Developing listening materials for the second-grade multimedia department students of SMKN 2 Wonosari based on 2013 curriculum

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Abstract: The aims of this study were (1) to develop listening materials for the second-grade students of Multimedia Department of SMKN 2 Wonosari Gunungkidul and (2) to describe the effectiveness of the listening materials for the second-grade students of Multimedia students of SMKN 2 Wonosari Gunungkidul. The study applied Educational Research and Development (R&D) using simplified three steps Borg and Gall. The steps were (1) research and information collecting that was conducted by performing document analysis, class observation, and interview, (2) product and development which included drafting, internal expert judgment and revision (3) field testing which conducts tryout, external expert judgment and revision. The findings showed that (1) the listening material using Borg and Gall’s model considered as effective teaching material for the second-grade students of Multimedia Department of SMKN 2 Wonosari Gunungkidul (2) the effectiveness of the listening material helped the students in improving their listening skill.

Keywords: Listening Materials; Multimedia Department; Vocational High School


Introduction

In Vocational High School, students are set to fulfill the stakeholders’ demands when they enter to their job field. In the working field, they will use their English to communicate actively and to accomplish competence required by the companies. Therefore, they need good English both general English and also English for Specific Purposes in order that they are able to operate modern technology which is used in their future job.

To meet good English competence of students, especially in Vocational High School (SMK), government through the Ministry of Education and Culture has attempted to provide teaching materials (textbook) and has revised the 2013 curriculum in 2017 which make it different with the English Senior High School Curriculum. Unfortunately, the textbook is still the same. The government has not improved yet about the contents and the quality of textbook which is appropriate with the Vocational High School students’ needs.

Based on Vocational High school teachers and the researcher’s analysis, the book does not meet the students’ needs. The contents of the textbook are too general and the activities are not encouraging and interesting enough for the students to learn English. The activities do not give opportunity to students to have enough exposure. It can be proved that there are no listening activities that appropriate enough in terms of content, topics and vocabularies in each chapter. As stated before, the textbook released by the government through the Ministry of Education and Culture still does not match with the 2017 revised edition of 2013 curriculum. It does not fulfill the competencies that are stated in the current curriculum. It is very contrast and ironic too, that the curriculum stated is different with the textbook provided. On the other hand, teacher should teach all skills to make the students master the target language. As the evidence that the second grade textbook released by government does not have listening activities can be seen from basic competence point 3.14. It stated that “Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)” and in point 4.14 stated that “Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang
From those basic competences, it is obviously that the students have to listen some activities about the model how to give and ask for opinion and someone’s thought, so that they can comprehend and utter the expression as the model both spoken and written. Unfortunately, in the textbook, it seems that there is no model for the students to achieve the objectives in KD 3.14 and 4.14. This problem is one of the obstacles that often meet by teachers in teaching English at school. Anderson and Lynch (1988) stated that the lack exposure to the target language is the main problem which is faced by the foreign listeners. The lack exposure to the target language occurs because of some factors. One factor is that learners do not use the foreign language in their daily life. They may only use the language in school area or when the listening activities are carried out. Another factor which causes the lack exposure is limited sources or materials of the target language.

Based on the researcher’s experience and observation as a teacher, it is proved that some teachers are not capable enough to create the listening materials. They are too busy to find the sources and some of them find difficulties in finding listening material because of their lack knowledge to use IT. Those problems make the teachers are discouraged and do not have any interest in searching materials. They only follow as what stated in the books.

This study tries to look closer to students’ need in learning English through listening activities in Vocational High School especially for the second grade of Multimedia Department students. This study is an initial step in developing a supplementary listening material. The underlying reason of conducting the study is the idea that one of the efforts that can be done to fit the learners’ needs is by providing additional listening materials and activities that fit the learners’ needs and meet the goals as stated in 2017 revised edition of 2013 curriculum.

The discussion presented through this particular writing covers: a) the development of listening materials that cater the students’ need, meet the goal stated in the basic competences of 2017 revised edition of 2013 curriculum and presented in 5 stages of scientific approach as suggested in 2013 curriculum. b) the explanation of the effectiveness of the supplementary listening materials in improving the students’ listening skills.

**Literature Review**

**English Teaching and Learning in Vocational High School**

In this study, the researcher is using the 2017 revised edition of 2013 curriculum as assistance in developing listening materials. English listening material for Multimedia Department is selected because in SMKN 2 Wonosari conducts the study program, and it is proved that Multimedia Department is one of Vocational High school study program that uses the materials published by the government as the main materials at school. Based on the policy of Ministry of Education and Culture (Nomor: 330/D.D5/KEP/KR/2017) stated that Multimedia is one of study programs in Vocational High School in Indonesia. It prepares students to be ready in facing the demand of industries.

Students must be active during the learning process. In order the learning process to be more effective the curriculum apply an approach called scientific approach. This approach offers 5M as the teaching models that can be used in the material development. In scientific approach students are experiencing to do observation, questioning, collecting information, associating and communicating. Those five steps experience is called 5M teaching model.

**English for Specific Purposes**

Hutchinson and Waters (1994) states that since ESP learning influence by the learners’ needs the course design for the learning plays important part of the whole work. The course design is based on the fundamental questions as guideline to design syllabus, materials, classroom teaching and evaluation.

This research deals with designing English listening materials for students of Multimedia Department. The theory of ESP is used since it is useful in the process of designing English listening materials. The characteristics of ESP will help the researcher to determine the purpose of the study and also to select appropriate syllabus, materials and activities.
Learning Materials

Based on Tomlinson (1998) theory, it is stated that materials are anything used by the teacher and learners to meet the goals of learning. Richards (2001) states that teaching materials in the process of teaching and learning functions as the language input for learners, ideas for teachers in planning and teaching lessons. It is still consistent of what Hutchinson & Waters (1987) describes about some principles in ESP materials. Those are: (a) materials provide stimulus for learning, (b) materials help to organize the teaching learning process It should provide a clear and coherent unit structure which guide the teacher and learners experience various activities. (c) materials embody a view of the nature of language and learning. (d) materials reflect the nature of learning task. (e) materials can have a very useful function in broadcasting the basis of teacher training by introducing teachers to new techniques. (f) materials provide language use models of correct and appropriate language use.

Richard (2001) recommends the variety of materials used to be authentic, in that the materials are closely related to the students’ expertise. The more authentic the learning materials are, the more effective the course will be. Referring to the belief, Richard (2001) also suggests the materials developer to provide vocabularies about certain topics of learning materials.

Teaching of Listening

Harmer (2001) describes that students can improve their listening skill through the combination of intensive and extensive listening materials and procedures. (1) extensive listening is a kind of listening type, teacher gives chance to the students to choose what they want to listen for their language improvement. Extensive listening usually takes place outside the classroom. (2) intensive listening: using taped material is a type of listening activity is done by using audio tape recorder. It allows the students to hear different kind of accents. In addition, the tape allows the students to experience different kinds of characters of speaker. They get this especially when the real people are talking. (3) intensive listening: live listening is the activities are done by doing a direct communication. So, there is real communication done by the teacher and the students.

Microskills and Macroskills of listening are objectives that should be assessed in listening activities. According to Brown (2004), micro skills deal with the smaller element and chunks of language. It is called a bottom-up process. Macroskills deal with the larger elements involved in the top-down approach of listening task. Microskills can be used as the foundation for teachers in providing listening materials. The product of this research is intentionally adapting the above theory to train students microskills and macroskills of listening which are reflected in the activity of pronunciation, answering questions, true or false, completing tables or passage based on what they have listened.

The main idea of the curriculum is to lead the students to be creative learners. Margana (2013) states that students’ creativity become an important factor to gain success in the language learning process. It can be one of the learning devices to construct and deconstruct English language. Thinking skill is also an important competence for the students since it helps them deal with the activities given. There are two kinds of thinking skill. The first type of the skill is the type that requires respective skills. Meanwhile the higher order thinking skills require productive skills. The 2013 curriculum is involved with the later, higher order thinking skills (HOTS). The activities lead the students to be active and creative learners. This is just in line with the goal of 2013 curriculum.

Material Development

Based on the model material development which is adapted from Nation Macalister (2010) model curriculum design, the process of designing materials begins with determining the goal. The goal in listening materials is formulated in the form of basic competence in the 2017 revised edition of 2013 curriculum. After determining the goal, the content is arranged. The content must meet the goal. The contents are vocabulary, the language expression, grammar focus and pronunciation. The sequencing of the content in this materials designed is on the track of what Nation Macalister proposes, that is from the simple to complex one. The listening materials are presented using scientific approach. In this scientific approach the activities of the students in learning are observing, questioning, information collecting, associating and finally communicating. In order to see whether the English listening materials meet the objectives or not, the materials should be tested and supervised in the form of try out to get
feedback from the expert. In step is done in order to do revising the materials, so that the final products will be more effective.

![Diagram of the Research Procedure](image)

**Figure 1. The conceptual framework**

**Method**

This research was Research and Development (R&D). As Borg and Gall (1983) stated that educational research and development was a process which referred to R&D cycle to develop and validate the education product. The steps in R&D cycle into three steps. Those were (1) research and information collecting, (2) product and development, and (3) field testing. Research and Information Collecting involved document analysis, classroom observation and interview. The next step was Product and Development that included drafting, internal expert judgment and revision. Field Testing was the step that involved the researcher who applied the designed listening materials in real class and other teacher as an observer as an external expert judgment.

![Diagram of the Research Procedure](image)
The research was conducted in SMKN 2 Wonosari. The participants of the research were the second grade students of Multimedia Department. It is called XI MM class. It consists of 32 students. There are 16 female and 16 male. The level of competence was varied from low to high level. In implementing the curriculum, the students did not have sufficient time to study English. They had three hours chance in a week. The three hours were used to cover all skills and at the end of the lesson, they were expected to master the language and they produced the language both spoken and written. Therefore, listening materials that in line with the students’ needs had to be developed to give the proper model for them in producing the language and attracted them to learn English.

**Result and Discussion**

The goals of listening materials development were formulated in the form of basic competence of the 2017 revised edition of 2013 curriculum. They are basic competence of 3.14, 3.15 and 3.18. Those are asking and giving opinion, taking short message and instruction. While in Multimedia lesson, The Graphic Design Printing subject that was given to the second year students of Multimedia Department, there are the nineteen lessons stated above could be drawn as the topics of listening materials. It focused on basic graphic design, drawing sketches and illustrations, and photography. Those three topics were used as references to arrange the listening materials for the second grade Multimedia Department students. The topics were selected due to the familiarity of the topics and the researcher had good understanding about them.

Stating the objectives and indicators, determining the materials would be developed, formulating the teaching and learning procedures or determining the stage of the activities to formulate the course grid.

### Table 1. Course Grid

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Indicator</th>
<th>Activities</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| 1    | What is your opinion? (Graphic design) | - Identify the social function of asking for and giving opinion about making design  
- Identify language function asking for and giving opinion  
- Imitate the /intonation/stress on agreement and disagreement  
- Identify literal and implied meaning  
- Determine the main idea of the text.  
- Recognize adjective ending ed- and ing  
- Infer situation, participants, goals using real world knowledge  
- Create the opinion | **Observing:**  
- Watch video  
**Questioning:**  
- Ask some questions related to the video  
- Give checkmark if agree or disagree then give reason.  
- True or False.  
**Information collecting:**  
- Pronunciation and intonation  
- Answer the questions.  
- Choose the correct word in the bracket.  
- Check the understanding  
**Associating:**  
- Pronounce adjective ending ed- ing  
- Answer the questions  
**Communication:**  
- Listen to previous dialog and then work with partner to make opinion about profession  
- Present the work in front of the class | Asking for and giving suggestion  
Agreeing and disagreeing ed- ing adjectives |
| 2    | Can I take a message? Drawing Sketches and Illustration | - Identify the social function of taking short message  
- Identify language function of receiving call and making calls  
- Recognize the long and short English vowel | **Observing:**  
- Watch video about taking message on telephone.  
- List the expression that used in the video.  
**Questioning:** | Receiving calls and making calls  
Reported speech |
### Unit 3

**Follow the instructions!**

**Camera/Photography**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Indicator</th>
<th>Activities</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
|       | - Identify literal and implied meaning  
|       | - infer situation, participants, goals using real world knowledge  
|       | - determine the main idea of the text.  
|       | - create dialog in taking message  | - ask some questions related to the video that has been observed | **Information collecting:**  
|       | | - listen and repeat to pronounce long and short English vowel  
|       | | - listen to the phone call, and then fill the blank  
|       | | - listen to phone calls and student complete the tables. | **Associating:**  
|       | | - study about telephone pad, match them with the words in the box  
|       | | - listen to the phone calls then fill the messages on pads. | **Communication:**  
|       | | - listen to previous phone call once again and then work with partner to make dialog about taking messages.  
|       | | - present the conversation in front of the class | **Observing:**  
|       | | - observe the pictures | **Questioning:**  
|       | | - make questions related to then listen to the monolog about instruction in gym, airplane and medical center and then, complete the table. | **Information collecting:**  
|       | | - practice pronunciation by listening the tape  
|       | | - True or False  
|       | | - answer some questions based on the instruction (previous monolog) | **Associating:**  
|       | | - Matching  
|       | | - fill the blank about the use of sentence connectors and adverb of manner about procedure/instruction how to use camera  
|       | | - listen to the instructions and students have to take note and then compare and analyze with friends.  
|       | | - retell the instruction in their own word | **Communication:**  
|       | | - make procedure/instruction then present it in front of the class | **Imperative Sentence Connectors Adverbs of manner**

The listening material was effective to be implemented in real class since it fulfilled the effective material as stated by Macalister (2010). (a) the materials attracted students’ attention. The students were motivated in doing the activities in the product since the students were curious about it. This information was based on collaborator’s note when she did observation. (b) the materials satisfied the students. It was challenging materials because the materials were related to students’ field and daily life. (c) the materials gave good values. The materials gave students opportunity to learn listening that engaged with their department. They were not only study and experience about the language functions used in daily life.
life but they got something that could be used to face their future career. (d) the materials attached the evaluation to monitor the progress of the students. The result of the evaluation was regarded good because they got higher than minimum criteria for English. It was higher than 75. (e) the materials were developed by following the principles of curriculum design proposed by Nation Macalister (2010) and the procedures adapted the cycles of developing teaching materials by Borg and Gall. materials were presented in the stages of scientific approach.

ESP is an approach to language learning that is based on the learners’ needs. The foundation of ESP is why learners need to learn foreign language as stated by Hutchinson and Waters (1994). Multimedia Department students are parts of ESP learners. Therefore, the materials should be based on the need of the students. It is also in line with what Robinson (1991) suggests that ESP is based on the need analysis which pays attention to the learners’ needs and learning needs. Moreover, it is generally goal directed. It means that the students learn English because they need it for their study or work purposes. Hutchinson and Waters (1994) states that since ESP learning influence by the learners’ needs the course design for the learning plays important part of the whole work. The course design is based on the fundamental questions as guideline to design syllabus, materials, classroom teaching and evaluation.

Learners’ need can be obtained using various ways. It can be form of interviewing teachers, analyzing textbook and investigating the situation where the learners will need to use the language. Based on the theory suggested by Macalister (2010) document analysis, interview and classroom observation are done to discover learners’ need. The teaching materials need to be presented in such a way based on what Macalister (2010) suggested. First is stating the goal. In this research the goal was formulated in basic competences of 2017 revised edition of 2013 curriculum. Second is content and sequencing. The content is formulated in the form of language function covered in basic competence. The format and presentation used suggested approach in 2013 curriculum that is called scientific approach. The activities should be presented through 5 stages, they were observing, questioning, information collecting, associating and communicating. Moreover, the activities should be developed in lower order thinking skills and high order thinking skills. The monitoring and assessing was conducted to find out whether the materials meet the content appropriateness, presentation appropriateness, language appropriateness and layout appropriateness. In achieving the appropriateness, expert judgment had the main role in this section.

Listening materials in this research was effective. It was proved that it was able to meet the learners’ need. The product was developed based on the need analysis of the students which was also adjusted with the subject lessons in Multimedia Department. The subject lessons consisted of knowledge, vocabulary, and specific terms related to the field. Therefore the product matched with students’ need. Moreover, to know whether the product was effective, monitoring and assessing was conducted. The field testing was implemented. It aimed to gain the information on how the students studied using the product. Based on the field note of the field testing, the students were active in answering the questions. They showed their self-confidence when they got chance to repeat the words from the recording.

The product provided evaluation instruments to measure the students’ achievement. Based on the students evaluation score, the students’ achievements were higher than minimum achievement score. It was higher than 75. Therefore the result of the evaluation, it can be said that the product was effective to help students in learning English in the classroom.

The material was attractive since it was full color and beautified with cartoon image. This made the reader or learner who used the material felt motivated to learn. The activities also were very various from the simple up to difficult one. They also did activities that involving the level of LOTS to HOTS.

**Conclusion**

The conclusion was drawn based on the research findings and discussion. The can be summarized as follows: (1) the listening material in this research was in line with the principles of the curriculum design and met the criteria of R&D model. It began from identifying goals which was done in research and information collecting. It conducted document analysis, classroom observation and interview, product and development and main field testing. To achieve the goals, development of the material considered content and sequencing, format and presentation and gave a space for monitoring and
assessment. (2) the worthiness of the listening material helped the students to achieve their specific purpose on their vocation, improved vocabularies, and valuable experiences, broaden knowledge and perspective about Multimedia field since it implemented the thinking skills, from LOTS to HOTS. This product can be used as additional material resources for both teacher and students.

Some suggestions to develop more effective and efficient listening materials are as follows: (1) the listening material was developed based on the students’ needs, document analysis, expert judgment as well as the view of English teachers in SMKN 2 Wonosari. The other school which has the same department may use the product. (2) the content and sequence of the material should be developed from simple to complex and implements the thinking skills from LOTS to HOTS. (3) the product can be used as a pilot in developing material especially listening materials for Vocational High School students especially for English Multimedia Department.

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