

Developing Listening Textbook for Eight Grader of Junior High School Based On Contextual Teaching and Learning

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Abstract

This research produces a listening textbook which is based on researcher need analysis. The result of preliminary study conducted in 10 Junior High Schools in Malang shows that the need of listening textbook is considered important. The design of this research is Research and Development that is well known as R and D. Research and Development (R&D) is a process or steps to develop or to revise a product. In this research, the product is in form of a textbook. By having this product, the students will be able to learn listening better because this product is completed with some interesting pictures, good audio and appropriate material that will be validated by some experts. For sure, since the process of making this product is passing many steps, the researcher believe that this product is good for students. It supplies the need of eight grade students of Junior High School. Each chapter of the book presents some pictures which the students have already known or the pictures easily found by the students in their real life or environment. Covering speaking aspect, the textbook delivers conversation to train the students' speaking skill.

Keyword: Listening textbook, supplementary material, Teaching Listening

A. Introduction

Teaching listening needs more media than the other skills. The media in teaching listening skill is more difficult to find such as Lab, Sound system, screen and listening textbook. The problem, not all school in Indonesia has all facilities that can support in teaching listening. As a result, teacher cannot teach well. So, they seldom teach listening to their students because they don't have any media to support teaching and learning process. In addition, many teachers think that it is difficult to find any sources and material for listening skill.

The need of listening textbook is not balanced with the available listening book on market, bookstore and education ministry department. Moreover, as the flow of curriculum development that is always changing year by year from curriculum KTSP, curriculum 2013 until curriculum 2013 revised in 2018. Worksheet as well as module as a compulsory book for students are not completed with listening feature which is inserted with listening

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recording caseates. In fact, listening has equal position with another English skill like reading, writing and speaking which is mostly contained in students' module.

The result of need analysis shows that government either Department of Education ministry or Department of Religion Ministry do not supply module which is completed with listening skill learning. It means that teacher should find and develop by their selves the listening learning. Listening textbook which is sold in bookstore or book market is commonly or mostly listening textbook for TOEFL, IELTS and Nasional examination Preparation. While listening textbook for grade 7 and 8 junior high school and grade 10 and 11 for senior high school is not available yet in some famous book stores like Gramedia, Toga Mas, Willis and Intan Cendekia. This condition is a problem for English teachers in teaching listening.

The result of interview with some English teachers in 10 junior high schools in Malang shows that teachers also admitted that they feel difficult in teaching Listening because they don't have a textbook as a guide and source of material to teach. They also said that students often ask the teachers to study in Lab. However, teacher denied them because they don't have an appropriate media to teach like textbook which is completed with the audio. As a result, teacher seldom teach their students Listening skill because the available textbook does not focus on listening. It focuses on speaking and vocabulary. Nunan² points out that the instructional materials are essential elements in the language curriculum. If there is no appropriate instructional material, the teaching and learning process cannot run well.

From the analysis above, researcher concludes that one factor which can make teaching and learning process unsuccessful is the absence of textbook. Textbook is a main media to learn English because by using textbook, we can enlarge our knowledge, get new experience, build up our competence and sharpen our comprehension. To conclude, textbook can solve students problem.

To fulfill the need analysis, researcher wants to know more about the implementation of teaching listening at school. The researcher held an observation to school by conducting an interview to English teacher and giving questioners to Eight grade students in SMP Al-Munawwariyyah Bululawang Malang. The subject in this study is students in class A because students class A is well known as a skillful students. They have better ability and motivation in learning English than others. They tend to respect to their teacher. So, the researcher will be easier to conduct observation there because students can cooperate well with the researcher.

² Nunan, D 1988. *ESP Instructional Material Design*. Oxford University Press.

The result of observation shows that so far, they get difficult in learning listening because of the media. Although they study in Language Laboratory that is completed with sound and projector, the available media to teach listening such as dialogue, and small conversation are very limited. Teachers keen to use movie and music as a media to teach listening since it is relatively easy to find. In learning listening, they only watch film and listening to music without any textbook that contains some materials about listening skill. The textbook they have is not completed with the audio because it does not focus on Listening skill. Certainly, it is not appropriate if the teachers only teach music and movie all the time.

Another strong proof is the low score of students in pre-test done to measure their listening skill before the listening materials was developed. The intention of the pre-test was to know what the students had already mastered about the coming Listening materials in the developed product. The material of the tryout was derived from the functional expressions for the Eight grade of Junior High School in the first semester stated in curriculum 2013 standard of Content and also from the standard of graduate competence. The form of the test was multiple choices.

Actually, those conditions can alternatively be solved by purchasing some Listening books materials or downloading from the internet. However, they still need adjustment here because they do not fit the real need and conditions of SMP Al-Munawwariyyah Malang students either from the content, the level of difficulty or even the speed of the English delivery. The appropriate developed listening materials are necessary to fulfill the students need on the focused materials based on the 2013 standard of Content.

From the discussion above, it can be concluded that the recent textbooks need to be developed because it does not switch with the students need in studying listening. It is not completed with the audio. In addition, the book covers mostly speaking skill only because it contains many dialogues and pictures. Besides, the games used in the textbook is only game for vocabulary. So that It made unattractive and boring for the students. The students need appropriate book in order to master the English competence especially in Listening skill. Based on the problem above, the researcher proposed to design a Listening module for Junior high school based on Inquiry learning which is in accordance with the implementation technique of the Curriculum 2013. This module is completed with sound track of English native speaker, so it guarantees the accuracy of pronunciation.

According to experts of Indonesian curriculum 2013, In curriculum and instruction, task and activity of students should be community base which is integrative and include many learners in pragmatic social actions that brings real contribution and significance in

real life. Therefore, researcher intend to design listening textbook which is communicative, cooperative, creative, critic based on social interaction activity, question and answer and discuss about surrounding environment which is mostly students experience.

Having interview with English teachers in Al-Munawwariyyah Junior High School showed that listening textbook is really necessary for them. So far, English teachers never teach listening skill for students grade 7 and 8 since it is very difficult to find appropriate listening materials. This condition encourages the researcher to conduct this research and Development. To help English teacher to get media for teaching listening, researcher intend to design a listening textbook inquiry learning base.

This study is intended to develop listening textbook based on inquiry learning. What makes this book different with another book is on the model. Most listening books only focus on the exercise of answering listening task for National Examination preparation, TOEFL, and Final Examination while this listening module uses contextual teaching and learning model. It means that the materials in this book is related with environment, social and students' life.

A number of studies about material developments have been done previously; Khruriana³ conducted a research to develop interactive listening comprehension materials in self learning center (SLC) for the level of university students. It focuses on the basic level of the students for university level. This study is in the form of Macro Media flash. This study is suitable to fulfill university students need because the media is interactive and interesting to be learnt by adult learners.

Claudy⁴ proposed a study in developing multimedia-based material for self-instruction. The study develops material for outside the classroom activity. It is almost same with this study, a supplementary listening material to give students maximum exposure outside classroom context and help them to develop a sense of responsibility and independence to their own learning. The study tried to develop prototype material. The different is that this supplementary material is used for intermediate and upper intermediate level of proficiency studying English in AZET language Centre, Malang.

Sohibul Hairi⁵ had proposed a development of English instructional material for elementary school. Rosyidah⁶ had proposed the similar study. They conducted a

³ Khruriana, Ria. 2017. Developing interactive Listening Comprehension Materials in Self-Learning Center (SLC) for the students at Sekolah Tinggi Agama Islam negeri (STAIN) Kediri. Unpublished Thesis, State University of Malang, Graduate Program in English Education.

⁴ Claudie, P, 2016. Developing Multimedia-Based Listening material for self-Instruction: Material-Centered Approach. Unpublished Thesis. State University of Malang.

⁵ Hairi, S. 2018. Developing English Listening Instructional materials for eight grade students of SMP Sriwedari Malang. Unpublished thesis. Islamic University of Malang.

development of listening supplementary material for Senior high school. What make different is that in this study, researcher will develop a listening supplementary material for Eight grade of junior high school.

The similar study about conducting supplementary material was proposed by Kurniawan⁷. He developed listening supplementary material for the eleventh year students of MA Al-Ma'arif Singosari based on the 2006 stadard of content. He concluded that the result of the validation of the developed listening material should facilitate learning for the eleventh year students of MA Al-Ma'arif Singosaari. The material also could motivate the students to learn English. Consequently, the teacher can utilize to develop listening material as part of the teaching and learning process in the class.

The other similar research is Agustini⁸ developed listening material for second grade students of Junior high School at SMPN 1 Balung. She concluded that to help the students more chance in practice listening and speaking, she designed the material in the line with the contextual teaching and learning approach. And then, she completed the supplementary material with colorful cover, and illustration, preface, book discourse, book mapping, and table of content.

The aspect that make this research different from previous study is that the model of listening material development in this research is based on Contextual Teaching and Learning (CTL). Therefore, the content of the textbook is related with students life, environment and social materials. Based on the above argument, this study is eager to answer the following questions:

How can Listening Textbook for Eight Grader be developed to teach Al-Munawwariyyah Junior High School Students?. According to research problem above, the study is intended to produce instructional listening materials based on contextual teaching learning to improve students' skill.

B. Discussion

1. The Result of Observation in Tryout

While the researcher was trying out the textbook, he used field note to write the students' activities happening in the class. From the result of the tryout, the researcher found that the book is suitable with the eighth grade students of SMP Al-Munawwariyyah. The students were very interested in learning listening using the book.

⁶ Rosyidah, A. 2019. Developing Listening Materials for Teaching English at MAN Malang I. Unpublished Thesis. Graduate Program in English Education. State University of Malang.

⁷ Kurniawan. 2019. Developing Listening materials for the eleventh year students of MA Al-Ma'arif Singosari. Unpublished thesis. Islamic University of Malang

⁸ Agustini, 2016. Developing Listening Material for second grade students of Junior high school at SMP 1 Balung. Unpublished thesis. Islamic University of Malang

It was seen that all students think that it helps them understand the lesson very easily. It is proven from its work. Almost of all of them can follow the activity well and able to work individually to finish the task. They can respond well when they listen to the recorder. It seems that the quality of recorder is good. It is not too fast and not difficult. However, the problem occurred when some of the students who has low ability cannot understand what the speaker say, the teacher should guide them well to get the meaning of the conversation. After the researcher explained, the students understood and knew.

In conclusion, the activities of naming the pictures made the students very easy to memorize the vocabularies and to practice their English happily. Almost all of the students memorized the vocabularies in short time and were able to answer the questions correctly. In addition, the activities of approving the statements from the speaker help students to understand the conversation. Besides, students also enjoy the pronunciation practice provided in a textbook. It helps students to recognize the sound of word, so they can increase their listening skill. Moreover, students can answer some questions on the textbook related to the conversation on the recorder.

Some facts indicated the strength of the product were (1) the teacher can implement contextual teaching for teaching Listening, (2) the teacher could operate the recording easily, (3) most of the instructions in the students' book and in the teacher's book were understood by the students and the teacher, (4) the students enthusiastically followed the listening session, (5) some students arose some questions to the teacher related to the materials they were learning, (7) most of the students looked happy with the listening activities, (8) the students enthusiastically did the exercises, (9) before students start comprehending listening material, they enjoy the conversation model, so they pay attention to the what speaker say and analyze the written dialogue.

However, some other facts indicated the weakness of the product were also found during the tryout. The first problem was found when the teacher tried out part "conversation pair work". Students tend to be passive. They should create their own dialogue following the available model. However, they felt difficult to make it. So, teacher should guide them.

On the other hand, some tracks are considered difficult by some students. Those are "track 42 and track 38". 40% students cannot follow these tracks well. 30% can follow these track but still have difficult in comprehending the audio material. 30% students can understand well. Since there are 30% of students can understand well these tracks, the researcher does not delete these track. These tracks become the high level material of this book.

2. The Revision Based on Peer Review and Expert Material.

After the developed material had been checked by the expert, the researcher revised the developed material based on the feedback and suggestions from the peer review.

The researcher revised the lack in the textbook. He deleted the unimportant parts and added the explanation, the pictures, and the activities suggested by the peer review. It was done to make the textbook complete, perfect and ready to be tried out. The revisions are (1) giving the page number. Before revision, there is no page number. After revision, the book is completed with page number, (2) giving table of content. Before revision, there is no table of content. After revision, the book is completed with table of content, (3) completing the book with preface. Before revision, there is no preface. (4) Revising small pictures. Before revision, the pictures on unit one is too small and the dialogue is difficult to read. After revision, the pictures is large enough and easy to read, (5) revising inappropriate picture. Before revision, there is one picture on Unit 3 that is not appropriate to the students. It is the picture of girl wearing sexy cloth. After revision, the picture is changed with the picture of boy, (6) revising name of characters. Before revision, all names on dialogue are native name. After revision, some names are changed with Indonesian name, (7) adding the sources of pictures. Before revision, all pictures are not completed with sources. After revision, the pictures are completed with sources. (8) Revising some inappropriate pictures. Before revision, some pictures are about cosmetics. After revision, the pictures are about the Moslem clothes because according to expert, it is more familiar to the students.

To conclude, there are eight revisions on the developed material. Generally, the revision is about pictures, and some parts that need to be made to complete the book. The book is revised in order to get the better quality.

3. Revision Based on Product Try Out

After the researcher did try out of the developed listening textbook for eight grade students at SMP Al-Munawwariyyah Bululawang, he found the weakness of the book. He found that some of the instructions of the activities were not clear like naming the pictures, completing the chart and task of making dialogue. Students tend to ask about those activities. So, teacher should give more explanation to the students about the instruction.

On the other hand, for having more entertainment, teacher wanted to have a song. Students fill the jumble lyric. Students will complete the lyric and enjoy the song. It can

motivate students to be enthusiasm to improve their listening skill. The song would be mellow and attractive. So, students will love it and enthusiasm to learn it. The songs are ceiline deon, Megan Liz and Michael Jackson. On the other hand, for “conversation pair”, students tends to be confused how to start the conversation. So, in this part is completed with small dialogue on the beginning. Students just continuo the dialogue.

In addition, there are several tracks which is too difficult for students because these tracks are considered speaking too fast. So, students cannot understand well. The tracks are track 42 and track 38. Recognizing this condition, researcher makes the recorder runs slower. Researcher makes some seconds of pauses to give the students chance to think about what the speaker say.

4. Final Product

After the researcher had already gotten the data both from English teacher and from the students based on the need analysis by giving interview and questionnaires and had also learnt the structure of the curriculum used by the English teacher to teach her students, he then decided to develop the listening supplementary material for the eight grade students based on the modified curriculum 2013 for the eight grade students.

There are twelve units in the developed material. Those are; Introducing oneself and others, Telling some tourism places, Simple verb, Interview, Introducing others, Describing person, Apologizing, Preferences, Things around, Booking, ordering and Things around the house.

Each chapter presents some pictures which the students have already known or the pictures easily found by the students in their real life or environment. It also presents some exercises, like translating and matching words to test the students’ understanding about the lesson in each chapter. It also delivers conversation to train the students’ speaking skill.

Generally, the phase consists of three phases. Those are pre-Listening, whilst Listening and Post Listening. In pre listening, the book provides some pictures, and some activity to warm up the students atmosphere. Besides, to lead students to go to Listening activity, the book provide conversation model. Students listen to conversation naturally while reading the dialogue. This causes students understand well what are being spoken because students know well the dialogue by analyzing them.

After students analyze the dialogue in conversation model, students start to comprehend what the speaker said on the recording. This phase is the main phase. Students try to catch the idea on the recorder and do the task. The ability of students in

comprehending the listening material depends on whether students can do the task or not. Then finally, students come into evaluation process. In evaluation process, students' knowledge and skill are evaluated by teacher. Teacher confirmed to the students what they mistakes so that students know what they should learn more.

The developed material should be interesting for the students. Therefore, the layout and the pictures are presented in colorful pictures. Furthermore, the developed material consists of some activities for the students such as matching words, filling the blank and role play.

To know the students achievement in learning Listening, the researcher assess from students activity while studying listening. Researcher checks their work and corrects it. The exercises includes labeling pictures, completing the chart, completing the dialogue, approving a statement, responding the conversation and doing discussion.

C. Conclusion

The unavailability of appropriate listening material becomes a main problem for the students and the teachers in teaching and learning process. The existing textbook does not support to learn listening because it focuses on speaking and vocabularies. As a result, teacher seldom teach listening. They teach students listening only by giving music. In fact, the learning objectives are not only mastering music. Students need to learn another listening material which is stated on the curriculum.

The book developed in this research is Listening Supplementary material for language laboratory students in SMP Al-Munawwariyyah Malang. The school is located in South of Malang and need to have a betterment. This school only uses the existing books or students module given by government. This is the reason why researcher need to conduct research in this school because this school need more supplementary teaching material.

The developed textbook is arranged based on curriculum 2013 because SMP Al-Munawwariyyah apply curriculum 2013 especially for the English subject. The topics in this book are about topics which are appropriately used to teach Junior High School students. Those topics are "Greeting and small talk, Greet a visitor to your country, People's activity, Ask about a person's experience, Get reacquainted with someone, Movie and entertainment, Apologize for lateness, Discuss preference, Staying at hotels, Check in, Request housekeeping service, Personal care and appearance". Each unit presents some pictures which the students have already known or the pictures which are easily found by the students in their real life or environment. To make the students more interested in

learning English, the lay out and the pictures are presented in colorful pictures. this book also presents some interesting activities like labeling the pictures, completing the dialogue, filling the table and practice role play. The activities in this book were designed based on the students need.

After passing the process of development, expert validation, Try Out and revision, the product is proper to be used as materials for teaching listening in the eight grade of SMP Al-Munawwariyyah students. As a teaching material, the product has the characteristics of a good teaching material namely (1) it is consistent with the goal of the course being taught, (2) it is not culturally sensitive in terms of issues of race, gender, religion, and ethnicity, (3) its content match the educational level of the students, (4) it is logical in its organization and presentation of materials, (5) it is affordable, (6) it is accompanied with useful supplement such as multimedia support and teachers' guide, and (8) the materials are potentially interesting for the students. With the above characteristics, the product can be a problem solving on the unavailability of good listening materials which are suitable with the need of the teacher and the students. By using this product, it is expected that the quantity and the quality of the teaching listening in SMP Al-Munawwariyyah Malang can be improved.

The product has some special qualities which distinguish it from the other product. First of all, the recording provides the students with example of spoken English by native speaker. Second, the materials provide "Listen and Repeat activity" to give students good model on pronunciation. Third, the product is completed with script of Listening and answer key for each task. Fourth, the listening activities and exercises vary so that the listening class will be not monotonous and boring for the students. The students will be motivated in following listening activities which finally improve their ability in listening and understanding spoken English.

However, the product still has weakness. Finding the appropriate recording material that is match with students objective is difficult. Therefore, The product cannot provide all units with more than 4 recording materials. In average, each unit only has 3 recording materials which is spoken by native speaker. That's why, each chapter is provided with some warming up activities like labeling pictures, completing the dialogue, and filling the table with appropriate answers. In addition, the product is also covered with follow up activities like discussion and practice role play.

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