

ARTIKEL

DEVELOPING ENGLISH LISTENING MATERIALS FOR THE TENTH GRADE STUDENTS OF MUSIC PERFORMING ART VOCATIONAL SCHOOL

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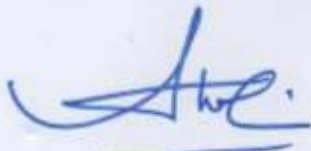
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ABSTRACT

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The aim of this study was to find out an appropriate English listening materials for the Grade X students of music performing art vocational school. *Sekolah Menengah Kejuruan (SMK)* or Vocational School is an institution where students are prepared to be work-ready after finishing their education in specific major. Music Performing Art is one of the major provided in Indonesia's vocational school. By the fact that listening activities are often ignored by teachers and that listening is one of the test in the National Examination, then listening activities are considered important in English learning activity. However, the finding of materials that provided for the Grade X students of Music Performing Art major at SMK Negeri 11 Medan shows that the listening materials provided in the textbook are not related to the students' major, instead the materials are rather general and more suitable for other major. Therefore, it is needed to develop the English listening materials for the tenth grader of music performing art major. Small-Scale Research and Development (R&D) is the suitable method in developing the materials. Based on the students' needs analysis obtained from the questionnaires which responded by 64 students and interviews which involved 4 students, the researcher found that 78.13% of the respondents assumed that the existing materials provided by the teachers are general, and further 93.75% expect a major-related English listening materials. The materials are developed by adding some musical terms, like music instruments, and topics related to musical field, like popular singer's profile, as a step to meet the students' needs. The experts' validation shows that the materials are appropriate and recommended to be used. Based on the result of the study, conclusion and suggestions are directed to the English teachers in SMK Negeri 11 Medan, especially, and in other music major vocational school, generally, who are expected to provide materials which are related to the students' major, by doing so the students might have motivation in learning English and to support their knowledge to be a professional musicians.

Key words: *Research and Development (R&D) method, English listening materials, Music performing art major*

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INTRODUCTION

Background of the Study

In Indonesia, English taught as a foreign language and included as a compulsory subject for junior and senior high school level. In senior high school level, both for General High School and Vocational School, English taught as an adaptive subject that aimed to prepare the student to be able to communicate in English which is needed relevant with their major.

Sekolah Menengah Kejuruan (SMK) or Vocational School is an educational unit that aimed to be a medium to improve the students' ability in a particular major which is targeted to improve the human resources in their work field. Vocational school trains the students in improving their skills so they will be able competing after they finish their study. This skills supported by English ability will have more value than others who doesn't master English.

Listening is a language skill that enables human to comprehend information received while communicating directly through oral language production and helps the other skills develop. Listening is an important skill which enables language learners to receive and interact with language input and facilitates the emergence of other language skills. (Vandergrift & Goh, 2012:4). Thus mastering the listening skill will give a huge benefits for the learners, both for learning the language and for communicating in a particular language.

In line with that, mastering listening skill is very important since it has its own section in the national examination. It was in the academic year of 2002/2003 since the listening test included as the part of English test in the National Examination. National examination's listening test requiring the students to listen to recorded voice in form of short dialogue and also choosing the correct answer based on the picture which explained in the recording. This listening section of the examination tests the students' ability in comprehending the spoken English while communicating. Thus, this listening skill should be prepared well in order to succeed the listening test in the national examination.

Unfortunately, the importance of this preparation is ignored by most of English teachers. Practically, there are a numerous number of teachers who simply skipped the listening section materials and jump to the grammar-related materials. The teachers do not know the importance of preparing the students for this section and are too lazy to prepare the equipment since they have no language laboratory. This will lead the students to not recognize what is listening test, how the listening test goes, and what should be prepared in listening test.

Based on these preceding explanations, it is an important thing then to review the learning materials, especially the listening materials for the Grade X students of music performing art major, then to develop these listening materials which related to the students' major in order to help improving the students' learning eagerness and to improve their mastery on listening skill to achieve the competency standards.

REVIEW OF LITERATURE

Listening is a receptive communication skill that allows human in comprehending spoken language. Brown (2001:247) describes listening as a major component in language learning and teaching. This is to tell that listening is important out of the four skills in the learning and teaching process, of course not to mention that the other skills not important. Logically, in communicating—in this case orally—the process begins with getting information by listening which then proceeded by giving response whether spoken or written. Further, Helgesen (2003:24) defines listening as an active, purposeful process of making sense of what we hear. Clearly stated here that in listening there is a purpose for the process which then needs an effort of understanding the information received.

Learning materials is important as a media in the process of teaching and learning, not only in language learning but any other field of education also uses learning materials to support the information needed. Though there are a numerous learning materials, but the most commonly used learning materials nowadays are textbooks and not a few of teachers, especially in Indonesia, accept to use textbook and consider textbook as the only learning materials to be used while teaching. But later this consideration leads to a boring teaching learning

process. Teachers are pleased to develop the existing learning media in order to take full advantage of the teaching learning process. Again Tomlinson (2011:2) explains that materials development: “refers to anything which is done by the writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Clearly, that every efforts done by both teachers and learners in maximizing the learning materials to stimulate and facilitate the teaching learning process will ultimately be known as the development of learning materials.

ESP is an approach to language teaching in which all decisions of making the content and method of language teaching itself are based on the learners’ reason for learning (Hutchinson & Water, 1986). To support previous theory, Basturkmen (2010:8) opines that “ESP focuses on when, where and why learners need the language either in study or workplace context.”

Indonesia’s National Education Department by the Letter of Decision Number 7013/D/KP/2013 about the Competences Spectrum on Vocational School have specified that there are 6 competency major in vocational school, namely: (1) Technology and Engineering, (2) Information and Communication Technology, (3) Health, (4) Agribusiness and Agro technology, (5) Fisheries and Marine, (6) Business and Management, (7) Tourism, (8) Art and Craft, and (9) Performing Arts. In the same acknowledgement, the major of *Seni Pertunjukan* (Performing Arts) then sub divided into Music Art, Dance Art, *Karawitan* Art, *Pedalangan* Art, and Theater Art.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

The research was conducted by using the educational research and development (R & D) proposed by Borg and Gall. Based on Borg and Gall (2003:569) R & D is “an industry-based development model in which the findings

of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.” R & D contains ten stages during the research, namely: Research and Information Collecting, Planning, Development of Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Borg & Gall, 1983:775).

However, out of these ten stages, the researcher applied only the first five stages in order to solve the problem in this study because of the limited time, capacity and financial. This reduction of stages of R & D then called by Borg and Gall as “Small-Scale R & D Project”. Borg and Gall (2003:572) explained that: “it is highly unlikely a graduate student will be able to find the financial and personnel support to complete a major R & D project... If you plan to do an R & D project for a thesis or dissertation, you should keep these cautions in mind. It is best to undertake a small-scale project that involves a limited amount of original instructional design...Another way to scale down the project is to limit development to just a few steps of the R & D cycle.” By these consideration, the researcher then decided to apply the Small-Scale R & D project by limiting the development to just a few steps among the ten steps of the R & D cycle.

Procedures of Materials Development

This research was conducted by adapting the Small-Scale R & D Project proposed by Borg and Gall, which are as follows:

- a. Research and information collecting
- b. Planning
- c. Develop preliminary form of product
- d. Preliminary field testing
- e. Main product revision

Findings

Research and information collecting

The existing materials are in the form of textbook entitled *Bahasa Inggris SMK Kelas X* by Dwiharti. The topic for each chapter of the materials are provided below. These topics of the existing materials then developed by considering the students' needs.

Table 1 Topics in Existing Listening Materials

| Chapter | Title |
|---------|-------------------------------------|
| 1 | Greetings and Introduction |
| 2 | Stating Things, etc. |
| 3 | Describing Things, etc. |
| 4 | Showing Regrets, etc. |
| 5 | Describing Events |
| 6 | Writing Memos |
| 7 | Understanding Words and Terminology |
| 8 | Writing Simple Invitation |

(From: *Bahasa Inggris SMK Kelas X*, Dwiharti, 2007)

By amending criteria proposed by Renandya (2012) and Wong (2014), here are the observation result on the observation of the existing materials.

Table 2 The Observation Result on the Existing Materials

| CRITERIA | YES | NO |
|---|-----|----|
| LINGUISTIC CONTENT | | |
| The range of vocabulary is wide by covers musical terminologies (e.g. music genres, music instruments, etc.) which are useful enough for students majoring in music | | ✓ |
| The listening materials are authentic | ✓ | |
| The listening tasks are realistic and related to musical field | | ✓ |
| Communicative abilities can be developed | ✓ | |
| Examples and texts are correctly written | | ✓ |
| There are activities designed for integrating language skills in relation to musical field | | ✓ |
| There is a glossary in musical field | | ✓ |
| OTHER CONTENT | | |
| The textbook supports the aims and objectives of the program in relation to music performing art major | | ✓ |
| The textbook matches with any external syllabus | ✓ | |

| | |
|--|---|
| requirements specifically for vocational school | |
| The organization of topics is clear | ✓ |
| The textbook provides learners with opportunities to communicate with each other | ✓ |
| New points of learning are presented in an interesting way | ✓ |
| The topics attract music performing art student | ✓ |
| There are sufficient variety in topics related to musical field | ✓ |
| The topics expand learners' awareness and enrich their experience in music | ✓ |
| Women and men are portrayed equally | ✓ |
| The content relate to the learners' culture (e.g. the nationality), background (e.g. students' major of music), and environment (e.g. school of music) | ✓ |
| There is a good mixture of text and graphic information on most pages | ✓ |
| LEARNER CONCERNS | |
| The textbook fits target learners' needs in musical field | ✓ |
| Learners perceive the textbook as interesting, useful, and relevant to the music performing art major | ✓ |
| The textbook accommodates different learning styles | ✓ |
| There are references, websites, and additional resources for students to try on their own | ✓ |
| The students can listen and/or view the material which are related to musical field without having to stop and replay the audio or video material | ✓ |
| TEACHER CONCERNS | |
| The textbook provides and support materials on musical field | ✓ |
| An answer key is provided | ✓ |
| PRACTICAL CONCERNS | |
| The textbook is affordable | ✓ |
| The textbook is easy for students to carry | ✓ |
| The textbook is attractive | ✓ |
| The textbook is durable | ✓ |
| The textbook is easy on the eyes | ✓ |
| The textbook provides an Audio CD | ✓ |

When the researcher found some facts from the existing materials observation/review and planned to develop them, it is important to find out how

the learners' point of view in relation to the materials. Thus, the research was continued by doing needs analysis of the learners by administering the questionnaires.

The students were asked about the generality of the existing materials, the table below shows the result.

Table 3 Students' Judgment on Existing Listening Materials

| Question | Scale | Percentage |
|--|---------------------|------------|
| Listening materials provided in our learning materials are ... | General | 78.13 % |
| | Related to my major | 17.19 % |
| | Not Answering | 4.68 % |

From these finding, then it supports the researcher intention to develop the existing materials but it is important first to see how this decision meets the students' need. This following table shows the result of needs analysis whether students need developed materials or not.

Table 4 Students' Needs of Major-related Listening Materials

| Question | Scale | Percentage |
|--|---------------|------------|
| In developing English listening materials which are related to my major, I would ... | Agree | 93.75 % |
| | Disagree | 3.13 % |
| | Not Answering | 3.12 % |

The tables above show the activities that the students want to have in the English listening activity. And the respond which positively support this research is that students are mostly want their listening materials should be related to their major.

The interviews also shows the same result, that it is needed to have a developed materials. Three out of total four students interviewed answer agree to have a developed materials which are related to their major of music performing art.

Planning

By consulting to the result of needs analysis and comparing to the syllabus of vocational school for English subject, the researcher planned the development of listening materials. At this point the researcher planned and designed a draft of

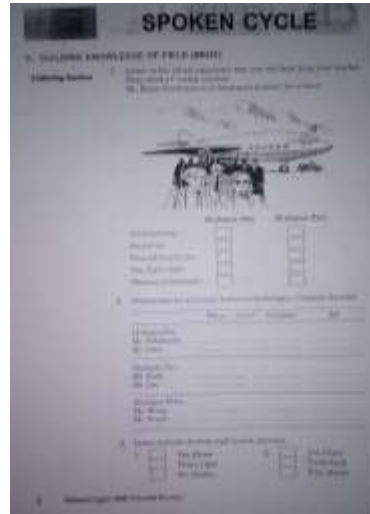
the appropriate listening materials to be used in the listening activity and then developed it by also comparing it to the existing materials. The researcher had checked the existing materials and had decided which materials should be developed and which are not as can be seen on table 5.

Table 5 The Existing Materials Planning Draft

| CHAPTER | BASIC COMPETENCIES BASED ON THE VOCATIONAL SCHOOL SYLLABUS | EXISTING MATERIALS |
|-------------------|---|---------------------------|
| SEMESTER I | | |
| I | Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan | Developed |
| II | Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun | Developed |
| III | Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun | Developed |
| IV | Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar | Not developed |
| SEMESTER 2 | | |
| V | Menjelaskan secara sederhana kegiatan yang sedang terjadi | Developed |
| VI | Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas | Developed |
| VII | Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus | Developed |
| VIII | Menuliskan undangan sederhana | Developed |

Development of Preliminary Form of Product

By having a base on the result of needs analysis the researcher has developed the existing listening materials as the final draft. Below is the existing materials compared with the develop materials' final draft of Chapter 1.



(Chapter 1 in the existing materials)

Following is Chapter 1 in the developed materials:

CHAPTER 1



STANDAR KOMPETENSI

Berkomunikasi dengan Bahasa Inggris setara Level Novice

KOMPETENSI STANDAR

Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan

PART 1

Listen to the actual experience that you will hear from the recording. Then check (✓) what you hear.

Mr. Ilham Nurohman is at the airport to meet two visitors.



Source: <http://www.fullstopindia.com/wp-content/uploads/2012/02/Delhi-Airport-Arrivals.jpg>

| | Dialogue 1 | Dialogue 2 |
|----------------------|--------------------------|--------------------------|
| Good morning. | <input type="checkbox"/> | <input type="checkbox"/> |
| Excuse me. | <input type="checkbox"/> | <input type="checkbox"/> |
| Pleased to meet you. | <input type="checkbox"/> | <input type="checkbox"/> |
| Yes, that's right | <input type="checkbox"/> | <input type="checkbox"/> |
| Welcome to Indonesia | <input type="checkbox"/> | <input type="checkbox"/> |
| Thank you. | <input type="checkbox"/> | <input type="checkbox"/> |

PART 2

Some people are at a choir festival. Listen to the dialogue then complete the table below.

| <i>Name</i> | <i>Hometown</i> | <i>Position</i> |
|----------------|-----------------|-----------------|
| <i>Tina</i> | | |
| <i>Carol</i> | | |
| <i>Agung</i> | | |
| <i>Kuncoro</i> | | |
| <i>Boy</i> | | |

PART 3

Listen to the dialogue in Part 2. From the dialogue list some expressions (like greetings, introducing, apologizing, and thanking) you hear in the table.

| Expressions | | | | |
|-------------|---------------------|---------------------------|---------|---------------------|
| Greetings | Introducing oneself | Introducing others/people | Apology | Gratitude or Thanks |
| | | | | |

 **PART 4**

Listen and tick (✓) the best reply to each sentence.

| | | |
|--|---|--|
| <p style="text-align: center;">1</p> <p><input type="checkbox"/> Yes, please.</p> <p><input type="checkbox"/> That's right.</p> <p><input type="checkbox"/> No, thanks.</p> | <p style="text-align: center;">2</p> <p><input type="checkbox"/> Yes, I have.</p> <p><input type="checkbox"/> To the bank.</p> <p><input type="checkbox"/> Fine, thanks.</p> | <p style="text-align: center;">3</p> <p><input type="checkbox"/> You're welcome.</p> <p><input type="checkbox"/> Nice to meet you.</p> <p><input type="checkbox"/> How do you do.</p> |
|--|---|--|

| | | |
|---|--|---|
| <p style="text-align: center;">4</p> <p><input type="checkbox"/> How do you do?</p> <p><input type="checkbox"/> Yes, I do.</p> <p><input type="checkbox"/> That's right.</p> | <p style="text-align: center;">5</p> <p><input type="checkbox"/> Yes, it is.</p> <p><input type="checkbox"/> Yes, thanks.</p> <p><input type="checkbox"/> Fine, thanks.</p> | <p style="text-align: center;">6</p> <p><input type="checkbox"/> Nice to meet you.</p> <p><input type="checkbox"/> Have a nice day.</p> <p><input type="checkbox"/> Is it?</p> |
|---|--|---|

Below is the listening transcript of Chapter 1:

LISTENING SCRIPTS

NOTE:

 : AUDIO CD

 : DICTATION BY TEACHER

CHAPTER 1: HELLO!

 **PART 1**

Dialogue 1

A : Good morning. I'm Ilham Nurohman.

B : David Baker. Pleased to meet you, Mr. Nurohman.
A : Pleased to meet you, Mr. Baker. Welcome to Indonesia.

Dialogue 2

A : Excuse me. Are you Mrs. Rice?
B : Yes, that's right.
A : I'm Ilham Nurohman. How do you do.
B : Pleased to meet you, Mr. Nurohman.
A : Welcome to Indonesia.
B : Thank you.

PART 2

Tina : Carol? Is that you?
Carol : Tina? How are you? Long time no see.
Tina : I'm fine. How about you?
Carol : Well, not too bad.
Are they your friends?
Tina : Oh. Yes. They are my new friends. We met here in this festival.
This is Agung.
Agung : Hi! I'm Agung. Nice to meet you.
Carol : Hi, Agung! Nice to meet you.
Tina : He is a conductor of his choir from Solo. A well-known conductor actually.
Agung : Thanks, Tina! That's so kind of you.
Tina : You're welcome.
Next, this is

Kuncoro : Ehm. Ehm. (Clearing throat)
Allow me to introduce myself. I'm Kuncoro. What a pleasure to meet you.
Carol : Thank you, Kuncoro!
Tina : He is a Tenor singer of his choir from Surabaya.
And finally, this is Boy.
Boy : Let me introduce myself, I am Boy. Nice to meet you. (Polite way)
Carol : Nice to meet you too, Boy!
Tina : I know what you're thinking. Yes, he is too formal, as usual.
He is a Baritone Singer and also conductor of his choir. He comes from Medan.
So, that's all. Now go introduce yourself.
Carol : Hello! Everybody! My name is Carol. I'm a soprano singer and I come from Jakarta.
Tina was my friend when we are at senior high school. She is also a soprano singer.
She is lucky to study here in Denpasar.

PART 3

Same with part 2.

PART 4

1. Did you say your name was Pat?
 2. How have you been?
 3. Nice to meet you.
 4. How do you do?
 5. How are thing with you?
 6. My name is Amer.
-

The complete development details between the existing materials and the developed materials are provided in the table 6. The boldfaced part is the developed part from the existing materials, while the regular text shows that the parts were not developed and remain the same with the existing materials.

Table 6 The Developed Part of the Existing Materials

| Chapter | Topic | Existing Materials | Developed Materials |
|---------|----------------------------|---|---|
| 1 | Greetings and Introduction | Point 1: Number of question items is 5. Point 2: Three short dialogues Point 3: Listen and tick | Title: Hello! Part 1: Number of question items is 6. Part 2: One short dialogue related to musical context to complete the table. Part 3: Listen and tick. |
| 2 | Stating Things | Point 1: Writing appointments. Point 2: Listen and tick Point 3: Dialogue on telephone about Software product. | Title: This is ... Part 1: Writing appointments. Part 2: Listen and tick. Part 3: Dialogue about music genres, music instruments and appointment to attend a concert. Addition |

| | | | |
|---|-------------------|--|---|
| | | | <p>Part 4: Listen to a monologue and mentioning the music instruments from the audio.</p> <p>Part 5: Listen and repeat the name of music instruments provided with the phonetic transcription.</p> |
| 3 | Describing things | <p>Point 1: Typical day activities of one office workers.</p> <p>Point 2: Repeating the monologue in Point 1.</p> <p>Point 3: Describing the students' own typical activities.</p> <p>Listening to the name of days on a week and repeat.</p> <p>Checking activities on the table from the monologue in Point 1.</p> | <p>Title: Violin is ...</p> <p>Part 1: Typical day activities of one music instruments store owner.</p> <p>Part 2: Repeating the monologue in Part 1.</p> <p>The point 3 is omitted.</p> <p>Part 3: Checking activities on the table from the monologue in Part 1.</p> <p>Part 4: Listening to the name of days on a week and repeat.</p> <p>Part 5: Listening to Michaels Jackson's biographical monologue and answering the questions.</p> |
| 4 | Showing regrets | <p>Point 1: Marking the stressing in pronouncing.</p> <p>Point 2:</p> | <p>Title: Sorry...</p> <p>Part 1: Writing ordering made via phone calls.</p> |

| | | | |
|---|---------------------------------------|---|--|
| | | Writing ordering made via phone calls. Placing orders. | Part 2: Marking the stressing in pronouncing. Part 3: Placing orders. |
| 5 | Describing events | First listening: Filling in the gaps in the dialogue. Second listening: Filling in the gaps in the table. | Title: This is Awesome! Part 1: Listening to a monologue about someone's experience in musical event. Part 2: Filling in the gaps in the dialogue. Part 3: Filling in the gaps in the table. |
| 6 | Writing memos | Point 1: Completing memo about a catalogue finalizing by consulting to the provided notes. Point 2: Matching 9 signs of traffic sign and symbols. Point 3: Answering questions about flight schedule from the teachers' dictation. | Title: Memo Part 1: Completing memo of music instruments store owner by consulting to the provided notes. Part 2: Matching 9 signs of traffic sign and symbols. Part 3: Answering questions about flight schedule from the teachers' dictation. |
| 7 | Understanding words and terminologies | First listening Point 1: Dialogue about preferences on the new photocopier machine by employees. | Title: What are these? Part 1: Dialogue about preferences on music instruments which |

| | | | |
|---|---------------------------|--|---|
| | | Point 2: Listen and tick. | will be played by the students of National Musical School in the competency test. |
| | | Second listening Point 2: Listening to a dialogue the design of a new product and ticking the box and write the reasons. | Part 2: Listen the same dialogue in part 1 and tick in the table. |
| | | Point 3: Filling in gaps on a dialogue. | Part 3: Listening to a dialogue the design of a new product and ticking the box and write the reasons. |
| | | | Point 3 is omitted. |
| 8 | Writing simple invitation | Point 1: Completing the gaps in an invitation letter about new software launching. | Title: Dear, Mr. Ludwig |
| | | Point 2: Listening to a dialogue and answering the questions based on the dialogue. | Part 1: Completing the gaps in an invitation letter about a classical music concert. |
| | | | Part 2: Listening to a dialogue and answering the questions based on the dialogue. |

Preliminary Field Testing

The preliminary field testing were done by having a run check of the final draft to the Grade X student of SMK Negeri 11 Medan. The tested listening materials is on Chapter 2 Part 3 of the developed listening materials. The result then also compared equally to the existing listening materials on the same part, Chapter 2 Number 3 on page 26.

The preliminary field test on the existing listening materials were done in two repetitions of listening. Since the existing listening materials are not provided with interactive listening media, the test were done with the dictation by the researcher. The result are as follow:

Table 7 Preliminary Field Test Result for Existing Listening Materials

| No. | Respondent's Initials | Correct Answer | Score (CA) × 20 points) |
|-----------------|-----------------------|----------------|-------------------------|
| 1. | DA | 3 | 60 |
| 2. | TDAS | 4 | 80 |
| 3. | REP | 4 | 80 |
| 4. | RAF | 4 | 80 |
| 5. | AGFS | 4 | 80 |
| Average: | | | 76 |

Some mistakes found in the students' answer sheets for the existing listening materials were: (1) missing part of the answers; and (2) total incorrect answer.

The result of the preliminary field test of the developed listening materials is as described in table 8.

Table 8 Preliminary Field Test Result for Developed Listening Materials

| No. | Respondent's Initials | Correct Answer | Score (CA) × 20 points) |
|-----------------|-----------------------|----------------|-------------------------|
| 1. | DA | 4 | 80 |
| 2. | TDAS | 5 | 100 |
| 3. | REP | 4 | 80 |
| 4. | RAF | 2 | 40 |
| 5. | AGFS | 5 | 100 |
| Average: | | | 80 |

Some mistakes found in the students' answer sheets for the developed listening materials were: (1) misspelled; (2) total incorrect answer.

After the test, the respondents were asked to choose which materials would they prefer and the result is all respondent prefer the developed listening materials with the music-related contents.

Main Product Revision

The main product, which is the developed listening materials, has been validated by experts to check the components of the developed materials based on some specified criteria. The validating instrument consist of 4 criteria of validity, namely linguistics, process, product and content, and layout. The validation result is in form of percentage which is the result of the given score divided by the maximum score multiplied by 100%.

The researcher group the percentage of the validation score into 5 groups as follow:

Very good/relevant/appropriate = 81 – 100%

Good/relevant/appropriate = 61 – 80%

Fair = 41 – 60%

Less relevant/appropriate = 21 – 40%

Very less relevant/appropriate = 0 – 20%

As what has been explained in the procedure of material development in Chapter III, the experts were one lecturer of English Department at State University of Medan and the English teacher at SMK Negeri 11 Medan.

The first validator is Rafika Dewi Nasution, S.Pd., M.Hum., who is a lecturer of English Education program at State University of Medan mastering in Listening. The validation result is provided in table 9:

Table 9 The Validation Result of Validator I

| No. | Criteria | Maximum Score | Total Given Score |
|-----------------------|---------------------|---------------------------------|-------------------|
| 1. | Linguistics | 40 | 35 |
| 2. | Process | 30 | 27 |
| 3. | Product and Content | 45 | 39 |
| 4. | Layout | 35 | 31 |
| Total | | 150 | 132 |
| Percentage (%) | | $(132/150) \times 100\% = 88\%$ | |

From the formulation of the validation sheet, Validator I gave the total score of 88% which means that the developed listening materials are very relevant. She also gave some comments as following:

- Linguistics: the grammar and diction, generally, is very good.
- Process: the learning process also arranged well.
- Product and content: listening materials development has been arranged based on the characteristic of music performing art students.
- Layout: the presentation of illustration layout, font settings, are good.

The second validator is Nestorverli Lumban Tobing, S.Pd., the English teacher at SMK Negeri 11 Medan. He was chosen by the researcher as the validator by the

consideration of that the teacher who interact with the students is knowing much better about the students and what the students' need in the learning process. The validation result is provided in the following table:

Table 10 The Validation Result of Validator II

| No. | Criteria | Maximum Score | Given Score |
|-----------------------|---------------------|---|-------------|
| 1. | Linguistics | 40 | 34 |
| 2. | Process | 30 | 32 |
| 3. | Product and Content | 45 | 38 |
| 4. | Layout | 35 | 30 |
| Total | | 150 | |
| Percentage (%) | | $(132/150) \times 100\% = \mathbf{89.33\%}$ | |

From the formulation of the validation sheet, Validator II gave the total score of 89.33% which means that the developed listening materials are very relevant. He also give some comments as following:

- Linguistics: it is good already.
- Process: less triggering the innovation for students to learn by themselves.
- Product and content: the content not too dense.
- Layout: fonts should be marginalized to the box.

Suggestion and corrections from validators has been added into the developed materials and the revised materials are considered as the final product of this research. As the result, these main products, both printed-out materials and audio CD, are the final products of this research.

Finally, as the final steps of this research, based on these validation results done by the validators, these listening materials are appropriate and recommended by the researcher to be used by the Grade X students of Music Performing Art Major of SMK Negeri 11 Medan.

CONCLUSION AND SUGGESTIONS

Conclusions

As for conclusion of this study, the researcher can conclude that the existing English listening materials used by the teacher are not related with (not relevant to) the students major which may lead the students to learn terminologies and contexts which are actually more related to other major out of music performing art major. Students are aware of the importance of English for their life in the future and realize their ability in English, especially in listening skill, which is mostly in the category of fair. As for the responsibility, Students and teachers are both responsible for the success of listening activity in English class. The students expect a relevant materials to their major and also an interactive media, so the teachers are expected to be able to motivate the students and provide the materials, including the use of the equipment. As for the answer of this research, the development on the existing listening materials is needed and this has been done by considering the students' needs which then produced the developed listening materials.

Suggestions

The researcher comes with some practical suggestions, which are as follow:

1. Teachers should be able in considering the students' needs, so they meet the students' need in choosing or even developing the materials that relevant to the students' major, in this case the music performing art major.
2. Students should help the teachers in finding the students' needs and speak their mind on what they lack, need and want.
3. School faculties or the institution also have to take an active role in choosing the learning materials used in the teaching-learning process.
4. In the field of research, it is extremely suggested the other researchers to conduct studies on developing listening materials to find the most suitable listening materials both in the same major of music performing art and/or the other major of vocational school.

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