

## **DEVELOPING FILM-BASED LISTENING AND SPEAKING MATERIALS FOR GRADE XI STUDENTS OF SENIOR HIGH SCHOOLS**

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### **Abstract**

This study focuses on developing film-based listening and speaking materials for grade XI students of senior high schools. The objectives are: 1) to identify the target and learning needs of grade XI students, 2) to identify the process of developing the appropriate materials, 3) to develop the appropriate film-based listening and speaking materials for grade XI students of senior high schools. This study is a research and development (R&D) study. The data in needs analysis were collected by using a needs analysis questionnaire and through interviews. The needs analysis questionnaire was distributed to 26 grade XI students of SMA Negeri 1 Temanggung. Another questionnaire was used to evaluate the materials through expert judgment. The results of the questionnaires were analyzed quantitatively and the results of the interviews were analyzed qualitatively. The result shows that the steps in the materials development process were conducting a needs analysis, developing a course grid, producing the materials, evaluating the materials through expert judgment and revising the materials. The results of needs analysis are related to lacks, wants, necessities, goal, activities, teacher role, learner role, and setting. Based on the results of materials evaluation, the materials were categorized as “very good” as it has the mean value of 3.91 which means that the materials are appropriate to be used as listening and speaking materials for grade XI students of senior high schools. The developed materials consist of three units, each of which consists of five parts: introduction, main lesson, reinforcement, summary, and reflection. There are 13-14 tasks in each unit. The short films are used as input for the listening and speaking tasks in the materials.

**Keywords:** *film-based materials, listening, speaking*

**PENGEMBANGAN MATERI LISTENING DAN SPEAKING BERBASIS  
FILM UNTUK SISWA KELAS XI SEKOLAH MENENGAH ATAS**

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**Abstrak**

*Penelitian ini berfokus pada pengembangan materi listening dan speaking berbasis film untuk siswa kelas XI SMA. Tujuan dari penelitian ini adalah untuk: 1) mengidentifikasi kebutuhan target dan belajar siswa kelas XI, 2) mengidentifikasi proses pengembangan materi yang sesuai, 3) mengembangkan materi listening dan speaking berbasis film yang sesuai untuk siswa kelas XI sekolah menengah atas.*

*Penelitian ini termasuk dalam kategori Penelitian dan Pengembangan. Data dalam analisis kebutuhan dikumpulkan dengan menggunakan kuesioner analisis kebutuhan dan wawancara. Kuesioner analisis kebutuhan dibagikan kepada 26 siswa kelas XI SMA Negeri 1 Temanggung. Kuesioner lain digunakan untuk mengevaluasi materi melalui penilaian ahli. Hasil kuesioner dianalisis secara kuantitatif dan hasil wawancara dianalisis secara kualitatif.*

*Langkah-langkah dalam proses pengembangan materi yaitu dengan melakukan analisis kebutuhan, mengembangkan course grid, memproduksi materi, mengevaluasi materi melalui penilaian ahli, dan merevisi materi. Hasil analisis kebutuhan berkaitan dengan lacks, wants, necessities, goal, procedure, peran guru, peran peserta didik, dan setting. Berdasarkan hasil evaluasi materi, materi dikategorikan "sangat bagus" karena memiliki nilai rata-rata 3,91. Materi tersebut sesuai untuk dijadikan materi listening dan speaking bagi siswa kelas XI SMA. Materi yang dikembangkan terdiri dari tiga unit. Di setiap unit, terdapat lima bagian: pendahuluan, pelajaran utama, penguatan, ringkasan, dan refleksi. Di setiap unit terdapat 13-14 tugas. Film pendek digunakan sebagai input untuk tugas listening dan speaking dalam materi.*

**Kata Kunci:** materi berbasis film, listening, speaking

## INTRODUCTION

In Indonesia, English is taught in senior high schools. Students are required to learn English 90 minutes per week. They are obliged to learn the four language skills which are reading, writing, listening, and speaking. However, many schools give too much focus on reading and writing while listening and speaking receive less attention.

This imbalance is because listening and speaking have been considered as difficult skills to learn. Many teachers find it difficult to make students interested when learning and speaking. In addition, for teachers, to teach listening and speaking, there are many things to prepare, such as finding the appropriate materials.

However, finding listening and speaking materials that can match with students' needs and interests is difficult. There are not many textbooks that can give students what they need and attract their attention. Many textbooks also do not have input in the form of short films or videos.

Based on the researcher's experience in teaching at SMA Negeri 1 Puworejo, there are problems that the researcher found. The main problems are related to the students, materials, and methods.

The first problem refers to the students. The researcher found that many students did not have much motivation in learning English, especially listening and speaking. The second problem which is related to the materials is the textbook used in the school, which is mainly text-based and the input comes from audio. The third problem which is related to the method is that the teacher usually uses the available textbooks, and therefore, sometimes the tasks given to students do not match with students' interests.

Regarding the problems, the researcher found that getting students watch a film in learning and speaking could give positive impacts on the class activities. Based on the researcher's experience in teaching at SMA Negeri 1 Purworejo, a film could make students interested. Harmer (2007: 308) states that films can provide 'language in use' and

they will allow students to see a whole lot of paralinguistic behaviour.

Considering the problem that the researcher found, the researcher developed listening and speaking materials which provided input in the form of films with attractive tasks that would help senior high school students learn listening and speaking.

There are three research questions in this study: 1) What are the target and learning needs of grade XI students of senior high schools in learning listening and speaking? 2) How should film-based listening and speaking materials be developed for grade XI students of senior high schools? 3) What are appropriate film-based listening and speaking materials for grade XI students of senior high schools?

## **RESEARCH METHOD**

The research was categorized into educational research and development study or R & D. Borg and Gall (2003: 569) states that in this type of research, the findings will be used to design new products and procedures.

The data collection for needs analysis was conducted on August 3rd, 2017 at SMA Negeri 1 Temanggung. The school is currently using Curriculum 2013. The school was selected because there are many other schools which have the same characteristics as SMA Negeri 1 Temanggung. The participants of the study were 26 grade XI students and the English teacher of SMA Negeri 1 Temanggung.

The research procedure combined the model of course design suggested by Masuhara in Tomlinson (1998: 247) and model of materials writing suggested by Jolly and Bolitho in Tomlinson (1998). The research procedure included a needs analysis, developing a course grid, producing the materials, evaluating the materials, and revising the materials.

To obtain students' needs, the researcher used a needs analysis questionnaire that was distributed to the students and conducted an interview with the English teacher. Another questionnaire was used to evaluate the materials through an expert judgement after developing

the first draft of the materials. The items in the expert judgment questionnaire were to determine the appropriateness of the materials which are content, presentation, language, and layout. From the expert judgement questionnaire, the researcher received feedbacks from an expert for the developed materials which were useful for revising the materials in the following step.

There are several data analysis techniques used in this study. Data from the first questionnaire were analyzed quantitatively using percentage to know the students' tendency. Then, The data from the second questionnaire which was the questionnaire for evaluation through expert judgement were measured using Likert scale, a device to find the strength of feeling or attitude toward a given statements, and the higher category chosen, the greater the strength of agreement (Bell, 2005: 142). The qualitative data which were obtained through interview were analyzed using Miles and Huberman (1994) steps in analyzing qualitative data which

were data condensation, data display, and data conclusions.

## **RESEARCH FINDINGS**

After the needs analysis had been conducted, there were two aspects found out: target needs and learning needs. The target needs consist of lacks, necessities, wants, and the learning needs consist of goal, input, procedure, setting, learners' role, and teacher's role.

For the lacks, there are some difficulties that students face in listening and speaking. The problem in listening is that students can acknowledge phrases only when the speaker speaks slowly which means that they still have difficulties in understanding what native speakers say. Moreover, the problem that students face in speaking is usually they still have a difficulty in grammar when speaking in English and they have limited vocabulary. For the necessities, students need to be an active participant in the classroom. Besides, they need to understand intonation and stress in English and also to be able to communicate fluently. For the wants,

the most activity that students want in listening is listening to a recording then answering some questions. While for the speaking activity, they like to act out dialogues.

For the goal, most of the students agree that their goal in English learning is to communicate fluently in English.

For the input, students and the teacher believe that films are helpful and interesting for learning listening and speaking. The themes that they prefer to be in the films for listening and speaking are daily life, teenage life, or friendship. Besides, the film-length should be around 1-3 minutes. Because of this, films that are used as the materials are short films or videos.

For procedure, students prefer activities such as listening to a recording, then repeating it to learn how to pronounce something. Besides, they like identifying and correcting incorrect sentences.

For the setting, based on the findings, most of the students choose individual and pair tasks for listening, and pair tasks and big

group (more than 4 students) tasks for speaking. Moreover, classroom and language laboratory are the preferable places to study.

For learners' and teachers' role, students want to be active in the classroom, such as being active in discussions. Besides, students prefer that the teacher play again the recording, then give an exercise when they find difficulties in listening. For speaking, students want the teacher to give homework or a discussion with other students about the difficulties in speaking. Moreover, teacher should be the facilitator to make the students become active participants in listening and speaking.

After the results of the needs analysis have been found, the researcher designed a course grid. The course grid consists of basic competencies, core competencies, the topic and title of each unit, indicators, activities, and several aspects that are learnt in the unit including grammar, pronunciation, vocabulary and language function. Each unit consists of 15-16 tasks.

All the units in the materials were developed with three parts: introduction, main lesson, and reinforcement. All of the tasks were developed based on the procedure of task-based instruction. The units are based on core competencies 1, 2, 3, 4 in Curriculum 2013. The basic competencies are 3.1 and 4.1 for unit 1, 3.2 and 4.2 for unit 2, and 3.3 and 4.3 for unit 3.

After the first draft of the materials have been developed, they were evaluated by an expert through an expert judgment. In the expert judgment, a questionnaire was used. The aspects of the materials that were evaluated were: the appropriateness of the content, the appropriateness of the display, the appropriateness of the language, and the appropriateness of the graphic.

According to the expert judgment, the materials were categorized as “very good” with the mean value of 3.91. This means that the materials are appropriate to be implemented in grade XI students of senior high schools. However, there were several parts of the materials

that need revision as suggested by the expert. In general, the expert suggested that the grammatical mistakes should be correct, and the sources should also be added under the pictures, not only written in the last page of the materials.

## **CONCLUSION AND SUGGESTIONS**

In conclusion, based on the results of needs analysis, most of the students want to be able to communicate fluently in English. Besides, they need to learn grammar, vocabulary, pronunciation, and stress. Moreover, they want to be active participants and need the teacher to facilitate them to be active participants in the learning process.

There were five steps in the process of developing the materials. The first step was doing a needs analysis. The second step was developing a course grid. The third step was the production of the materials. The fourth step was the evaluation or expert judgment. And the last step was the revision.

Based on the expert judgment, the materials were considered to be appropriate. The

materials have the main value of 3.91 which falls into a “very good” category. Each unit of the materials was divided into five parts, namely introduction, main lesson, reinforcement, summary, and reflection.

Teachers need to use the developed materials in teaching listening and speaking because the materials are appropriate to be implemented as listening and speaking materials for grade XI students of senior high schools applying Curriculum 2013. The use of the materials can improve the students’ listening and speaking skills. Moreover, the materials will encourage students to be active in learning as the tasks in the units were designed to make students become active participants in learning listening and speaking activities.

For other researchers or materials developers, they should develop materials based on students’ needs and based on the curriculum used. Besides, they should develop materials which can encourage students to be active learners to improve their English communication skill.

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