DEVELOPING MULTIMEDIA-BASED LISTENING MATERIALS FOR 1ST GRADE STUDENTS OF SMK

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Abstract: The purpose of this study was to provide multimedia based listening materials for 1st grade students of SMK of Hotel Accommodation Program which is useful for self-study activities. This research and development (R&D) adopts the framework of developmental model by Koper (1995). The final product of this study was a package of interactive CD-ROM for learning listening. The product was successful in making students interested in learning listening.

Key words: Interactive CD, Multimedia-based, Courseware, Listening, Self-study material.

Listening comprehension is generally recognized as a key role in language learning/acquisition. It gives the learners information from which they build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills (Nation & Newton, 2009). Listening plays an important role in communication. It has been claimed by Nunan (1998), that students spend more than 50 percent of the time functioning in a foreign language for listening. On top of that, listening is a complex process. According to Meskill (1996), the complexity of listening increases in second language. We process what we hear much more quickly than the time it takes for the message to be spoken.

Such difficulties in listening are also faced by the students of Vocational High School (Sekolah Menengah Kejuruan/SMK), an educational institution responsible for educating human resources both for developing academic and special professional competence in accordance with their respective professional program. The statement of one of the English teachers in SMKN 2 Lumajang indicates that his students have difficulties in English especially in listening. Standard of Content (2006:383) states that English is an adaptive subject which aims to equip the students with communicative competence needed in their professional program. However, in fact, the opportunity for the students to learn listening for communicative purposes is still far behind the demand.

Therefore, this study is directed to help SMK students, especially those in Hotel Accommodation Program, to learn listening by providing them with appropriate listening material. The material is designed in the form of multimedia-based listening material with self-study format.

The result of this study is expected to be beneficial for the students and English teachers. For the students, it is expected that the material is served as worthwhile learning tool that facilitates them in learning listening and familiarizes them with conversations/expressions which are beneficial for their future career. The media provides the students with the opportunity to improve their listening skill outside classroom without the teachers’ presence and gives them the opportunity to study anytime and anywhere. For the teachers, it is expected that
the courseware provides more alternative of teaching listening. Since listening is closely related to speaking skill, the listening materials can also be utilized as a model for speaking activities.

**METHOD**

Among various kinds of developmental models, a method called PROFIL, developed by Koper (1995), is considered suitable. This method supports the idea of designing computer program for educational purposes. Although PROFIL is developed for the design of multimedia courseware, not all of the steps are compatible with the research. Therefore, only several steps which are considered applicable to the condition of the research are adapted. Those phases are then classified into three stages: (1) pre-development (2) development of the draft, and (3) the production of the final courseware. In the pre-development stage, there is only one phase; preliminary investigation. Preliminary investigation phase initiated the development process by producing a course plan. The second stage, the development of the draft, consists of two phases: definition phase and script phase. Every medium application starts to be developed in the definition phase. The various script needed are prepared in Script phase. The last phase, the production of the final courseware, merely includes one final phase called technical realization. The technical realization itself comprises several steps. Technical design, content entry, product testing, and final product are parts of the technical realization phase. The complete flow of the steps and the classification can be seen in Figure 1.

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<th>Development of the Draft</th>
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<td>Definition</td>
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FINDINGS

The media development produced media as shown below:

Figure 1. The procedure of the development

Figure 2. The Opening Scene

Figure 3. Pre-listening scene
The courseware is designed in self-study format with the intention that the students can study outside school hours without teacher help. Therefore, the media were developed to meet the requirements of self-instructional materials mentioned by Dickinson (1991:80), namely: (1) a clear statement of objectives; (2) meaningful language input, (3) exercise materials and activities, (3) flexibility of materials, (4) learning instructions, (5) language learning advice, (6) feedback and tests; (7) advice about record keeping, (8) reference materials, (9) indexing, (10) motivational factors, and (11) advise about progression. Table 1 is the content map of the lesson.

To create language learning environments that stimulate students’ interests and raise their enthusiasm for learning English, the media was made to resemble game simulation. The most obvious attractiveness of the media was the lay-out, object, and animation. To make it more communicative, when first playing the application, students are required to enter their name. The name then is recorded by the system and used in the interactive purpose such as the greeting in the opening scene.

The main menu is shown in the main scene. It consists of Enter the Hotel, Tutorial, About, and Quit buttons. Since the theme is Hotel, the main setting of the media is in Hotel. By clicking the button “Enter the Hotel”, the learner are invited to tour the areas in the hotel in which the listening materials are distributed. During the tour, a guide will appear in almost every scene to assist the learner in operating the application. Every time they don’t know what to do in particular scene, rolling the cursor over the guide will help. It was designed to bring about one of the must have features of self instructional materials, which is learning instruction.

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<th>Unit</th>
<th>Title</th>
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<th>Lesson Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>Entrance</td>
<td>The Hotel Doorman</td>
<td>Video</td>
<td>a. Greeting and leave taking</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>b. Describing origins</td>
</tr>
<tr>
<td>2</td>
<td>Front Desk</td>
<td>Booking a room</td>
<td>Audio</td>
<td>numbers, times, days, months, dates, and years</td>
</tr>
<tr>
<td>3</td>
<td>Front Desk</td>
<td>Check in and</td>
<td>Video</td>
<td>Command, Request and Offering</td>
</tr>
</tbody>
</table>
There are five hotel area labels that appear in the lobby each of which comprises three listening activities with which the learner engage: pre-listening, while-listening, and post listening. As Miller (2003:16) states, the improvement of research about listening strategies suggest that listening could be divided into those three main parts. She affirms that this format has proved to be useful in taking attention of the learners and allow them to do other things with the information that they listen to.

In the pre-listening, the learners are lured to read a virtual book containing the setting of the context and a list of new vocabulary. It aims to facilitate comprehension.

While-listening comprises video/audio listening materials and exercises. From all the seven listening materials, 5 of them are video while two of them are audio. It is believed that learners can develop their listening skills in a richer language context by using video (Miller, 2003:17). Besides, video is the more favorite listening materials compared to audio based on preliminary investigation. As it is revealed in the preliminary investigation, students often fail to comprehend the text because the speed is too fast. The impression of faster or slower speech commonly results from the number of pauses that the speaker uses (Richards, 2008:3). Thus the materials in the media are equipped with pause/play to facilitate the learning so that the learners can adjust the speed. There is also a replay button to meet the learners need.

Moreover, the while-listening is completed with exercise button that pops exercise pages. Students need to do the instruction in the exercise pages, do the exercise, and click submit button. The result will appear automatically right after it. If they are willing to review the exercise, they can hit the Review button and the review will appear. The exercises completed with the complements of task mentioned by Nunan (1989, cited in Cahyono, 2010:118), include: goal, input, activities, teacher role, learner role, and settings. The goal of the exercise is to check the students listening comprehension, the input students should get before doing the exercises is the audio-video listening materials, while the activity during the task is answering questions. Since the media is designed in self-study format, the teacher role is encouraging the students and the learner role is an independent learner. The settings of the task can be either in the classroom or outside the classroom. Those components are generally applied for all exercises involved in every unit because all of them have the same format.
The last part of the unit is post-listening. This section provides reference materials to the media, another compulsory feature of self-instructional materials. The expressions used in the video are discussed and other expressions having the same functions are also explained.

After the above alfa version of the media was created, a product evaluation was conducted. The product evaluation was to provide feedback to be used in revising the developed materials. This stage was needed to generate the final product of the study. Materials evaluation involved four different processes: expert of material validation, expert of media validation, teacher validation and try out of the product.

A university Lecturer of English Department, State university of Malang was asked to evaluate the content of the media. Then, she was to give her judgment on two aspects; options which dealt with the appropriateness of the provided menu and content which referred to the appropriateness of the texts, audios, and videos used in the media. The options given in the main menu, namely Enter the hotel, Tutorial, About, and Quit, were considered appropriate. However, due to the probability that learners could get lost and confused, there was still a need of a guide book on how to operate the media. In the content evaluation section, the expert of material evaluated whether the content of pre-listening, while-listening, and post-listening section in each of the five units were appropriate. The result of the evaluation affirmed that the text in pre-listening had been suitable with the topic. However, to improve the students understanding on new vocabulary, a direct translation to the first language was considered inappropriate. There was also a need of additional activity to check the students understanding of new vocabulary. For the while-listening, no further improvement was needed. The post listening activity was considered less suitable due to the absence of follow up activities.

For the expert of media validation, a university lecturer of Department of Visual Communication Design, State University of Malang was asked to evaluate the media in the aspects of design, color, audio-video, and user control. The expert affirmed that the overall design of the interface was attractive. It owed mainly to the idea that it could create the atmosphere of game simulation and to the detail visual objects in the media. Whereas, the lay-out of the opening did not tell the learners what kind of application it was. Information about the application needed to be displayed to make the students aware of the next interface appeared. The overall color in the media was considered appropriate. The expert confirmed that the instrumental music displayed on several scenes on the media did not distract the learners’ concentration. It was also checked that there was no problem with the audio material. However, there are more to do with the video material due to the limitation of video with .flv format when imported into .exe. A distinct treatment needed to be done to several videos that were considered broken by resizing the panel. It was affirmed that the application was easy to operate. However, the button in the beginning of the application that was considered too big. It was also suggested to give additional information about the map of the application to ease the learner in applying it during self-learning.

The teacher who validated the product was the English teacher of SMKN 2 Lumajang teaching the first class of Hotel Accommodation program. The aspects evaluated were contents based on the syllabus, presentation, audio-video, and user
control. The teacher confirmed strongly that the whole aspects were appropriate and no suggestion for further improvement was given. The teacher confirmed that the product was good and very attractive.

The materials try-out was conducted on the 12\textsuperscript{th} of March, 2006. It was tried out to 26 respondents who were involved in the preliminary investigation process. The respondents were gathered in computer lab where computers and loud speakers were available. They were given brief information about the product and how to operate it before they tried it by themselves. After they had finished trying out the developed media, they needed to complete a questionnaire directed at recording the students’ response on content, presentation, and benefit of the product. The result of the product try out showed that no further revision was needed.

The result of the expert of material validation and of media validation indicated that the media need to be revised due to some reasons: (1) there was a probability that the learners will get lost during using the program, (2) the direct translation to first language used in glossary was inappropriate, (3) there was no activity to check whether the learner have understood the vocabularies in the glossary, and (4) there were follow up activities in the post-listening section. To overcome the problems, a number of revisions were completed.

Since the “tutorial” button was not available in every scene of the media, the learner might get lost. To help them and to ease them in operating the application, a guide book was made. It contains a complete guide on how to operate the product and the function of every buttons in it.

As stated by the expert that the method used in explaining the new vocabulary by translating it into first language was inappropriate, the meaning of those words were then changed into a simpler English.

To check whether the learners understand the new vocabulary, Vocabulary Focus activities were provided. In the activities, learners need to complete the fill in the blank quiz or matching quiz. The text provided in post-listening section was also modified as suggested by the expert to include follow up activities which employ other language skills. Guo and Wills (2004:13) affirmed that by combining listening with other listening skills, students’ language skills will be strengthened, their interest will be sharpened, and their motivation to improve learning efficiency will be raised.

Based on the result of expert of media validation, there were several suggestions for further improvement of the product: (1) the title of the application needed to be displayed to make the students aware of the next interface appeared, (2) the panel of one of the videos needed to be adjusted, (3) the button in the beginning interface of the media needed to be resized, and (4) additional information about the map of the application was needed to ease the learner in using the media during self-learning. Those suggestions were used as the basis in revising the media.

The title of the application, as suggested, has been inserted in the very first interface of the application. One of the video was decreased in quality after it was imported to the application. The expert suggested resizing the panel to minimize the problem. The expert also considered that the size of the button in the beginning of the media was inappropriate. Thus, it was resized.
The last suggestion is about providing a map about the media to ease the user during self learning. Basically, this suggestion is similar to the idea of the expert of material about providing a guide book. Thus, the guide book was made based on the suggestion of both experts.

**DISCUSSION**

In this study, the final product of the development is a package of interactive CD-ROM for learning listening. The media is designed to resemble game simulation. It contains audio-video materials, exercises, and follows up activities to make the learning activities become fun and enjoyable, so students’ motivation can be increased. It is in line with Meskill (1996) who states that the case for multimedia as a technology that supports listening skills development in another language is strong and has a motivational aspect.

Each unit in the media is divided into pre, while, and post listening. This kind of format has beneficial aspect as stated by Miller (2003:16). She states that the improvement of research about listening strategies suggests that listening could be divided into those three main parts. She affirms that this format has proved to be useful in taking attention of the learners and has allowed them to do other things with the information that they listen to.

Furthermore, the follow up activities provided in the media are enriched with tasks which employ other language skills to give more improvement to the students’ language skills. It is in line with the statement of Guo and Wills (2004:13). He affirms that by combining listening with other listening skills, students’ language skills will be strengthened, their interest will be sharpened, and their motivation to improve learning efficiency will be raised.

Despite the good features of the media, teachers who teach low achieving students might face a challenge in using it. Since all the instruction used in the media are provided in English, low achieving students might face difficulties in comprehending the instructions. To anticipate the problem, the teacher could explain and practice how to operate the media in front of the students while encouraging them to learn autonomously at home. As an alternative, the teacher could also encourage the students to use their dictionary more often, so that they can enrich their vocabulary.

**CONCLUSION AND SUGGESTION**

This sub-chapter covers the conclusion and some recommendation which might be taken into consideration for English teachers and future researchers.

The media is intended to be used by the students in self learning activities as well as teaching learning activities in the classroom. Based on the try-out, it can be concluded that the students can fully utilize the media for self study since it has been designed mainly for that purpose. However, the teacher can also used the product as additional media in teaching listening in the classroom. It is advisable that the teacher develop the activities by adding more oral exercises or more follow up activities.

As another alternative of teaching listening, the teacher could also adapt a teaching model “listening-based learning for overall language development described by Guo and Wills (2004: 7). The pedagogical approach is a combination of face-to-face teaching and encouragement of students’ autonomous learning. At the beginning period of the first term, the teacher guided students in setting up
learning groups. Then the teachers and students identified learning objectives for each unit and design teaching activities. The teacher could also schedule several meetings to discuss the result of the follow up activities.

For the future researchers who would like to conduct research on similar topics is suggested to develop a multimedia based listening material which is targeted to students of vocational high school of different grades or different programs with more varies activities.

REFERENCES

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