

## DEVELOPING LISTENING MATERIALS FOR MULTIMEDIA STUDENTS

Erli W. Sudarmiati, Sintha Tresnadewi, and Andi Muhtar

Universitas Negeri Malang

*erlisudarmiati@gmail.com; sintha.tresnadewi.fs@um.ac.id; andi.muhtar.fs.@um.ac.id*

---

**Abstract:** The need for competent workers keeps rising with the rapid growth of the global economy. Vocational high school plays a role in preparing its graduates to have professional competence. Other than professional competence, the industrial and business world also requires the applicants to have good English proficiency. ESP is implemented in supporting this requirement and preparing vocational students for the global market. However, not all vocational students get ESP because of some factors which has resulted in the practice of GE rather than ESP. A preliminary study finds out that among language skills, listening is frequently neglected in the English classroom at vocational high school. Students also face some difficulties in improving their listening competence, which was partly caused by the unavailability of listening materials for ESP. This study uses research and development design to develop listening materials which also covers grammar point related to simple past tense and present perfect tense. The material development was done by integrating GE and ESP to facilitate students from multimedia program learn the target language based on their academic major. The final products are student workbook, teacher book, and audio recordings that have been validated by experts and have been tried out to students.

**Keywords:** *English for Specific Purposes, Listening Materials, English for Multimedia Major Students*

---

### INTRODUCTION

In Indonesia, English is a compulsory subject for secondary schools, including vocational school. However, English for vocational school has a different purpose. It is written on the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 that vocational education is a secondary education program for preparing learners for a specific job. In order to prepare the students for the professional program, ESP (English for Specific Purposes) is applied because it is designed with the purpose to meet learner's needs to work or study in a particular discipline (Vogt & Kantelinen, 2013).

By applying ESP, students are expected to have a good English proficiency by the time they graduate and they can use English at the workplace. It means that everything taught in vocational high school should be related with their future career. Regarding this purpose, Roshid and Chowdhury (2013) believe that English skill influences prospects of employment, especially in contributing to the possibility of "secure" and "better" jobs.

However, in reality, not all vocational high school in Indonesia apply ESP. Students do learn English, but the materials are categorized as general English with no specific association with students' academic major. Several vocational high schools still cannot provide an appropriate English textbook which is research-based and appropriate for student's needs and industry (Sumarsono et al., 2017:29). The English textbook that has no materials related with students' needs in the industry can affect the students because there will be insufficient knowledge in English in the area of students' major study. This case will bring a mismatch between vocational graduates' academic competence and workforce requirement because there is no material related to practical pragmatics available for the students' academic major (Amin et al., 2017).

A study done by Mahbub (2018:230) found that English teachers at Jember, Indonesia used the same textbook which had inadequate content for vocational high school students. The teachers also stated that they were not really interested in developing the material because of the unavailability of financial support from the institution, the limited learning and teaching time,

---

and the lack of knowledge on how to develop a learning material to suit the students' academic major.

Listening is one of the four language skills the students need to master. Rost (2002:2) describes listening as a process of receiving what the speakers are saying, constructing and representing meaning, negotiating meaning with the speakers and responding, and creating meaning through involvement, imagination, and empathy. Despite its complexity, listening should not be put aside as it is the major component in language learning and teaching (Brown, 2001).

In second language learning, listening is taught to facilitate the understanding of spoken discourse (Richards, 2008:3). This also holds true for foreign language learning. A student who does not listen well will face difficulty in the later step of the complex pattern of language acquisition in the communicative classroom (Rintaningrum, 2018:8). Additionally, practicing listening gives the learners a real-world context because they will be able to identify words in acoustic or normal conversational speech (Brown, 2010:157).

Hattingh (2014:99) believes that listening is a valuable source of input in language learning and development. Mendelsohn (1994, as cited in Gilakjani, 2011:977), claims that in the aspect of communication, a human spends almost 40-50 % for listening, 25%-30% speaking, 11%-16% reading, and about 9% writing. From this research, it is clear that listening plays a big role in communication. Additionally, listening also holds an important role in language learning which carries on the complex process. Thus it needs prominent and careful attention in teaching (Sularti et al., 2019:246).

However, some students still face difficulties in their listening. Various problems can cause the difficulty, for example 1) problem with sounds, 2) problem to understand every word, 3) problem to understand fast native speaker, 4) need to hear thing more than once, 5) difficulties to keep up, and 6) tiredness (Ur, 1996: 111-112). In terms of the material, Sulastri et al (2019:247) found that 87% of 23 students in their study say that the listening materials they get at school are completely different from what they practice in daily conversation.

For vocational students, listening helps them to communicate better and to understand the spoken command in the workplace. However, some vocational schools do not provide a workbook with listening materials which are related to the student's major. During the university internship program, the researcher found that there was no listening material related to the student's major, namely multimedia major, which will bring a mismatch between the graduate competence and the workforce requirement (Amin et al., 2017). It becomes a concern for it is a crucial need of the students to be able to get an English lesson which is suitable for their future career.

For this reason, there is a need to develop listening materials to support students' listening activity by considering the learning needs. As stated by Cunningsworth (1995:138), when the material is lacking in a particular area, the teacher can seek supplementary materials or create the new one. The listening materials are in the form of audio recordings, student workbook, and teacher book.

## **METHOD**

This study uses research and development (R&D) as the research design. The research procedure has five steps adapted from Borg and Gall (1989). Those steps are: 1) research and information collection (need analysis), 2) product development, 3) expert validation and first revision, 4) try-out and second revision, and 5) producing final products.

The first step is needs analysis. The participants were 32 tenth graders of multimedia program at SMKN 10 Malang. The students were categorized in A2 level based on the CEFR descriptors. A questionnaire contained close-ended questions was distributed to students and the

results were analyzed to yield the frequencies of each aspect. For the English teacher, a structured interview was conducted to collect the preliminary data from teacher's point of view so that the products would meet their needs. The interview results were analyzed descriptively to be summed up and were translated into English as it was carried in Indonesian language. The data from needs analysis were very much considered in developing the listening materials.

After finishing the needs analysis, the next step was developing the products. This process consisted of several steps. The first step was setting up goals. The result of the needs analysis became the most significant aspect. The goals were derived from the general guideline from 2013 Curriculum for vocational high school with the basic competences 3.6 and 4.6.

The second step was collecting materials, followed by selecting and modifying the materials. During this period, the researcher conducted a research to gather the technical terms related to multimedia major study. The words were used in the final product because the students needed the knowledge related to their major study. The technical terms were collected from the Internet and the multimedia book reference.

Since this study was aimed to develop listening materials, it required the researcher to develop the recording audio. The next step was working on the transcript for by implementing the technical words chosen.

The sixth step was designing the listening activities and answer keys after the scripts went through several revisions. The activities for each recording consisted of pre-whilst-post listening activity to follow the standard of good listening activity that is recommended by Rost (2002:2). The various activities were designed to prevent the students from boredom; therefore it also contained some ice-breaking activities. The kind of activities were vocabulary builder, matching picture, multiple-choice, rearranging the sentences, gap filling, true or false, short answer, and discussion.

The workbook was developed based on the notion of top-down process. According to Gilakjani (2011:977), top-down process uses background knowledge for understanding the meaning of the message. Before coming to the whilst activity, the students were given the pre-activity to build their knowledge and to familiarize the words spoken in the recording. In the end, post-activity listening was prepared to strengthen the listening skill along with the additional knowledge.

The next step was developing the recording audio. Thirty-one recordings were made with different topics for each. The speakers were English department students. Several aspects such as the speech rate, pronunciation, intonation, accent, and clarity became the prior attention in the production of the recording. The recording process was done at home studio with a proper recording equipment to guarantee the quality of the sound recording. *Audacity* and *Studio One* were used for sound editing and mixing.

The next stage was developing student's workbook and teacher's book. *Adobe Photoshop*, *Corel Draw* and *WPS Word Office* were used to design and edit the workbook. The content for student workbook is the listening activity including the pre, whilst, and post-activity. Different from the student workbook, the teacher book has some additional contents such as transcript, teaching manual guide, and answer key.

After the products development, validation process was done involving two lecturers at English department Universitas Negeri Malang. The results and suggestion from expert validators became the basis to do the first revision. The assessment instrument used was a questionnaire by applying 4 levels of Likert scale to avert the ambiguity.

The next stage was product try out. The design, the activities, the material chosen, the topic, recording quality, the speakers' speech rate, accent, and pronunciation were tried out to the students and teacher to get feedback. Then, the students and the teacher were given a questionnaire to evaluate the products so that it can be revised before the products came to its final version.

After the products were revised, the final products were ready to be used as learning materials to teach English for the tenth-graders of multimedia program at SMKN 10 Malang.

## FINDINGS AND DISCUSSION

### Findings

In the needs analysis stage, there were two types of instruments used which were the students' questionnaire and interview guideline for the teacher. The results of students' questionnaire are presented on the table below.

**Table 1.** Students' Problem in Listening

Problem	Frequency	Percentage
Speakers speak too fast	25	20.66%
Unclear sound from the recording	19	15.70%
Unfamiliar vocabulary	18	14.88%
Noise from outside the class	17	14.05%
Difficult to keep focused	15	12.39%
Long sentences	12	9.92%
Unfamiliar topic	10	8.26%
Speaker's accent	4	3.31%
Classroom building construction	1	0.83%
Other	0	0

The problems are categorized into linguistics and non-linguistics problems. The problem that can be solved by the development of the listening materials are the linguistics problems such as, speaker speech rate, unclear recording sound, unfamiliar vocabulary and topic, long sentences, and speakers' accent.

**Table 2.** Students' Perception of Listening Workbook

Statement	Yes	No
Do you need a listening workbook?	84.34%	15.66%

From the percentage gap, a listening workbook is needed. Thus, the final products will be beneficial for the students.

**Table 3.** Students' Perception of English Material

Statement	Yes	No
Do you think that the materials for learning English are related with your academic major?	63.50%	37.50%

Based on students' response, 37.50% students claimed that the materials available were not related with their academic major. Therefore, it was necessary to develop the textbook.

Teacher interview was mostly focused on how listening was taught to the students. From the interview result, the biggest problem in teaching English was students' low learning motivation. They do not think that English is important because it has nothing to do with their academic major. Therefore, ESP is not maximally taught as student' have low English proficiency. Thus, GE is more prioritized. Listening is rarely taught as it requires more effort from preparing the equipment, building students' background knowledge, and coordinating students.

Therefore, developing listening materials which were suitable with students' needs, academic major-related, and ESP based was essential. The activities on the workbook were divided into two, for classroom learning and students self-learning. The self-learning materials were developed with the consideration that students spent most of their time outside the classroom. Different with senior high school students, vocational students have a shorter time at school because they should do internship program.

Below is the table containing the detail of the materials and activities developed.

**Table 4.** Listening Materials and Activities

Unit	Topic	Pre-listening	Whilst-listening	Post-listening
1	Last Holiday (Simple Past Tense)	Discussion	Matching pictures	Discussion
		Pronunciation practice	Short answer	
		Vocabulary builder	Gap filling	
2	Childhood Memory Lane (Simple Past Tense)	Discussion	Matching	Summarizing
		Pronunciation practice		
		Vocabulary builder		
3	Sharing happiness through blood donation (Present Perfect Tense)	Discussion	Matching the statements by giving a check on the table	Peer interview
4	Let's get to know more about Present Perfect (Present Perfect)	Completing table of verbs	Filling the gap	Peer interview Summarizing
5	Assessment Unit (Simple Past Tense and Present Perfect Tense)		Matching pictures Rearranging sentences Classifying Drawing a dot based on the specified time	
6	Job and career: Part 1 (Simple Past Tense and Present Perfect)	Discussion	Filling in the blank	Summarizing
		Matching	Filling the gap	Peer interview
			Classifying Short answers	

7	How did I do it? (Simple Past Tense)	Discussion	Numbering pictures	Summarizing
8	Passion living in my soul (Simple Past Tense)	Vocabulary builder	True or false	Discussion
		Pronunciation practice	Filling the gap	Summarizing
		Discussion		
	ICE BREAKING: Bingo Game	-	Guess the sound	-
9	Working situation (Present Perfect)	Classifying words Discussion	Matching	Discussion

The needs analysis results then became the basis to develop the products. After the products had been developed with a number of revisions, the next step was expert validation. Two experts evaluated the products. The score from both validators then became the indicator whether the products were valid or not. The mean score was 81% which means that the products were considered good.

Right after the expert validation, first revision was done based on experts' feedbacks. Once the revision was done, the products were ready to be tried out to the students. Due to COVID-19 outbreak, the try out was done online by Zoom meeting. Since it was done online, there was a little adjustment. Activities which were supposed to be done in groups were not tried out, yet students were given an explanation about it. Still, every materials and activities were explained to students and they did the listening exercise.

After trying out the products, students were given questionnaire for them to evaluate the products. Their feedbacks would be used to do the second revision before the products came to the final version. The results of students' questionnaire after product try out are presented below.

**Table 5.** Students' Perception of the Content on the Workbook

Statement	Strongly agree	Agree	Disagree	Strongly disagree
The instructions are clear	70%	10%	20%	-
The topics are interesting	40%	60%	-	-
The topics are related with my academic major (multimedia)	40%	60%	-	-
The task and exercises are interesting and engaging	60%	40%	-	-
The content in the workbook can improve my English proficiency	40%	50%	10%	-
The content in the workbook and audio recordings can improve my listening proficiency	70%	20%	10%	-
The vocabularies are related with my academic major (multimedia)	20%	80%	-	-
The vocabulary used are varied	40%	50%	10%	-
I learnt a lot of new vocabularies	40%	50%	10%	-

From the tables above, students gave positive feedback to all the statements. It means that the products had met their expectations which were stated on needs analysis. Not only had the students, the teacher also given the feedback related to the products. Most of the feedbacks were positive just like the one coming from the students. The aspects assessed were almost the same, but there were additional aspects which were the effectiveness of the book and the suitability of the teacher's book.

The instruction at Unit 8 needed to be revised as the students had difficulty to understand since the recording was longer than the others. Therefore, the teacher needed to pause the recording part by part to discuss what the speakers were talking about. The only revision needed was on Unit 8. The rest were considered good based on students' feedback.

### **Discussion**

This study aimed to develop listening materials in the form of a student workbook and audio recordings as the complement to be used in English learning and teaching process at SMKN 10 Malang, and teacher book as the teaching guide. The materials were designed to suit the students' major study with the hope to improve their listening skills and prepare for the professional program requirement after they graduate. The product was adjusted to the student's level of proficiency which was the result of two months of observation. The products were developed based on the basic competencies 3.6 and 4.6 of 2013 Curriculum focusing on the teaching of simple past and present perfect tense.

The materials covered both general topic and multimedia disciplines as the target were multimedia students in vocational high school. Since the students were still in the low English proficiency level, GE (General English) was taught at the first 5 units before they learned English for Specific Purposes. To manage the effective learning, the tasks were divided into two which were in-classroom learning with teacher's guidance and student self-learning for them to improve their listening comprehension and English proficiency outside the classroom. In term of listening activity, the book was designed by applying pre, whilst, and post-listening that helped students in listening as they were guided step by step about the topic discussed.

Although the try-out was done online, students were enthusiastic in joining the lesson despite the difficult circumstance. The difficulty level matched their level and so did the various listening activities. They also showed their excitement to learn English while learning about multimedia discipline and it attracted their interest. The teacher book gained attention from the teacher as it was developed as the manual guide to help the teacher teach and apply the tasks in the classroom.

### **CONCLUSIONS**

The development of student workbook, audio recordings, and teacher book were done because of the lack of textbook provided in the school. The feedbacks obtained from the students showed that they like the design, contents, and activities developed. They also got two benefits in one book which was studying GE (General English) and ESP (English for Specific Purposes). The book received a positive feedback especially from students because their essential needs, ESP related materials and lessons are presented on this book. The main focus of these products was teaching simple past tense and present perfect tense through listening because the students rarely had listening activity and some of them think that listening was difficult and boring, but the content and activities designed gained their attention.

All in all, the products were suitable to be used in English listening classroom for the tenth graders of vocational high school majoring in multimedia. The workbook provided materials for

the students to learn GE to strengthen their concept and understanding of simple past tense and present perfect tense as the first requirement and continue to learn ESP with materials, vocabulary, and context related to their academic major.

## REFERENCES

- Amin, M., & dan Nurahmadi, A. (2017). Pragmatic competence and learning needs of English for students of Tourism Vocational Schools in Nusa Tenggara Barat Province. *International Journal of Educational, 4*(4), 53.
- Borg, W. R. & Gall, M. D. 1989. *Educational Research: An Introduction*. New York: Longman Inc.
- Brown, H. D. (2001). *Teaching by Principles, An Interactive Approach to Language Pedagogy, Second Edition*. London: Longman.
- Council of Europe. (2001). *Common European Framework of References for Languages: Learning, Teaching, Assessment*. Cambridge University Press
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). *A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement*. *Journal of Language Teaching and research, 2*(5), 977.
- Mahbub, M. A. (2018). *English Teaching in Vocational High School: A Need Analysis*. *JEELS (Journal of English Education and Linguistics Studies), 5*(2), 229-258.
- Richards, J. C. (2008). *Teaching Speaking and Listening from Practice to Theory*. Cambridge: Cambridge University Press
- Rintaningrum, R. (2018). *Investigating Reasons Why Listening in English is Difficult: Voice From Foreign Language Learners*. *The Asian EFL Journal (Vol 20 (11))*, pp. 06-15.
- Roshid, M. M., & Chowdhury, R. (2013). *English language proficiency and employment: A case study of Bangladeshi graduates in Australian employment market*. *Mevlana International Journal of Education (MIJE) Vol. 3*(1), pp. 68-81.
- Rost, M. (2002). *Teaching and Researching Listening*. Edinburg Gate, England. Pearson Education
- Sularti, S., Drajiati, N. A., & Supriyadi, S. (2019). *Students' Needs Analysis On Learning Of The English Listening Skills In Vocational High School*. In *English Language and Literature International Conference (ELLiC) Proceedings (Vol. 3)*, pp. 244-249).
- Sumarsono, P., Masyhud, M., Wardani, A. N., & Farah, R. R. (2017). *The Development of Authentic English Language Teaching (ELT) Textbook of Vocational School*. *International Journal of English Research, 3*(6), 29-31.
- Vogt, K., & Kantelinen, R. (2013). *Vocationally Oriented Language Learning Revisited*. *ELT Journal, 67*(1), 62–69.