

SUPPLEMENTARY LISTENING MATERIALS FOR UNDERGRADUATE STUDENTS: A PROTOTYPE OF DESKTOP AND MOBILE VERSION

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Abstract - This research was intended to design a supplementary listening material that could help students to meet their needs in improving their listening skill. This materials would be build through an application that could be operated through personal computer or android. This research employed innovative work (R&D). It will follow the models of creating instructional materials which include Needs assessments, Product planning and design, Preliminary product development, Preliminary field testing, Product revision, Main field testing and Final product revision. [1] The objective of this study was to explain and describe the process of designing and using the supplementary listening material. In addition, this research was also aimed at finding out the influence of using the supplementary listening materials for undergraduate students. To answer the research questions, questionnaire and test were used as the instruments of the research to gain the data. Then the data were analyzed quantitatively by utilizing recurrence and rate. The most elevated rate were considered as the representation on the undergraduate condition. After that point, the recommendation and the remarks were dissected descriptively to decide the substance of the listening materials.

Keywords : Android, Desktop, Supplementary Listening Materials, Undergraduate Students.

I. INTRODUCTION

Listening is something other than hearing; it is cognizance of what is stated, and it should result in mental response. As such, in spite of the fact that individuals hear sounds amid the majority of their waking hours, it is the manner by which these sounds influence their brains that is important. [2]

Listening is perceived as a multidimensional build that comprises of complex (a) full of feeling forms, for example, being roused to take care of others; (b) conduct forms, for example, reacting with verbal and nonverbal criticism; and (c) intellectual procedures, for example,

taking care of, understanding, getting, and translating content and social messages. [3]

In the perspective on language comprehension, listening is the skill for learning the language. It gives the student data from which to develop the information vital for utilizing the language. At the point when this information is developed, the student can start to talk. The listening-just period is a period of perception and realizing which gives the premise to the next language aptitudes. [4]

So, from explanations above listening is very important since listening is the first skill that learnt by

someone before she or he learn other skill and it should be mastery before they learn other skills. Then in order to be able to master the listening skill, it should be supported by a product and also a program that make someone easier to master the listening skill especially in the teaching-learning process in and out of the classroom.

On the other hand the condition that seen by the researcher, the English lecturers sometimes didn't use the listening material for teaching listening for undergraduate students. Some of them said about the reasons that they didn't buy the book and CD for teaching listening since the price of it was very expensive, they didn't find out suitable materials to be used for teaching listening, and for the solutions of that problems, finally they downloaded the materials in form of songs or video from internet only. Therefore, the use of program for the supplementary English listening materials in the listening class is very crucial, since it will be able to develop the students' curiosity, challenging and useful especially for the listening class. Moreover, as the lecturer in the technology era they should be able to produce a media that based on the appropriate technology. In line to this statement, since in the teaching learning process, there is lack of suitable supplementary listening materials as the students' need, the researcher would like to conduct a research about it.

II. RESEARCH METHOD

A. Research Design

This examination is intended to create advantageous sight and sound based listening material for college understudies which can meet KKNi based curriculum. In this way, this innovative work (R&D) will be conducted. A few specialists propose models of creating instructional materials.

B. Research Procedure

This research employed a research and development (R &D) design which aims to develop supplementary multimedia-based listening materials for the undergraduate students in university. Gall, et all (2003:570) states that there are several steps that will be applied in order to conduct the research, they are: (1) Needs assessments, (2). Product planning and design, (3). Preliminary product development, (4). Preliminary field testing, (5). Product revision, (6). Main field testing, (7) Final product revision.

E. Research Subject

The subjects of this study were 125 students in the third semester of undergraduate from English education department in teachers' training and education faculty in a state university in Banten province.

F. Research Data

First, the information acquired from questionnaire from undergraduate students and meeting with lecturers English education department in teachers' training and education faculty in a state university in Banten province. Second, the information will be from results of the assessment procedure by the specialists including the remarks and recommendations for material enhancements. Third, the information from the undergraduate students were accumulated after procedure of using the materials.

G. Research Instruments

Before the instruments used in this research, there were some validation from the experts. To acquire the experts approval, the experts checked the four components, they were: the materials content, introduction, language utilized and sound account.

H. Collecting of Data Technique

There were 2 types of data, namely qualitative and quantitative data.

1) *Qualitative data would be obtained from questionnaire for need analysis, questionnaire validation material and media expert:* 2) *Quantitative data were obtained from preliminary field testing and field testing using Students' assessment to find out the students' assessment related to the media:*

I. Technique of Data Analysis

The data from the close-ended questionnaires about needs' analysis, students' assessments and experts' validation were distributed to the third semester. The needs' analysis and students' assessment sent to 125 students as the participants and they were taking listening class. Then, analyzed, compared and interpreted statistically using Statistical Package for Social Science (SPSS). After that, frequency and percentage for 3 questions of respondents' characteristics and 1 question from students' assessments analyzed where each of them consist of 10 questions for questionnaire. Finally, percentage, mean and standard deviation from both of them were analyzed.

III. FINDINGS AND DISCUSSION

A. Needs' Analysis about Supplementary Listening Material

The questionnaire for students in form of needs' analysis were distributed to three classes in the third semester.

Table 1. Respondent characteristics

Measure	Frequency	Percentage
Participants		
Class A	41	32.8%
Class B	43	34.4%
Class C	41	32.8%
Age		
18 years old	22	17.6%
19 years old	86	68.8%
20 years old	17	13.6%
Gender		
Male	32	25.6%
Female	93	74.4%

B. Students' Assessment about Supplementary Listening Materials

Table 3. Respondent characteristics

No.	Class	Frequency	Percentage
1.	Respondents		
	Class A.	41	32.8%
	Class B.	43	34.4%
	Class C.	41	32.8%

C. Experts' Validation

Table 5. Respondent characteristics

Measure	Frequency	Educational Background	Teaching Experiences
Expert Validation 1	1	Master of English Education	15 years
Expert Validation 2	1	Master of English Education	17 years

Table 6. Result of Questionnaire from Experts' Validation

NO.	Component	Responds			
		SA	A	D	SD
I.	Content Feasibility				
1.	Compliance with Standards of Competency and Basic Competencies	50%	50%	0	0
2.	Conformity with the formulated learning objectives	50%	50%	0	0
3.	Compliance with the formulated learning indicators	50%	50%	0	0
4.	Conformity to student needs	50%	50%	0	0
5.	Material truth	50%	50%	0	0
6.	Others	50%	50%	0	0
II.	Language Feasibility				
1.	The language used is in accordance with grammatical rules and proper spelling	50%	50%	0	0
2.	The use of language is in accordance with the ability of students	100%		0	0

3.	Information, instructions, commands, questions, and symbols are clear and easy to understand	100 %		0	0
4	Use of unambiguous (double meaning) terms	100 %		0	0
5.	The language used in the text matches the context of the situation in the lives of students.	100 %		0	0
6.	Others	50%	50 %	0	0
III.	Presentation Feasibility				
1.	The material developed gives students the opportunity to find broad and in-depth information about the topic / theme of the material to be studied	100 %		0	0
2.	The material developed provides an opportunity for students to express ideas / ideas about the topic / theme of the material to be studied	100 %		0	0

3.	Give opportunities for students to interact with lecturers		100 %	0	0
4.	The systematic presentation of the material includes the pre-listening, whilst listening, and post-listening sections		100 %	0	0
5.	The material developed helps develop students' listening ability	100 %		0	0
6.	The material developed encourages students to listen to the text using grammar (grammar) in accordance with the text being listened to	100 %		0	0
7.	The material developed encourages students to listen to the text with the correct text structure	100 %		0	0
8.	The material developed is included feedback to motivate	50%	50 %	0	0
9.	Others	50%	50 %	0	0
IV.	Feasibility Display Listening Material				
1.	Listening			0	0

	material is made in the form of android platform.	100 %			
2.	The use of fonts (types and sizes) is clear and easy to read		100 %	0	0
3.	Layout / layout (title, subtitles, illustrations, text, page numbers) on each unit is consistent and proportional	50%	50 %	0	0
4.	Illustrations, graphics, images, photos according to the topic presented	100 %		0	0
5.	Attractive display design	100 %		0	0
6.	Others		100 %	0	0

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IV. CONCLUSION

Based on the explanation above, there is a conclusion about this study started from needs' analysis, students' assessment and experts' validation and it could be concluded that this supplementary listening materials is able to be used both from desktop and android platform. Since both of them have positive response from the students of English education departments and from two experts who gave validation of the supplementary listening materials.

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