is what happens in the classroom since the teacher only put emphasis on the other three skills.

Despite the fact that listening is an important skill, students still find it difficult to learn listening skill. Students, especially those of SMK Ma'arif Wonosari, had a hard time to comprehend listening materials given by their teacher. Sometimes they also felt bored, less motivated, and even lost interest when they had listening activities in the classroom. Many students wanted to learn listening effectively but what was provided in the field did not fulfill their expectation. Moreover, with the current curriculum applied at school now they only learned English subject once a week. Thus, they only got listening class once a month.

Based on those problems, the researcher believed that it was necessary to design listening materials which were interesting and suitable for grade X of SMK. Therefore, the researcher proposed to design supplementary listening materials for grade X students of software engineering study program at SMK Ma'arif Wonosari.

### **Listening**

Helgesen (in Helgesen & Brown, 2007) defines listening as an active purposeful processing of making sense of what we hear.

Similarly, Rost (2002) states that listening is the mental process of constructing meaning from spoken input. In the view of language learning, listening is the way of learning language which gives the learner information from which they build up the knowledge necessary for using the language they begin to speak (Nation & Newton, 2009: 38).

Brown (2001: 249) argues that listening comprehension is an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. Bottom-up process means using the information that listeners have about sounds, word meanings, and discourse markers like first, then, and after that to assemble our understanding of what we read or hear one step at a time (Brown, 2006: 2).

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 (phonemes) to complete texts. Meanwhile, the top-down process refers to the use of background knowledge in understanding the meaning of a message (Richards, 2008: 7). Top down view suggests that the listener actively constructs, or more accurately, reconstructs the original meaning of the speaker using incoming sounds as clues. In this 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.

**English Teaching and Learning at**

## Vocational High School

English is considered an adaptive subject in the curriculum of Vocational High School in Indonesia (BSNP, 2006). An adaptive subject means that the subject is taught through an adaptive learning or adaptive teaching. Adaptive learning systems endeavour to transform the learner from passive receptor of information to collaborator in the educational process (Wikipedia, 2018).

Vocational students need to be taught and given the opportunity to practice communicating in English. The learning and teaching process is aimed to prepare the students with higher level of communication skill. The materials given should be based on learners' needs and considering the curriculum. Ministerial decree No. 22 year 2006 states that English in Vocational High School is included in adaptive subject because it is aimed at making students able to:

- a) achieve the English proficiency to support the achievement of professional program competency,
- b) apply their competency and English skills orally and in written.

Standard of content of English lesson, objectives of English in Vocational High School are to make:

- 1) students are able to master the knowledge and the basic skill of English to support competency achievement in their programme.
- 2) students are able to apply the ability and English skill to communicate in

a written and spoken in the level of intermediate.

## Task

A task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while learners focus their attention on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2004: 4).

According to Nunan (2004: 41), there are three elements that make up a task. Those elements are goals, input and procedure, and those three elements will be supported by the teacher role, learner role, and settings. Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language. There are many different ways in classifying listening tasks. They can be classified based on the role of the learners (reciprocal or nonreciprocal listening), the types of strategy demanded of the listener, and the focus of the task (on linguistic skills or on the content of the material).

Task development refers to activities which are done by the writers, teacher or learners to provide sources of language input and to promote language learning (Tomlinson, 1998: 2). There are various different models of the process of designing a task.

In addition, according to Shavelson and Stern in Nunan, (1989: 47), task design should take into consideration the following elements. Those elements are content (the subject matter

to be taught), the materials (the things that learners can observe/ manipulate), the activities (the things the learners and the teacher will be doing during the lesson), the goals (the teachers' general aim for the task), the students (their abilities, needs and interests are important), and the social community (the class as a whole and its sense of "groupness").

### **Related Study**

A study by Indriana (2013) showed that using movie-based tasks in teaching listening skills improved students' listening skills in SMAN 5 YOGYAKARTA by concerning students' needs and interest related to the English learning.

## **RESEARCH METHOD**

This research is categorized into educational Research and Development (R&D). This research focused on developing supplementary listening materials for grade X students of software engineering study program at SMK Ma'arif Wonosari. The result of this study was in the form of a textbook containing supplementary listening materials.

The subjects of the research were 16 students of grade X from software engineering program at SMK Ma'arif Wonosari. The research procedure in this study used the modified steps of the combination of educational research and development cycle proposed by Borg and Gall (2003) and material development cycle proposed by Masuhara in Tomlinson (1998).

The first step was conducting a needs

analysis by distributing a questionnaire to the students. The result of the questionnaire was analyzed quantitatively. The result of the needs analysis was used as the basis to develop course grids, by notwithstanding Curriculum 2013. The course grids then became the map on how the first draft of the materials would be developed. Then, the first draft was evaluated by conducting expert judgment. Using the evaluation result from the expert judgment, the first draft of the materials was then revised to get the final product.

This research used survey as the technique, by making use of needs analysis questionnaire that was developed using the theories of needs assessment by Hutchinson and Waters (1987) combined with Nunan's (2004) theories of task components to find out students' target and learning needs. The expert judgment questionnaire was organized based on Hutchinson and Waters (1987) combined with Stemler (1997), to find out whether the developed materials were appropriate. The needs analysis questionnaire result was analyzed using percentage and frequency, while expert judgment result was analyzed using and converted into descriptive analysis.

## **RESEARCH FINDINGS AND DISCUSSION**

There was two points of objectives in this research that were aimed to be identified. Those were to find out the target needs and the learning needs and to develop supplementary listening materials for grade X students of

software engineering study program at SMK Ma'arif Wonosari.

According to the needs analysis result, the students demanded inputs that were appropriate and were able to motivate them in listening activities. They also stated that the activities should be interesting and promoted pairs works, and understandable. The students were also given a chance to choose what kinds of materials they want to learn to help them comprehend listening texts.

After conducting the needs analysis, the second step of the research was designing the course grid. The researcher used the result of the needs analysis above as the guideline in developing a course grid. It was used as the guideline in developing song-based tasks. The course grid concerns the six components of tasks proposed by Nunan (2004). The researcher wrote the goals, the inputs, the activities, the roles of teachers and students, and the classroom settings.

The researcher formulated the course grid into three units of tasks. Each unit consisted of 10 to 14 tasks. Unit 1 covered the introduction topic entitled "Where Are You From?" Unit 2 covered the topic of past activities entitled "What Did You Do Yesterday?" Unit 3 presented web development topic entitled "What is Web Technology?" Before doing the expert judgment for the first draft of the developed tasks, the researcher consulted it to her thesis supervisor.

The developed tasks were then evaluated and validated by an expert. A set of questionnaire was filled in by the expert. It evaluated the appropriateness of content and

media aspects. The result of the expert judgment was used for further revisions of the tasks. There are several key aspects which were revised in the materials such as misspelling, conjunctions, and script writing. Based on the questionnaire, both the materials' scores for the content and media aspect appropriateness were all categorized as "Very Good". The quantitative data obtained were then analyzed and converted through descriptive statistics as proposed by Suharto (2006). The mean of all units for the content appropriateness was 3.33, which was categorized as "Very Good" and the mean of all units for the media aspect appropriateness was also 3.33, which was placed within "Very Good" range as well. The revised tasks were then considered as the final draft.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The objective of this study was to develop supplementary listening materials for Grade X students of Software Engineering study program at SMK Ma'arif Wonosari. The researcher used the Research and Development as the method of the study. The researcher used the research procedures formulated by Borg and Gall (2003). In terms of the research study, the researcher collected information, wrote the course grid, developed the first draft of the tasks, evaluated the tasks, and wrote the final draft of the tasks.

The product of this study was supplementary listening materials for Grade X students of Software Engineering study program at SMK Ma'arif Wonosari. The instruments to collect the

data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive analysis.

### Suggestions

After drawing the conclusions, there were some suggestions for the following parties.

#### 1. English Teachers in Vocational High School

The materials had been developed based on the students' needs in order to give the students suitable listening input and activities. English teacher could be more creative in using the tasks or finding other suitable tasks that meet students' needs. It was suggested that the teachers who teach Grade X students of Vocational High School use these supplementary listening tasks. The teachers were also welcomed to develop similar tasks by applying the same guideline as the one in this research yet by making use of different input.

#### 2. Other Researchers with Similar Study

The research was done by applying the research procedure that was adapted from Tomlinson (1998) with minor modification due to the time limitation of the research. There were five steps of this research: conducting needs analysis, writing the course grid, designing the first draft of the materials, getting expert's judgment, and writing the final draft. Basically, the product should be implemented in the classroom in order to obtain the information on how well the materials perform. However, the review was done by an expert instead. It would

be better for other task developers to develop similar tasks by combining both students view and experts' review on the tasks. Last but not least, task developers are suggested to develop similar yet better tasks based on the students' needs and interests.

### REFERENCES

- Borg, W.R., Gall, J.P., Gall M.D. 2003. *Educational Research: An Introduction*. Seventh Edition. Boston: Pearson Education.
- Brown, H.D. 2001. *Teaching by Principles*. 2nd ed. San Francisco: Longman.
- BSNP. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: Badan Standar Nasional Pendidikan.
- Helgensen, M. and Brown, S. 2007. *Practical English Language Teaching: Listening, David Nunan Series Editor*. New York: The Mc Graw-Hill Company Inc
- Hornby, A.S. 1990. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford Press.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. California: California University Press.
- \_\_\_\_\_. 2003. *Practical English Language Teaching*. New York: McGraw-Hill/ Contemporary.
- \_\_\_\_\_. 2004. *Task-Based Language Teaching*. California: California University Press.

- Richards, J.C., and Renandya, W.A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. 2008. *Teaching Listening and Speaking: from Theory to Practice*. Singapore: Cambridge University Press.
- Ross, J. 2006. ESL Listening Comprehension: Practical Guidelines for Teachers. *The Internet TESL Journal*.
- Suharto, G. 2006. *Pengukuran Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: P3B UNY.
- Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Wikipedia contributors. 2018. Adaptive learning. In *Wikipedia, The Free Encyclopedia*. Retrieved 21:22, August 22, 2018, from [https://en.wikipedia.org/w/index.php?title=Adaptive\\_learning&oldid=840739618](https://en.wikipedia.org/w/index.php?title=Adaptive_learning&oldid=840739618)