# DESIGNING  *LET'S LISTEN* MULTIMEDIA CD FOR LISTENING CLASS

Arum Nisma Wulanjani
Tidar University
Indonesia
arum_nisma@untidar.ac.id

## Abstract

Teaching listening in a language laboratory can be a beneficial or even a challenge for a teacher, especially in elementary school. It is beneficial since the laboratory is equipped by sophisticated aids to support the listening learning process. On the other hand, choosing an appropriate material which can be supported by the aids and meet with students' need is the challenge must be aware by the teacher. This study proposes an answer for the challenge. This study describes a development of multimedia CD for listening class which is intended for engaging students in listening class.

In developing the multimedia CD, the steps proposed by Thiagarajan, Semmel, & Semmel are the basis of conducting the study. Some adjusted stages were conducted such as the define stage, design stage, and develop stage. The multimedia CD was designed interactively so that the students can involve actively in the listening learning process, since it also provides interactive feedback. Some suggestion and revison from some experts completed the process of the development. Based on the experts' analysis, *Let's Listen* multimedia CD has met the criteria to be a teaching material for listening comprehension especially for fifth graders. *Let's Listen* multimedia CD has a positive effect in listening class and it also allows the students to have student-centered learning and lead them into independent learning. Overall, the multimedia can enhance the students' motivation in listening class.

Keywords: developing, multimedia, listening

## Introduction

Listening has important role in communication. To sustain the conversation, people need to understand what other says by listening before they respond to the speaker. Listening is an active skill which means when people are listening, they are also creating meaning in their mind about what the speaker says. Therefore, language learners need to develop their listening competence.

Developing listening competence means developing listening comprehension. Listening comprehension does not only play role as understanding process, but also as psychological process in learning language. With a greater understanding of language quality and the development of teaching theory, there has been recognition of the process of listening comprehension as needing greater emphasis. It is explained by Rost (2002, p. 8) that listening comprehension in its broadest sense; as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning and responding (collaborative orientation); and creating meaning through involvement, imagination, and empathy (transformative orientation). Therefore, listening comprehension tends to be an interactive, interpretive process in which listeners use prior knowledge and linguistic knowledge in understanding messages.

Teaching listening in school, however, still encounters some problems. Listening is considered as difficult skill in teaching and learning process. Harmer (2008, p. 12) groups four general categories of listening difficulties. They are characteristics of the message, the delivery, the listener, and the environment. In line with the importance of listening, School

Based Curriculum has been designed to develop students' listening competence. In Elementary School, fifth grade students need to be able to respond instructions in their daily context. Besides, they also need to be able to respond instructions and in their daily context verbally. As a matter of fact, most students get difficulties in listening English as their foreign language.

Engaging the use of media is important to support the teaching and learning process in listening class. The teacher needs an appropriate media in order to make the students to be active and motivated in listening class. Furthermore, Harceleroad (1977, p. 17) states that educational media off all types play increasingly important roles in enabling students to reap benefits from individualized learning. It is fortunate that the potentialities of modern technology may be combined with educational planning to provide resources needed for this purpose. Murcia (2001, p. 461) also assists media help teachers to motivate students by bringing a slice of real life into classroom and by presenting language in its more complete communicative context.

The use of multimedia have significant effect in education field. Several benefits derived from the use multimedia are also pointed out by Ciğerci and Gultekin (2017), Ampa (2015), and Babiker, Mohd. Elmagzoub A (2015).

Considering the benefits served by multimedia above, this study aims to describe the development *Let's Listen* Multimedia CD for listening class.

## Methodology

### Research Design

In developing the multimedia CD of listening, research and development approach was carried in this study. The major purpose of research and development was not to formulate or to test, but to develop a product for its use in classroom. Gay (1981, p. 1) stated that research and development was not only to make or test a theory but also to develop the effective products that could be used in teaching and learning activity.

The research and development by Thiagarajan et all (1974) is conducted in this study. There were four steps: 1) define; 2) design, 3) develop, 4) dissemination. However, this study limited the steps into the first three steps; define, design, and develop. The study omitted the dissemination stage because it consisted of packaging, diffusion, and adoption. The distribution of material widely, in this case is CD, was not necessary yet in this study. The following figure was intended to ilustrate the research and development procedure.
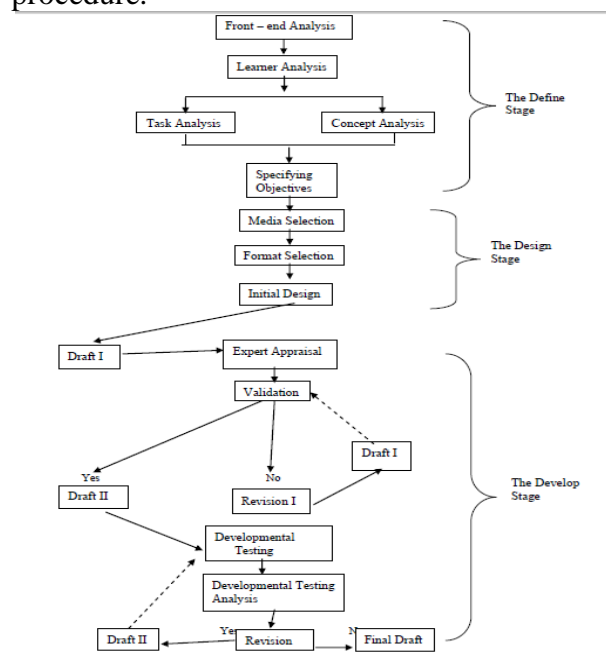


Figure 1. Research and Development Procedure by Thiagarajan et all.

### Participants

In this study, the participants were an English laboratory teacher and 34 students in fifth grade.

### Data Collection

Questionnaire, observation, and interview were used to collect the data. Closed and open-ended questionnaires were carried in this study. The questionnaires consisted of five aspects related to the multimedia CD, they were the validation of

substance of material aspect, multimedia design aspect, visual communication aspect, media quality Aspect, and users' opinion.

For the observation, the students' exploratory behavior observation scale adapted from Ward (1999, pp. 328-433) was used. There were three components of behavior which were observed, they were awareness and attention, inquiry and discovery, and communication. Each component had measurement criteria and the scale ranged from 0-5.

In the interview, a semi-structured interview was conducted. The interview was used to gather information from the teacher about the listening teaching and learning process before and after the observation/

While the observation was used to have the document about the class situation. In conducting the observation, the student exploratory behavior observation scale adapted from Ward (1999, pp.28-433) as cited by Creswell (2005, p. 158) was used. There were three components of behavior which were observed, they were awareness and attention, inquiry and discovery, and communication.

*Data Analysis*

In analyzing the closed questionnaires, firstly, the writer prepared and organized the closed questionnaire data. After that, the writer counted the total score and found the average score. The average value of each score was followed. Having such purpose the following rules would be applied:

Table 1. Rating Scale for Questionnaire

| Scale Range | Value |
|---|---|
| 0.00 – 1.99 | Not well at all |
| 2.00 – 2.99 | Not so well |
| 3.00 – 3.49 | Somewhat well |
| 3.50 – 4.00 | Very well |

*(Budiningarti as quoted by Prabowo,2008)*

The next step was representing the result in tables and discussing it descriptively. In the other hand, the writer analyzed the opened question by summarizing the respondents' answers descriptively.

In analyzing the opened question, the questionnaire was analyzed by using description method, which involved the description and the interpretation of the data. Before describing and interpreting the data into sentences, it was analyzed by following steps: grading the items of the questionnaire, tabulating the result of the questionnaire, finding the mean, determining the graded score, matching the mean to the criterion, and concluding the questionnaire result.

After analyzing the questionnaires, the interview was analyzed. The interview was done by videotaping. This would give an accurate record of conversation. Since the interview was conducted in the form of semistructured interview, there were two steps of analyzing the interview. The first step was analyzing the closed-form question. As suggested by Borg, Gall, ad Gall (2003, p. 249) that the analysis of responses to closed-form interview questions was straightforward. It was typical to calculate the percentage of respondents who indicated each response option for each item. So, the writer calculated the percentage of the respondents' answer of each item.

For the analysis of responses to open-form questions, it required the development of a category system. Some categories of questions were made. The categories were syllabus, methods used by the teacher in teaching process, material and sources used by the teacher, steps of the teaching process, preparation for the teaching process, students' competence, and also goal of the teaching process. Then, the responses to open-form questions were entered into the categories. Finally, the responses were summarized.

The last analysis was analyzing the observation data. In analyzing the data, the rating scales suggested by Wragg in Cohen, Manion & Morrison (2007:402) was used. The writer entered the rating scales

according to a 5-point scale of observed behavior. But in this case the writer added the scale with 0 point. It ranged from 0 to 5. The data from the notes were analyzed and put into the scale range. Then, the results of observation after and before the use of interactive multimedia CD. were analyzed and summarized.

## Findings and Discussion

In developing the multimedia CD, some adjusment process proposed by Thiagarajan et all was done. The adjustment was done dealing with the real condition in the process of developing the interactive multimedia. There are three stages that have been developed in this study. They are Define, Design, and Develop.

In the define stage, four steps were conducted. They were front-end analysis, learner analysis, task and concept analysis, and also specifying instructional objectives. This stage was the initial stage which was intended to get the initial data and also the need of the students in the listening teaching and learning process.

From the front-end analysis, some basic problems were found. The basic problems arose in the listening teaching and learning process was that the students did not get the actual atmosphere in the listening activities. They did not get any chance to get involved or to participate directly opinion in the listening activities. It caused the students were less in paying attention and made them difficult in understanding the instructions from the teacher. The other problem was the facilities. The teacher was not equipped with a suitable multimedia source to support the teaching process.

In the learner analysis, there were found that the students' awareness and attention during the teaching and learning process was only 57.65%, their inquiry and discovery was 44.70%, and their ability in communication was 32.35%. It can be concluded that the students need some listening activities which can increase their awareness and attention, their inquiry and discovery, and also their encouragement to communicate in English.

In the task and concept analysis, identifying the main skill to be acquired by the students and analyzing it into a set of necessary and sufficient sub skills were conducted. It was done by mapping the syllabus. Based on the syllabus, there are two sub skills which should be acquired by the students in the listening competence; they are responding to very simple instructions by doing actions acceptably in the students' context and responding to very simple instructions verbally. Besides, the students' characteristics were also considered in constructing the tasks for the students in the media developed.

In the other hand, the concept analysis was done by analyzing the result of the learner analysis. Based on the learner analysis, the students were less active and less in concentration in the listening teaching and learning process. It can be concluded that the students need some listening activities that encourage them to get involved in the teaching and learning process. Based on the curriculum, the learning activity for the fifth grade students tended to be thematic, and hobby was one of the theme which was choosen was chosen as the initial concept in developing the multimedia CD.

Meanwhile, the validation result towards the aspect of the material substances indicates that the media developed has corresponded positively toward all of the indicators under the intended aspect. It indicates that the multimedia developed is already relevant toward the instructional objectives; the topic proposed is already relevant toward the material content, truth and concept, the terms used is considered appropriate, the material thoroughness is considered good, and the ideas' actuality and originality is adequately maintained.

Following the validation of this aspect, the revision had further been made. It included replacing the indicators. Next,

revision was adding the objectives of the learning. Hence, according to the aspect of substance of the material, the media developed has been met the required qualification.

While from the instructional design aspect, the validation result indicates satisfying result. Overall, the instructional design aspect is categorized as "somewhat well". The revision had been carried out. It covered changing some pictures in the "Vocabularies" menu with more appropriate pictures for the fifth grade students and simplifying the monologue text in the "Choose It" menu.

The validation result toward the aspect of media quality indicates that the media developed has corresponded positively toward all of the indicators under the intended aspect. The media developed had already fulfilled the qualification of the easy understanding of the program objective, the simplicity of the multimedia operation, the clear and directed learning instruction, the sufficient thoroughness of the material, the easy understanding of the material presentation, the helpful and complete navigation, the clear and readable text, the interesting color choice, the narration facilitates understanding, the audio facilitates learning concentration, the easy understanding of the language used, the sufficient interactivity of the multimedia, the exercise facilitates understanding, the sufficient quality and quantity of the exercise. Overall, the instructional design aspect is categorized as "somewhat well". The revision had been carried out. It covered completing the instructions for every menu in the media developed.

In line with the validation result of the questionnaires above, the validation result of the questionnaire of the visual communication aspect also shows a positive respond. It indicates that the proposed multimedia had already fulfilled the qualification of the communicativeness, creativity, simplicity, unity, illustrating the object in the form of representative image,

the appropriate choice of color, typography (font and letter orders), lay out and familiar and consistent navigation (icon). The instructional design aspect is categorized as "somewhat well". The revision had been carried out. It covered completing the instructions and guideline, changing the color of the letters, adding some related pictures in the "Dialogues" menu, and also changing the instruction using English only.

Further, to find out about the students' opinion during the use of the multimedia CD a questionnaire was distributed to the students. The questionnaire covered five aspects, which were students' interest, students' motivation, the advantage of the use of the multimedia CD, the relevancy between the material in the multimedia CD and the material given by the teacher, and the sustainability. The result indicates a positive respond form the students. It shows the high interest of the students in learning by using the CD, high motivation of the students in learning English by using the CD, and the CD could help the students in understanding the learning materials. It seems that the use of the CD influenced the students' motivation in the listening teaching and learning process.

From the observation result, it shows that there are an improvement from the students in their awareness, attention, inquiry and discovery, and communication ability in the listening teaching and learning process. It shows that their awareness and attention increased from 57.65% to 70.58%, their inquiry and discovery increased from 44.70% to 57.64%, and their communication ability increased from 32.35% to 39.41%.

## Conclusion

Referring to the development and implementation of the multimedia CD, four points are taken as the conclusion.

First, in the need analysis of the define stage, the result of interview between the teacher and the writer shows that the teacher has difficulty in conducting the

listening teaching and learning process because the teacher is only equipped with a book with limited source for listening such as multimedia source. Besides, the result of interview shows that the students have difficulty in understanding the materials given by the teacher. It is caused by their lack in understanding the instructions giving by the teacher.

Second, from the front-end analysis, it shows that the students have difficulty in responding the instructions from the teacher. It seems that they did not get what the teacher said. They are lack in responding any short texts of spoken language such as instruction or command. It can be concluded that the listening skill that is needed by the students is responsive listening. So, in developing a multimedia of listening, the skill should be a consideration as the students' need to fulfill.

Third, an interactive multimedia CD has been developed, in which already relevant to the material substance, media design, visual communication design, and media quality. The three stages have been conducted, they are the define stage, design stage, and development stage. The multimedia material is developed by combining various types of media format. It provides the material by combining audio, pictures, animation, video, and text. In develop stage, the product then is evaluated by some experts until it has reached the final revision. The experts of the aspect of substance of the material, media design aspect, visual communication aspect, and media quality aspect have been asked to conduct validation toward the relevant aspects.

Fourth, the use of the multimedia CD of listening gives some positive influences for the students in the listening class. It can increase their interest and motivation in listening class. Besides, the use of the multimedia CD also influences the students' awareness, attention, inquiry and discovery, and communication ability in the listening class.

Furthermore, the improvement for the multimedia CD needs to be done in the future studies in order to improve the quality of the multimedia CD.

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