

DESKTOP AND MOBILE VERSION: A PROTOTYPE OF SUPPLEMENTARY ENGLISH LISTENING MATERIALS

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Abstract

The aim of this research is to analyse whether a software for listening able to fill the gap existing in the scarcity of the English listening material for undergraduate students started in the first until forth semester. There are three mainstages that will applied in this research about a research and development from Borg and Gall's R&D framework: needs assessment as a preliminary study phase, the listening materials development phase, and the last phase a validation. The subjects what will be involved in this research are students from the third semester from English education department in the Teachers' Training and Education Faculty department who are taking the listening course in a state university in Banten province. Data will be collected during the listening classes for one semester from one class. The distribution of the task in each unit, the principles of listening material development for the purpose of organizing language aspects, also with the principles of the contextual teaching and learning (CTL) approach and task-based, content-based, problem-based learning for the purpose of task development, and the last the basis for developing both the contents and the language aspects of the listening material on the principles of listening course in which both contents and English the material in English course will be the main core of the listening material in form of the data of need assessment. A set of questionnaire will be utilized in order to answer the first research question, evaluate the draft of the supplementary of listening materials and it will be evaluated by experts in form of the expert judgment phase. Then, several tests will be given to answer the second research question about students' score and its comprehension about the supplementary listening materials. The listening materials will be try out during the teaching learning process in which two of English lecturers of English education department from a state university in Banten province will be involved, in the validation phase. Then, around 90 students will be involved as sources of data. The data will be utilized as a basis of quantitative and qualitative feedback for a final revision of the listening materials. This study is intended for those with a minimum of the English mastery from the intermediate to the advanced level as the final product of the listening material. The listening materials are intended to be commercially available in the market and as the further step some improvement of listening materials are needed, too.

Keywords: Prototype, Supplementary Listening, Materials, English

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, Fischer (1972:63).

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 (Halone, Cunconan, Coakley, and Wolvin, 1998).

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, Nation, I.S.P, and Newton, J. (2008).

Herschenhon (1979) states that the disregard toward tuning in for the little relational word of listening appreciation segment in language course book just as the absence of accessible materials explicitly produced for and concentrated on the educating of listening aptitudes.

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.

A product segment is a product component that adjusts to a segment demonstrate and can be freely conveyed and formed without change as per a piece standard, Pressman, Roger S.. 2002. Roger (2002) says that what is mentioned by programming is a program direction on a PC, which is mentioned by the client to have the capacity to give the capacities and execution wanted by the client. This announcement expresses that product or programming used to order PCs, so this PC can be utilized ideally, as per the desires of clients or brain ware that gives endorsement.

Wiliam and Riyan (2017), characterize programming as a work working gadget to run different parts on equipment. Then, they said that the product has virtual properties, which can be deciphered that the product can't be seen physically, however the students can feel the usefulness of the product.

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.

Therefor 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.

Based on the explanations above, the researcher will conduct the research entitled Desktop and Mobile Version: A Prototype of Supplementary English Listening Materials.

In line to the explanation above, the researcher formulates the problem as follow:

1. How is the process of using desktop and mobile version as a supplementary listening material?
2. How is the result of students' scores and its comprehension using desktop and mobile version as a supplementary listening material?

RESEARCH METHOD

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. 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 and 7. Final product revision.

It is supported by Frey and Sutton (2010:492) that exploration and plan in interactive media program can really give legitimate, safe, financially savvy practice that for the most part language instructors look for

their students. The visual studio - with C language proposed by Ritchie (1972) is considered as the applications that can be used for several applications such as: applications for business, texting, chatting and game. And in the last steps is for distribution through CD, flashdisk, download through internet for many people. It will be accommodates the development the prototype of listening materials with some stages of creating the topics, audio, and images in the multimedia-based listening materials.

Research Procedure

This research will employ 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 and (7) Final product revision.

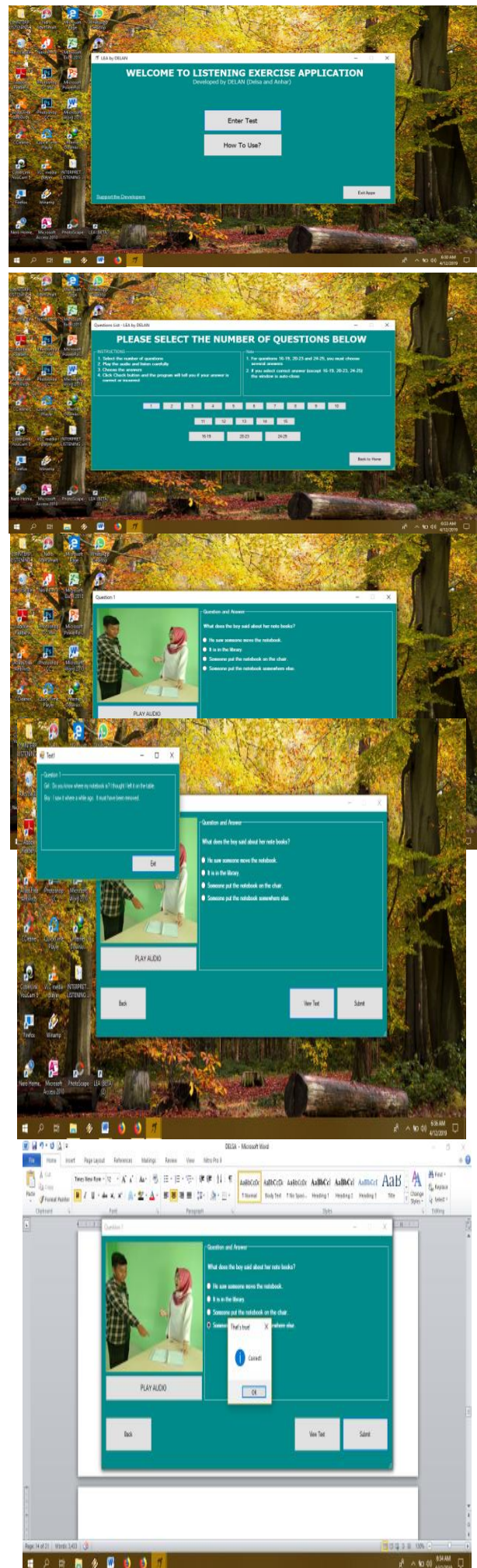
Needs Assessments

The primary phase of this examination will be a requirements appraisal. At this stage, the researcher will direct the necessities appraisal from others office the college. From that point onward, the undergraduate students will be given a poll to know the undergraduate' needs of listening materials. The questionnaire will be consists of 10 questions. Next, English lecturer will be interviewed to know the gap between the availability of listening materials and syllabus demand to teach undergraduate students' in the university. At the need of the distribution of questionnaire and interview, will give guidelines to plan and develop the multimedia-based listening material for undergraduate students.

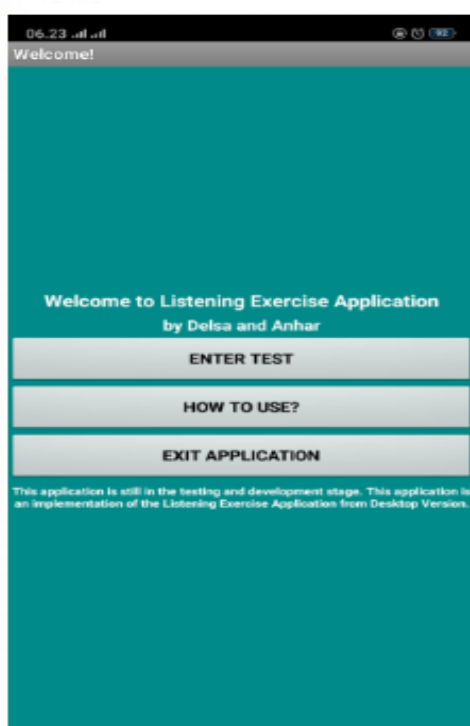
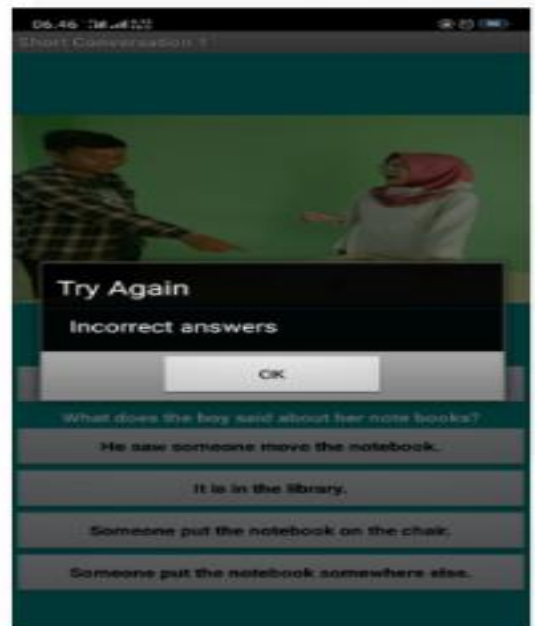
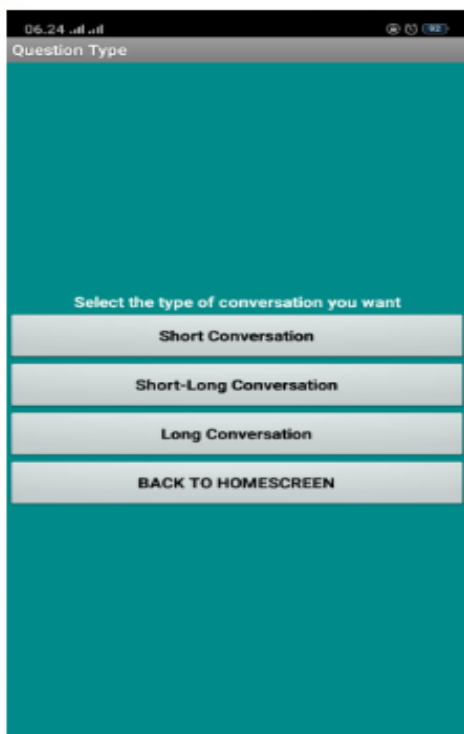
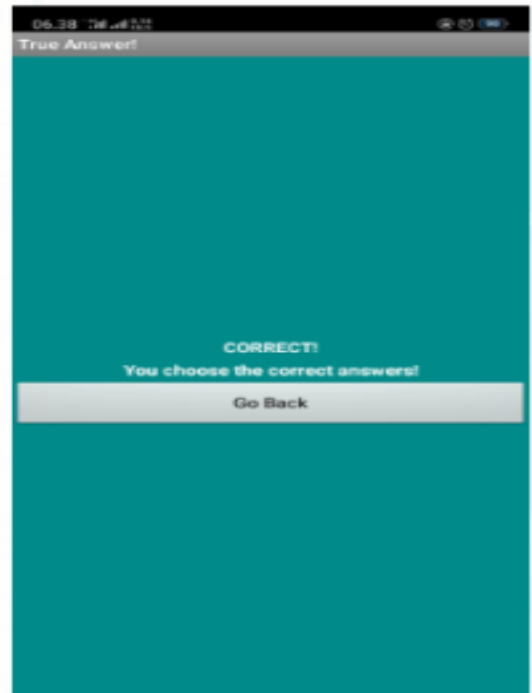
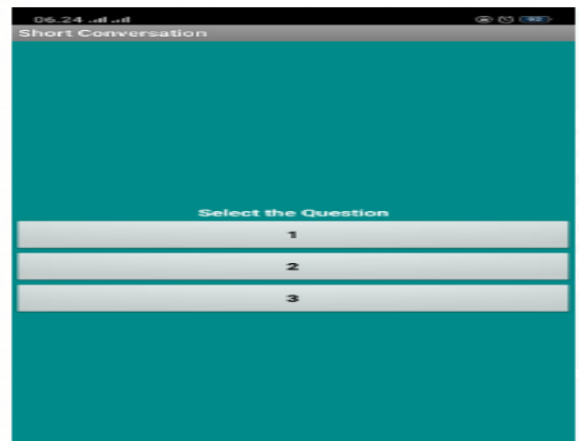
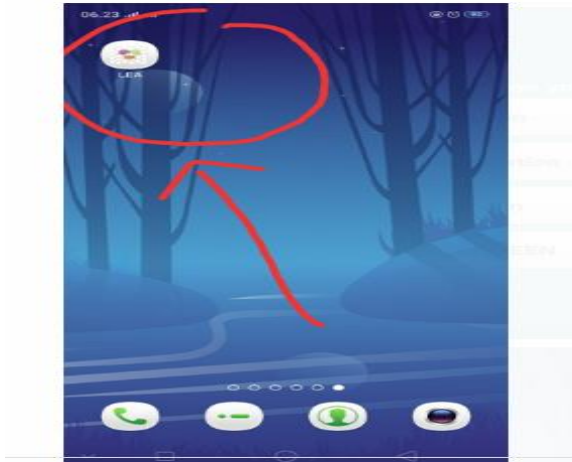
Planning the Product and Design

The second phase of this examination is arranging the item and structure of the listening

materials. A general guide of the materials is made to choose what points, unit inclusion, assignments and possible expanded activities that will be displayed in each unit.



Desktop Version: Product of Supplementary Listening Materials



Mobile Version: Supplementary Listening Materials

Validating the Product

The third phase of this investigation involves two phases, in particular: (1) experts approval and (2) update of the item. The experts approval will be utilized after the model of the

sight and sound valuable listening materials has been created. The experts' approval will be used to acquire information on the language substance of the listening materials, suitability of the sight and sound highlights and use. The main comments of the materials content will be from a grammar lecturer whose skill is in grammar and furthermore another listening lecturer and from the listening and ICT lecturer whose skills in listening materials and technology.

Revising the Product

After the experts give the criticism and assesses the items at the master validation organize, the materials will be reconsidered and improved. The correction will be accomplished for the advancement of the listening item.

Conducting the Product Try Out

The last phase of this investigation is to lead the item experiment with in English education department. The reasons are since in that department has a language research facility with the laboratory and headsets to help the procedure or items experiment with.

The Procedure of Development

The researcher will modified the phases of designing the multimedia listening materials proposed by Kinney and Bruck (2009, cited in Frey and Sutton, 2010) into three stages that are pre-development, product development, and final product. The procedures of development will involve three phases, namely: pre-development, product development and final development. In pre-development, the needs assessment will be conducted to see the gap on the existing materials and the emergence of the study. The product development involved three stages from developing the flowchart, instruments for product validation to developing the prototype.

Research Subject

The subject of this study will be the students from third semester in English education department from a teachers' training and education faculty in a state university in Banten province. The students will be asked

about their willingness to participate in this study from need assessment until the revision of final product. The numbers of the students approximately are about 90 students from third semester.

Research Data

The information that gathered will be classifications into three sorts, in particular: 1. the consequence of requirements evaluations, 2. after effect of approval stage, and 3. consequence of the experiment with procedure. To begin with, the information will be acquired from questionnaire from third semester students of English education department and meeting with lecturers from English education departments 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 third semester students will be accumulated after procedure of using the materials.

Research Instruments

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

Then, to answer the first research question, a set of questionnaire sheet will be delivered to the students. It will be consist of several questions related to the first research question about using desktop and mobile version as a supplementary listening material.

Next, a set of tests will be given to the students for several times in order to answer the second research question about students' scores and comprehension using desktop and mobile version as a supplementary listening material.

Technique of Data Analysis

The information from undergraduate students' questionnaires will be analysis quantitatively by utilizing recurrence and rate. The most elevated rate will be considered as the representation on the undergraduate condition. At that point, after the meeting with the teacher, the recommendation and the remarks will be dissected descriptively to decide the substance of the listening material. The consequence of the count will be changed over into clear investigation that is proposed by Suharto (2006:52) as found in the table beneath.

SCALE	INTERVAL	CATEGORIES
4	$3.25 \leq x \leq 4$	Very Good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

Then, to analysis the second research question, the students' score will be calculated by using SPSS version 22. In order to see the students' score and its comprehension after learning listening by using prototype supplementary listening materials.

CONCLUSIONS

This research will be focused on the process of using a prototype of supplementary listening material in two forms: desktop and mobile version. Since the use of this supplementary of listening materials are very crucial both for the students and also for the teachers. For the students, they can have the supplementary listening materials based on the KKNi based curriculum. Then, for the teacher, this supplementary listening materials will be as materials that can be used for teaching others skills, not only for listening materials but also provide supplementary listening that useful in and out of the classroom. Then, the results in form of the students' score and its comprehension related to the supplementary

listening materials in order to answer the second research question are very useful for this research, too.

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