

## **DEVELOPING AUDIO MEDIA FOR TEACHING LISTENING**

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### **ABSTRAK :**

Penelitian ini bertujuan untuk mengembangkan media audio bahasa Inggris untuk pengajaran *listening* siswa kelas tujuh. Dalam hal ini, produk tersebut adalah media audio, buku siswa dan buku guru. Peneliti menerapkan desain Penelitian dan Pengembangan. Dalam penelitian ini potensi masalah dan solusi diperoleh dengan menganalisis studi kebijakan, melakukan observasi, wawancara, dan kuesioner. Hasil menemukan potensi masalah dan solusinya adalah bahwa praktik mendengarkan sangat jarang dilakukan dan para guru belum menggunakan media audio. Hasil desain dan pengembangan menunjukkan bahwa Media Audi untuk Mengajar Mengajar valid, rata-rata dari ketiga validator materi adalah 93% dan tiga validator media adalah 84%. Hasil uji coba produk menunjukkan bahwa model tersebut tidak efektif. Penelitian ini dilaksanakan di kelas VII A SMP N 2 Sutojayan, Blitar. Kelas ini terdiri dari 32 siswa yang terlibat dalam analisis kebutuhan dan uji coba menggunakan satu kelompok metode desain eksperimen pra dan pasca tes. Hasil pre-test (57,13) sedangkan post test (83,06). hasil tersebut menunjukkan adanya peningkatan nilai siswa. Dalam uji sampel berpasangan, t-hitung adalah -21,351 dengan sig 0,050. Implementasi validasi dan uji coba ada dalam produk akhir, semua langkah pembelajaran dan latihan didasarkan pada pendekatan Pengajaran Bahasa Berbasis Bahasa (TBLT) yang memiliki tiga langkah yaitu Pra-Tugas, Tugas Sementara, dan Tugas Akhir. Audio Media didukung dengan buku guru dan buku siswa. Produk ini memberi efek signifikan pada keterampilan mendengarkan siswa. Produk ini valid dan dapat digunakan sebagai media dalam proses belajar mengajar. Media Audio "Mendengarkan Aktif" meningkatkan keterampilan mendengarkan siswa

Kata kunci: pengembangan, media audio, pengajaran  
mendengarkan

## **ABSTRACT :**

This research was aimed to develop the investigation of English audio media for teaching listening to the seventh grade students. In this case, the product is an audio media, students' book and the teacher's book. The researcher applied Research and Development (R & D) design. In this research the potential problem and solution were obtained by analyzing the policy study, doing the observation, the interview, and the questionnaire. The result of finding potential problem and solution is that the listening practice is very rare to do and the teachers do not use the audio media yet. The result of the design and development showed that the Audio Media for Teaching Listening was valid, the average of the three material validators is 93% and the three media validators is 84%. The result of product trial showed that the model was effective. The research was carried out in VII A class of SMP N 2 Sutojayan, Blitar. The class consisted of 32 students involved in the need analysis and try out using one group pre and post test experimental design method. The result of pre- test (57.13) while the post test was (83.06). The result shows the increase of the students' result. In paired samplet- test, t- count was -21.351 with sig 0.050. The implementation of validation and try out was in the final product, all steps of learning and exercise was based on Task Based Language Teaching (TBLT) approach that had three steps namely Pre- Task, Whilst- Task, and Post- Task. The Audio Media supported with the teacher's book and students' book. The product gave a significant effect to the students' listening skill. It was valid and could be used as the media in teaching and learning process. The "Active Listening" Audio Media enhanced the students' listening skill..

Keywords: *developing, audio media, teaching listening*

## **INTRODUCTION**

Language is a universal communication tool, through a language we can show an idea, feeling and some messages to other. English is an international language, because all people from other countries use English language to communicate with the others society who has the different languages. English is the main language which is used by every country to participate in their association. Indonesia is one of countries which is aware about the importance of English in developing and learning English as a foreign language. According to Tarigan (2008: 1) states that Lnguage skill in the school curriculum consist of four skills, they are Writing, Reading, Speaking and Listening skill. So that,

the fourth skills are need to be given full attention in language teaching in order to achieve the teaching learning objectives.

From the fourth skill of language, listening is the most important skill to master because listening is a key to all effective communication. Nation and Jonathan (2009:38) state that "Listening is a bridge to learn a language". This statement means that we can master a language if we have the ability to listen in order to create a good communication. Listening is the ability to accurately receive and interpret messages in the communication process. Rubin in Helgesen and Brown (2007: 3) states that

Listening is an active process in which listeners select and interpret information which come from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

Spratt, Pulverness, and Williams (2005: 31 ) state that listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening subskills. In short, the students should have the capability to apply listening strategies in listening activities. However, without practice all of those points will not be really helpful. Learners' listening practice is also one of the influential factors in improving their listening comprehension skill. The aim of this study is to provide the listening learning media for the seventh grade students.

Based on the research observations at SMP N 2 Sutojayan, it is indicated that the media audio for teaching listening seldom to be practiced. The teacher used the text book and worksheet. The teacher often gives dictation for the listening learning process. The observation result at another school (MTs Al-Umron), showed the same thing, that the school never uses an audio media in teaching listening. The headmaster of MTs Al-Umron which is the English teacher too, said that the listening practice is rare to do because of the limited time.

The results of the interview with the teacher of SMP N 2 Sutojayan will be explained as follows:

Mr. Jamak Anshori, the English teacher of Seventh class says:

"Not yet, but sometimes I play an audio from handphone.

Sometimes I show the students some videos from youtube. The purpose is the students are not studying from books only"

Dwi Kartika, one of the seventh grade students in SMPN 2 Sutojayan stated that:

“Yes, I am bored, because every day and every English subject is using worksheet. The learning listening is rare to do, even it never uses the audio media. So, it is very difficult to understand the oral dialogue or text”.

Another student, Ananda Koko says:

“We never use an audio media when we learn listening. The teacher just gives some dictation and we must find the meaning”.

Based on the finding in the field, the researcher got many problems in the teaching learning process, especially in listening skill. First, the listening practice is rare to do. As like the researcher’s experience in the Junior High School, the listening skill is not taught maximally because the teacher is seldom to teach listening. The students’ listening practice is also one of the influential factors in improving their listening comprehension skill. They have to practice a lot to improve their skill, especially in comprehending monologs or dialogues uttered by speakers. Therefore, the teachers should give more opportunity for the listening skill practice by the students. In this case, providing various activities, sources, and learning media to help the students to improve their listening skill as good as other skills is the teachers’ responsibility in the classroom.

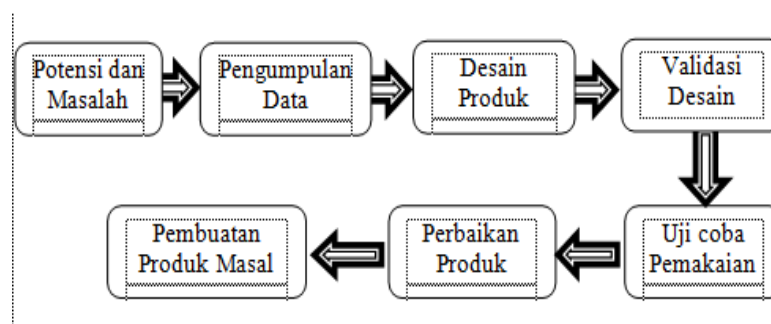
Second, the teachers do not use the audio media yet. The listening process in SMP N 2 Sutojayan in the class is taught by dictation of word by word and then they just have to write those words’ meaning (See appendix interview with students). The teachers do not use the media audio yet for teaching listening, so that the students feel difficult to understand the others saying. Although sometimes the teachers play the audio from youtube (see appendix interview with the teacher), it is not maximum to train and to increase the students’ listening skill ability.

From those problems above, the researcher concludes that the teacher needs a solution to solve the students’ problems by developing appropriate listening learning media to improve the students’ achievement in listening skill. So that, the researcher wants to conduct what is the suitable listening learning media for the teaching learning process. The title of this thesis is “Developing Audio Listening Media for Teaching Listening to the Seventh Grade Students”.

## **RESEARCH METHOD**

In this research, the researcher used combination of qualitative and quantitative approach. The researcher used qualitative and quantitative approach to analyze the data. The result of interview, observation, and field

note presented descriptively to know the students's respond of teaching listening. While the result of questionnaire, pretest, post- test, and the validation experts apply in quantitatively.



**Figure 1. Research and Development Framework**

In this research there were seven procedures to develop the product used by the researcher; (1) finding potential problems and solution, (2) Data Collection, (3) Design and development, (4) Experts validation and revision, (5)Product trial (experiment), (6) Evaluation by experts and revision, and (7) Final production.

As researchers have pointed out that according to Sugiyono (2014: 297) Research and Development (R & D) is a research method used to produce certain products, and test the effectiveness of these products. So in this study, the product to be produced is an audio media for teaching Listening. The product design is manifested in the form of recording in a flashdisk and is accompanied by a Listening guiding book that contains the exercises about listening.

Recording on the flashdisk contains the materials for the seventh grade students of Junior High School 2 Sutojayan, accompanied by practice exercises that are expected to improve the students' listening ability. The materials and questions are separated in each chapter so that it makes easier for the learning process.

The guiding book contains material that will be taught based on the seventh grade syllabus, completed with the listening xercises that are expected to improve the students' listening ability. There are the questions in each chapter that must be understood and answerd correctly by the students. In this Listening guide book, there is an assessment rubric on the last page. The hypothetical model of this research shown as follows:

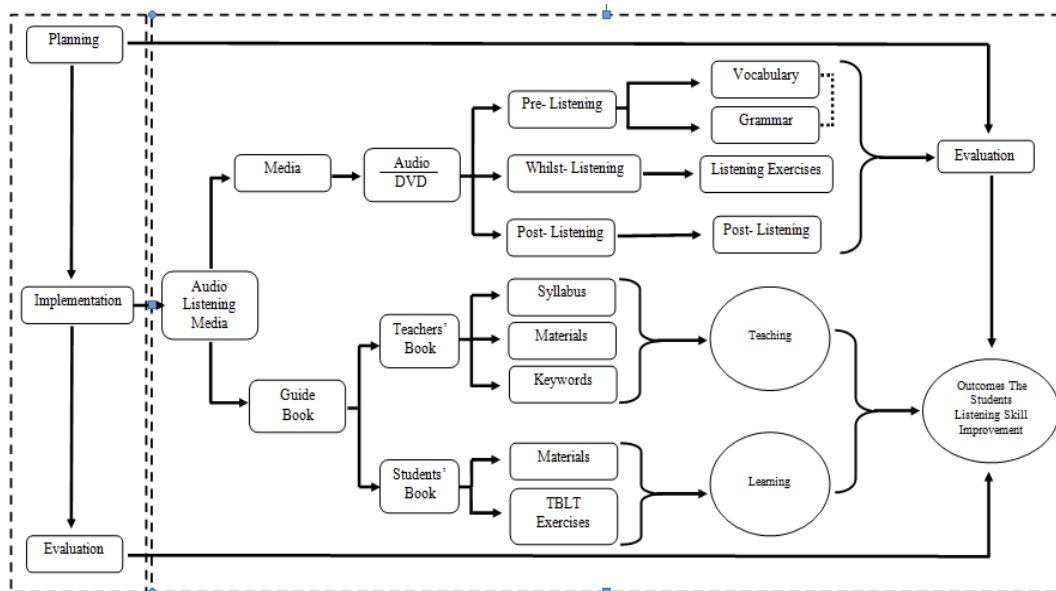


Figure 2. Hypotetical Model and Product specifications

The researcher determined sample of this research by using simple random sampling techniques. The sample of this research taken from 35 % of population predetermined above. It was consisted 32 students of VII-A class. In this research, data collection techniques were done by the researcher in various ways. To collect the data the researcher used observation, interview, and questionnaire. The researcher used various instruments to support this research during the research be held, they are; tests, guiding interview, guiding observation, questionnaire and field note.

**Table 1. Research Instruments**

Data	Instruments	Content	Subject
Data Collection	Observation	School condition. English teaching and learning process of seventh grade students in SMP N 2 Sutojayan. English learning media of seventh grade students in SMP N 2 Sutojayan.	SMP N 2 Sutojayan. English listening media for seventh grade students.
	Interview	Opinion toward the existing of an audio media for teaching listening.	English teacher and the seventh students of SMP N2 Sutojayan.

*continous form Table 1*

<b>Data</b>	<b>Instruments</b>	<b>Content</b>	<b>Subject</b>
Data Collection	Questionaire	Students' opinion about their English learning.	The A seventh grade students of SMPN 2 Sutojayan.
Experiment	Test	Pre-test dan Post-test	The A seventh grade students of SMP N 2 Sutojayan.

## **RESULT AND DISCUSSION**

The analysis of data collection and finding potentials and problems solution was conducted as the first step of this research to find out the students's need. The results of the data collection and finding potentials and problems solution are explained as follows:

### **The Result of Observation**

The researcher did three observations. First, the researcher did observation toward the school condition by using descriptive observation. Descriptive observation is an observation that done by the researcher when entered the certain social situations. The result of school condition observation was SMP N 2 Sutojayan has proper facilities and infrastructure. There were a headmaster rooms, a curriculum room, a teacher room, a school yard, 30 classrooms, a library, a science laboratory, a language laboratory, a computer laboratory, an art room, a students' cooperation, canteens, and any other rooms. The most gracious is a language laboratory. It room consists of 40 students' tables and chairs, a teacher's table and chair, 40 head set, an LCD projector and a sound system. The sound system was good. But this language laboratory is rare to use. It is only used for the practical exercises and final examination.

Second, the researcher did observation toward the English learning media used in English lesson. To do this observation, the researcher used selective observation. The result of English learning media observation showed that in teaching listening, the English teacher used limited media in teaching learning process. She used handphone media to teach listening and find the resources from youtube.

Third, the researcher did observation toward the English teacher during an English teaching and learning process in grade VII A. The observation was done by the researcher using focused observation. The result of English teaching process observation shown that the students need more English

media to support their learning process in English, especially in learning listening.

Based on the three kinds of observations, the researcher found out potential problems as follows; 1. The students needed the suitable learning media. 2. The teachers needed more the suitable English teaching listening materials.

### **The Result of Interview**

Based on the result of the interview to the English teacher and students, the researcher found out the following potential problems as follows;

**Table 2. The results of interviews**

Interview	Interview	
English teacher	First student	Second student
Not yet, but sometimes I play an audio from handphone. Sometimes I show the students some videos from youtube. The purpose is the students are not studying from books only. But it difficult to find the suitable material for the students.	Yes, I am bored, because every day and every English subject are using worksheet. The learning listening is rare even never use the audio media. So, it is very difficult to understand the oral dialogue or text.	Never use an audio media when learning listening. The teacher just give some dictation and we must find the meaning.

The interview showed that the teacher was very need an audio for listening activity. It looks from her effort to teach the students by her own mobile phone and sometimes showing and playing YouTube for students. Likewise the students feel bored only learn from the book task. They need a new media for improving their listening skill.

### **The Result of Questionnaire**

The questionnaire consisted of the students opinions, especially about listening skill and the audio media. The results of questionnaire represented in the following table;



**Table 3. The result analysis of the questionnaire**

<b>NO</b>	<b>Item</b>	<b>Score</b>
1.	1.	89
2.	2.	100
3.	3.	90
4.	4.	116
5.	5.	95
6.	6.	110
7.	7.	122
8.	8.	98
9.	9.	104
10.	10.	114
11.	11.	97
12.	12.	107
13.	13.	114
<b>Total Score</b>		1.327
<b>Criterion Score</b>		1.664
<b>Precentage</b>		80 %

According the data analysis result of the students' questionnaire above, these result had total score 1.327 with criterion crore 1.664, while the percentage was 80%. The value includes 61- 80% was valid. Based on the data, the researcher concluded that the students' responses were good in the Developing an Audio Media for teaching and learning process in listening skill.

#### **The result of Validation**

The validation product obtained to test the validity of the initial design product by experts. There are three validators. They are: the English teacher of SMP Sutojayan and the two others were the lecturers of Unisba. The result of material validation is listed in the table 4.3

**Table 4. The result of material validation**

NO	Item	Value		Value		Value	
		Expert 1	Σ Score	Expert 2	Σ Score	Expert 3	Σ Score
1.	1.	5	5	5	5	4	4
2.	2.	4	9	5	10	4	8
3.	3.	5	14	5	15	5	13
4.	4.	4	18	4	19	4	17
5.	5.	5	23	4	23	4	21
6.	6.	5	28	5	28	5	26
7.	7.	5	33	5	33	4	30
8.	8.	5	38	5	38	4	34
9.	9.	4	42	4	42	4	38
10.	10.	4	46	4	46	4	42
11.	11.	5	51	5	51	4	46
12.	12.	4	55	4	55	4	50
13.	13.	5	60	5	60	4	54
14.	14.	5	65	4	64	4	58
15.	15.	5	70	5	69	4	62
16.	16.	5	75	5	74	5	67
17.	17.	4	79	5	79	4	71
18.	18.	5	84	5	84	4	75
19.	19.	5	89	4	88	4	79
20.	20.	5	94	5	93	4	83
	<b>Total</b>		<b>94</b>		<b>93</b>		<b>83</b>
	<b>Criterion Score</b>		<b>100</b>		<b>100</b>		<b>100</b>
	<b>Percentage</b>		<b>94 %</b>		<b>93 %</b>		<b>83 %</b>

The three material validators have the same idea, they have the same idea in the appropriateness to the need of learning materials, so they gave 5 scores. But, they less agree in the appropriateness with the material substances. So they gave 4 score, they suggested the researcher to put the pre- task, whilst- task and post- task. From the result of the validation and suggestions from three validators, the researcher added the pre- task (Warm up), whilst- task that consists of tak 1, task 2 and task 3, and the post- task (Exercises).

**Table 5. The result of media validation**

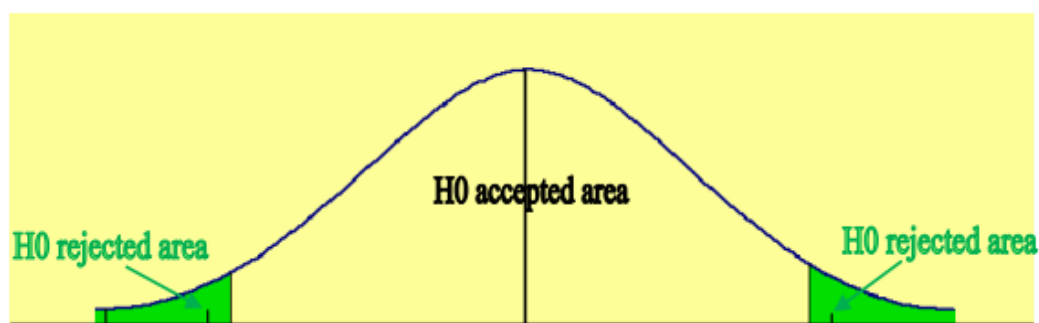
NO	Item	Value		Value		Value	
		Expert 1	$\Sigma$ Score	Expert 2	$\Sigma$ Score	Expert 3	$\Sigma$ Score
1.	1.	4	4	4	4	4	4
2.	2.	5	9	4	8	4	8
3.	3.	5	14	4	12	4	12
4.	4.	5	19	5	17	4	16
5.	5.	5	24	5	22	4	20
6.	6.	3	27	4	26	5	25
7.	7.	4	31	5	31	4	29
8.	8.	4	35	4	35	5	31
9.	9.	4	39	4	39	5	36
10.	10.	4	43	4	43	4	40
11.	11.	4	47	4	47	4	44
12.	12.	4	51	4	51	5	49
13.	13.	4	55	4	55	4	53
14.	14.	4	59	4	59	5	58
15.	15.	4	63	4	63	5	63
<b>Total</b>			<b>63</b>		<b>63</b>		<b>63</b>
<b>Criterion Score</b>			<b>75</b>		<b>75</b>		<b>75</b>
<b>Precentage</b>			<b>84 %</b>		<b>84 %</b>		<b>84 %</b>

From the result of the validation and suggestions from three validators, the researcher did the revisions. First, the researcher brighten the cover, added the name and added the "As Supplementary Materials". The researcher added the words "As Supplementary Materials" because the product of this research is not the audio media only, but also the listening materials for VII grade students suit to the syllabus. Second, the researcher revised the audio and made it more clear by adjusting the speaker' speed in Narrator's Voice application. Then, the researcher added some musics in order to make the audio not boring, they are the music of bell before the lesson start, the music is in every part of task.

The result of validation the final product from the sixth validators was listed as follows;

**Table 6. The result of validation the final product**

NO	Validator	Total Score	Percentage	Criteria
1.	Material Validator 1	94	94 %	Very Valid
2.	Material Validator 2	93	93 %	Very Valid
3.	Material Validator 3	93	93 %	Very Valid
4.	Media Validator 1	63	84 %	Very Valid
5.	Media Validator 2	63	84 %	Very Valid
6.	Media Validator 3	63	84%	Very Valid



**The result analysis of the t- test**

The analysis t- test of VII A class:

$$s = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

$$= \sqrt{\frac{1}{32-1} \left\{ 22.992 - \frac{(-830)^2}{32} \right\}}$$

$$= \sqrt{\frac{1}{31} \{1463,875\}}$$

$$= \sqrt{47,222} = 6,872$$

$$t - test = \frac{\frac{\sum D}{n}}{\frac{s}{\sqrt{n}}}$$

$$t - test = \frac{\frac{-830}{32}}{\frac{6,872}{\sqrt{32}}}$$

$$t - test = \frac{-25,9375}{1,2148}$$

$$= -21,351$$

t tabel = 2,040

- 21,351 < -2,040

- t hitung < -t tabel

2,040

t tabel

The researcher took a conclusion that H<sub>0</sub> rejected, so it was concluded that there is a significance influence of the Audio media for teaching listening to the seventh grade students.

## **DISCUSSION**

The research result showed that; the Audio Media for teaching listening to the seventh grade students was designed to improve the students' listening skill that consists of four chapters, Chapter I entitled Lovely Things, it consists of material, example and tasks about expression and the responses of giving compliment and adjectives. Chapter II entitled What do you do, it consists of material, example and tasks about profession and expression of asking for someone's habit. Chapter III entitled I love Indonesia, it consists of material, example and tasks about descriptive text, describing thing, people, home town and Indonesia country. Chapter IV entitled What friends are supposed to do, it consists of material, example and tasks of song about best friend using TBLT approach.

The notions of Task Based Language Teaching consisting of pre-task for developing language competence, whilst task for practice to develop the students' listening skills, and post- task to evaluate the students' listening skills. It was correspond with TBLT's theory of Nunan (2004), task-based language teaching is an approach in teaching English which focuses on the use of educational tasks which are class assignments that involve students in understanding, manipulating, producing or interacting in the target language where they focus more on understanding than form. Task-based language teaching is believed to be able to advance student academic progress and interaction skills. In short, task-based language teaching allows the students to produce target language through communicative task completion.

The materials developed based on the notions of Task Based Language Teaching (TBLT). In pre- listening included vocabulary exercise, grammar exercise, and words' meaning exercise. The aims of the whilst listening is to achive competence, and finally post- listening aimed to evaluate the students listening skill competence, and the outcome obviously effective as explained in the try out of this research. It showed on the result of post- test higher than pre- test. The result of pre-test mean score was 57.13, and the result of post-test mean score was 83.06. Therefore the product was effective to teach English listening skill.

## CONCLUSION

Based on the result of the research, the researcher concluded that the "Audio Media for Teaching Listening to the Seventh Grade Students" was an effective model and appropriate for teaching listening. The product of this research, an Audio media for teaching listening to the seventh grade students was developed based on Task Based Language Teaching (TBLT) theory.

The final product consists of pre-task, whilst task, and post task. In pre-task there was a listening the words. Each chapter included listening the words and find the meaning with the different theme. In whilst task, there was the questions as the students' task. In this section the students work independently to answer the exercises. In post-task, there was a listening evaluation, so the students not only could improve their listening skill but also create writing skill in this section.

## SUGGESTION

Based on the result of try out validation, and evaluation, the researcher has suggestions of this research result toward the teacher, the students, and other researcher. It has been beneficial to provide suggestion. The researcher suggested to use the English audio listening media of seventh grade students as the learning sources because it was developed based on the students' need, validated by experts and the product has tried out. The researcher suggested that the students must be diligent to practice the listening skill in order to improve their listening skill not only in the school, but also in the home. The last, For other researchers who had interested with the product and want to try out the product to know the strength and the weaknesses of each unit of the product, it could be an effort to improve the product and added more inputs for its improvement.

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