

DEVELOPING VIDEO MEDIA AS LISTENING SUPPLEMENTARY MATERIALS FOR THE SEVENTH GRADE STUDENTS'

PENGEMBANGAN MEDIA VIDEO SEBAGAI MATERI PEMBELAJARAN TAMBAHAN LISTENING UNTUK SISWA KELAS TUJUH

Bethsaida Chandra Dewi, Ashadi, Ed.D., English Language Education Department, Faculty of Languages and Arts, State University of Yogyakarta, bethsaidacd@gmail.com

Abstract

The current study is aimed at identifying the needs of grade-7 students of the junior high school in terms of English teaching and learning contexts and developing the appropriate listening lesson materials and media for the seventh grade students of the junior high school.

The study belongs to Research and Development (R&D) research. The subjects of the study were grade-7 students of the junior high school in the academic year of 2016/2017. The procedure adapted the ADDIE research design (Branch, 2010). The steps of research were: (1) conducting needs analysis, (2) designing a course grid, (3) developing listening materials and media, (4) evaluating the developed materials and media, and (5) revising the final draft of the materials. The needs analysis was conducted by distributing questionnaires to the students and interviewing the English teacher. Data were in the forms of quantitative data from the questionnaires and qualitative data from the interview. The results were then used to develop a course grid as the guideline to develop the units of materials and media. The developed products were then validated using expert judgment questionnaires. The questionnaires were analyzed using descriptive statistics, while the semi-structured interview was transcribed and interpreted.

The findings reveal that the students need more relevant materials and media to help them learn listening skills. The research products are listening materials and learning multimedia which contain video recordings for the students and teachers in the listening lesson. Each unit covers pre-listening, extensive listening, intensive listening and post-listening. The topics are derived from Curriculum 2013: self-introduction and information about public buildings and jobs. The task settings are varied from individual to group discussions including monologue and dialogue videos, audio recordings, and the listening activities which can be used autonomously. The overall results of the evaluation show that the mean value is 3.54 which falls into the category of "Very Good". It implies that the developed materials and media are appropriate to be implemented in the listening lesson process for grade VII students.

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi kebutuhan siswa SMP kelas 7 pada konteks pembelajaran Bahasa Inggris dan untuk mengembangkan materi dan media pembelajaran listening pada siswa SMP kelas 7. Penelitian ini dikategorikan sebagai penelitian Research and Development (R&D). Subyek penelitian ini adalah siswa SMP kelas 7 pada tahun pembelajaran 2016/2017. Prosedur yang digunakan diadaptasi dari desain penelitian ADDIE (Branch, 2010). Langkah-langkah penelitian sebagai berikut: (1) melakukan analisis kebutuhan, (2) mendesain course grid, mengembangkan materi dan media listening, mengevaluasi materi dan media yang dikembangkan, dan memperbaiki produk akhir dari materi. Analisa kebutuhan diadakan dengan menyebarkan angket pada siswa dan mewawancarai guru. Data yang didapatkan dalam bentuk data kuantitatif dari angket dan kualitatif dari wawancara. Hasil yang didapatkan kemudian digunakan untuk mengembangkan course grid sebagai acuan untuk mengembangkan unit-unit dari materi dan media. Produk

yang dikembangkan kemudian divalidasi menggunakan angket penilaian ahli. Hasil angket dianalisa menggunakan statistika deskriptif sedangkan wawancara semi-terstruktur ditranskrip dan diinterpretasikan. Hasil penelitian menunjukkan bahwa siswa membutuhkan materi dan media yang lebih sesuai untuk membantu mereka mempelajari ketrampilan mendengarkan. Produk penelitian merupakan materi listening dan multimedia pembelajaran yang berisi video untuk siswa dan guru dalam pembelajaran listening. Masing-masing unit melingkupi pre-listening, extensive listening, intensive listening dan post-listening. Topik-topik berasal dari Kurikulum 2013: pengenalan diri dan informasi mengenai tempat umum dan pekerjaan. Setting tugas divariasikan dari tugas mandiri hingga diskusi kelompok termasuk video monolog dan dialog, rekaman suara dan aktifitas listening yang dapat digunakan secara mandiri. Hasil keseluruhan dari evaluasi produk menunjukkan rata-rata nilai 3.54 yang dikategorikan sebagai 'SangatBaik'. Dapat disimpulkan bahwa materi dan media yang dikembangkan adalah sesuai untuk digunakan pada proses pembelajaran listening untuk siswa SMP kelas 7.

INTRODUCTION

Listening is A basic skill that should be learned early in English language learning. Listening becomes important in oral communication because people should listen to different varieties and accents not only British English or American English, for example, but also other varieties such as South East Asian, Australian, Indian, and even South African English (Harmer, 1998; Kachru, 1990). For students, the listening skill is very important to be taught especially in the early language learning. A person learning a language will first hear then speak then read and finally write (Scott & Ytreberg, 1990). Listening is receptive use of language and the goal is to make sense of speech (Cameron, 2001). It can be concluded that listening is the most basic skill. Particularly, the focus of the mentioned skill is on the meaning of the conversation.

During listening, one is reviewing a lot of English usage such as vocabulary, grammatical structures, intonation, accent, and interpretation. Therefore, every learner needs to learn listening as a basic ability to be able to communicate fluently and effectively. By learning the skill, it will help the students learn the language more easily as the aim is for them to communicate using English.

In Indonesia, English is one of the subjects which is formally taught in year 7. Even in some elementary schools, it is

taught as a local content subject. Realizing the importance of English for students, the government takes part in regulating the education policies including the curriculum and syllabus. English teachers only follow the curriculum and syllabus provided and then design the lesson plans containing materials and indicators that should be achieved by the students. The condition above indicates that the students learn English in the classroom by whatever activities given by the teacher based on the lesson plan including the media used. Tomlinson (2008: 38) mentioned that the access to the language through the media and the standards achieved in the school system give English *a greater currency* that means the frequent contact to the language through media will help the students to accept English because media help them to learn easily. In reality, there are already some provided media made by people mastering EFL, but it seems that the children are bored or uninterested mostly because the media are too difficult to suit the students' level. Therefore, teachers should provide interesting and fun media, so that the students would not be bored during the learning.

The pre-observation in some junior high schools indicated students' lack of oral skills. English teachers in the junior high school were teaching reading and writing skills more than speaking or listening skills. In teaching listening, they usually taught in

conventional ways using *drills* which then made the students anxious when doing listening activities using recorded media because they were used to listen to English repeatedly and in slow speed. There were times when they could not catch the familiar words because of the incorrect pronunciation from their prior knowledge. Most schools already provide media for teaching learning such as monitors, LCD projectors, computers, speakers and tape-players. However, it seems that not every teacher uses the media optimally. The problem is that for the students' level, there are rarely listening materials as models on how to have conversation or as resources to improve the language learning. At first, the students may seem enthusiastic when tape recorders or any listening media were provided for them, but then they seemed bored when the listening activities were going. Moreover, the materials were considered as hard because they were used to learning listening by *drills*. It was the reason why the teachers choose to use conventional way because it is easier for the students. The tedious situation was plagued since the students of the first year in the junior high school, so when they entered their second and third year, they did not show enthusiasm anymore for listening and thought that listening was too hard to learn. These situations were the reasons why the schools chose not to teach listening.

Therefore, it could be concluded that the seventh grade students of junior high schools need media as the tools in the teaching-learning process especially for listening. Providing listening lessons through video is one of the activities. Most students nowadays enjoy watching viral videos, tutorial videos, or even just someone's daily activity videos. Even though their first purpose of watching video is to get the information given by the video maker, but they will be unaware of having listening learning in which they are not only learning about the voice or the meaning of the words spoken but also intonation, pitch, expression or even stress patterns. Through

videos, children can also be presented to real uses of conversations and expressions while having public speaking or conversation.

A video could be a good medium in teaching listening and it might also encourage autonomous learning. For this reason, the materials composed in the recording should be adjusted to the junior high school students' level of English language proficiency so that the students may feel more relaxed when they try to figure out the contents. In addition, embedding some graphics or sound effects may be important to increase students' enthusiasm in listening activities, especially when the videos are included in the learning media that could help the students to operate them autonomously. The listening learning media could already consist of video recordings, voice recordings, and listening activities. It is efficient enough to be a medium to help in teaching-learning activities. In addition, there is a module to guide the students to understand the contents of the video and to do tasks to measure their understanding.

Concerning the issues above, a new form of materials and media was required in listening teaching-learning activities. The new media developed should be in the form of several videos put in a listening learning media and supplementary module as the listening input to support teaching-learning progresses to motivate the students in language learning.

In the end, efforts should be made in order that the students enjoy the activities of listening and visual graphics, which are rarely found in their usual listening classes.

The formulation of the problems of the present study are:

1. What are the needs of grade-7 students of the junior high school in learning listening?
2. What are the appropriate materials and media for the seventh grade students of the junior high school in listening learning activities?

RESEARCH METHOD

This study is categorized as Research and Development (R&D). It was conducted in one of the junior high schools in Kulon Progo Regency. The research subjects were the seventh graders of the junior high school. Two classes participated in the study. Each class consisted of 32 students. The interview was done by interviewing the teacher who taught the English subject for grade 7.

The procedure of the study adapted the ADDIE design (Branch, 2009). The research steps are (1) conducting needs analysis, (2) designing a course grid, (3) developing listening materials and media, (4) evaluating the developed materials and media, and (5) revising the final draft of the materials.

The needs analysis was conducted by distributing questionnaires to the students and interviewing the English teacher. Data were in the forms of quantitative data from the questionnaires and qualitative data from the interview. The results were then used to develop a course grid as the guideline to develop the units of materials and media. The developed products were then validated using expert judgment questionnaires. The questionnaires were analyzed using descriptive statistics, while the semi-structured interview was transcribed and interpreted. Then, the data were calculated by using a formula proposed by Widoyoko (2009). Meanwhile, the data from the interviews were analyzed using the qualitative data analysis model proposed by Miles, Huberman and Saldana (2014).

RESEARCH FINDINGS

In relation to the instructional goal in learning English, the results reveal that most respondents viewed English as a subject to be accomplished in the school. They also admitted that they learned English to communicate with classmates and English teachers during English lessons. They still viewed English as a subject to pass. Therefore, the materials developed are oriented to the 2013 Curriculum as the

implemented curriculum in Indonesia at present.

The students also claimed that they are in a beginner level. Besides using English in a classroom, they also said that they use English for communicating with foreigners in public places. Therefore, they thought listening activity is very important to help them to practice understanding the meaning of what the opponent talks about. Those needs are presented in the materials developed which covered the materials for listening lessons and was built to match the students' English proficiency level which is the beginner level.

For the learner's interest about topics, they wanted to learn about people jobs, information about public areas, individuals, people, and animals. For the language functions, they wanted to learn about greeting and replying to greetings, self-introducing, thanking and replying to thanking. Those topics were derived from the basic competences of Curriculum 2013 (2016 Revised Version) which are Basic Competences number 3.6, 3.4, 3.2 and 3.1 and then were developed into Course Grid forms. The course grid was the guide to develop three units of listening materials in which the titles of each unit are representing the topics. The title of Unit I is "*Hello! It's Me.*" which has Basic Competences number 3.1 and 3.2 because the students need to be shown to the language function that is introducing oneself that will be taught in the unit and also the topic of the unit. The title of Unit II which has Basic Competences number 3.1 and 3.4 is "*Thank You for the Wonderful World.*" because the students need to learn about public buildings in their surroundings and the language functions about thanking and replying to thanking. The last unit title which has Basic Competence number 3.6 is "*What does She*

do?” because the students need to be shown to the material about what the people do as their occupations. For Core Competences 1 and 2, each unit is provided by “*Did you know?*” or “*Quotes of the day!*” box sections to broaden the students’ understanding of moral values. The box sections provide intercultural focus and develop critical social awareness. The development of the materials was based on Graves’s (2000: 156) considerations for developing good materials.

The recording duration they wanted to learn was between 2 and 4 minutes. Therefore, the videos were developed in the length of 2-4 minutes. The students also wanted to learn the listening lesson in the form of monologues and dialogues. It could be found in video Unit I which shows the monologue version and in videos Unit II and unit III which show the dialogue version.

The next aspect in conducting needs analysis is about learners’ preference in the learning process. The listening activity that most of the respondents wanted was choosing *True* or *False* of statements, answering questions, and filling blanks of monologues or dialogues based on the recordings. For the setting, the students wanted to do the task in pairs. However, in the materials, it shows that it has so many classroom settings such as individual, pairs and whole class settings. It is important to vary roles and groupings and vary activities and purposes (Brewster & Ellis, 2004; Brown, 2004; Nunan, 2004; Graves, 2000). The different activities avoid students’ lack of motivation of the constant activity and catch students’ attention with new activities to do (Harmer, 1998).

After analysing the needs, the next step proceeded with developing the materials in the form of students’ workbook, and it was also equipped by learning multimedia which

consisted of audio and video recordings in a CD. The workbook consisted of three units following the principles of Task-Based Instruction approach proposed by Nunan (2004: 35-37). All units have the same sub-units namely *Gird Yourself!*, *Tune in.*, *Do you hear what I hear?*, *Yes, I can!*, *Tell me something I don’t know.*, *Let’s replay!* And *Reflection*. The *Gird yourself!* is to make the students predict what they are going to learn. The lesson is divided into four stages adapted from Field’s (2009) current format for teaching listening lessons namely pre-listening, extensive listening, intensive listening, and post-listening.

Tomlinson (2008: 38) mentioned that the access to the language through the media gives English *a greater currency* that means the frequent contact to the language through media will help the students to accept English because media help them to learn easily. Besides providing only audio-recording during listening lessons, using video as media for teaching listening skills has so many benefits (Deakin, 2014; Daryanto, 2010; Harmer, 2001). It can catch students’ attention and motivation in learning because they are interested in watching the video (Woottipong, 2014; Stempleski, 2002; Brown 2001; Harmer, 2001).

To provide the students with autonomous learning, a media that can be easily accessed is needed (Brown, 2004). A learning multimedia provided a fun element to the learning process and enhanced students’ learning of the material (Smaldino, *et.al.*, 2007). The learning multimedia developed only provides the listening activities which are *Aims of the Unit*, *Gird Yourself!*, *Tune in.*, *Do you hear what I hear?* and *Yes, I can!*. It presents audios, videos, graphics, texts, and animation in the form of computer software that can be

controlled by the learners themselves or by the teacher in a classroom. It is available in a compact disk (CD).

After the process of developing materials and media was done, the next process was evaluation through expert judgment adapted from a materials evaluation by *Badan Standar Nasional Pendidikan* (2014; 2008) and a learning media evaluation theory adapted from Achsan (2008). The evaluation was done by distributing the Likert-Scale questionnaire to the material evaluator. There were two main aspects of the materials that were evaluated. The first aspect was the evaluation for students' workbook. It consisted of four sub-aspects which were the appropriateness of the content, language, presentation, and layout (BSNP, 2014; BSNP, 2008). The second aspect was the evaluation for the video recordings and the learning multimedia. It consisted of the appropriateness of the speakers, video presentation, and learning multimedia presentation (Achsan, 2008). The overall results of the evaluation presented that the materials were good enough as the mean value was 3.54 which falls into the category of "Very Good" (Widoyoko, 2009). It implies that the developed materials and media are appropriate to be implemented in listening lessons for grade VII students based on the evaluation adapted from BSNP (2014; 2008) and Achsan (2008).

CONCLUSION

Based on the needs analysis mentioned in the previous section, it could be concluded that the students should be provided with more relevant materials and media that meet their needs. They need materials that could motivate them in learning English. Most of the students' current English proficiency level is categorized as beginners, but they want to

use English to communicate with English native speakers. Therefore, most of the respondents thought that listening activity is very important to help them to practice understanding the meaning of what the other party talks about. However, they had difficulties in understanding the new vocabularies and distinguishing sounds in pronunciation. They assumed video is very helpful to be used as listening input. The topics chosen were about people's jobs and public areas information. The language functions they wanted to learn were sending greetings and responding to greetings, self-introducing and thanking and responding to thanking. Those topics are based on Curriculum 2013 for grade 7. They wanted the recording duration around 2-4 minutes. During the lesson, they wanted to do various listening activities with the help from teacher, dictionary, the internet, or any other provided media.

The overall results of the evaluation presented that the materials were good enough as the mean value is 3.54 which falls into the category of "Very Good" (Widoyoko, 2009). The materials are considered as appropriate to be used for listening skills. The developed material consists of learning goals, language input, procedure of what the learners will do with the input, various task types, teacher and learner roles and classroom settings (Nunan, 2004). They were also developed by formulating the needs analysis results to meet the learners' needs and preferences (Nunan, 2004; Graves, 2000). The learning multimedia also contribute to make the listening media to be easily operated and accessed by the users (Brown, 2001). It makes the materials and media developed be used by the students autonomously as supplementary materials.

However, there are some lacks in the developed products. In the listening media which is in form of videos, the voice of the speakers is not fully clear because the videotaping does not use a microphone to record the speakers voice. There is also lack in the term of grammatical errors. There are some grammatical mistakes pronounced by the speakers. The videos are not authentic enough in the term of the video setting. In form of listening materials, there is also lack in the term of linguistic item needed to be provided for learning listening. These problems should be considered for future research in developing listening materials and media.

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