

## DEVELOPING MULTIMEDIA BASED MATERIALS TO TEACH LISTENING COMPREHENSION

Destina Kasriyati  
Universitas Lancang Kuning  
e-mail:destina@unilak.ac.id

**Abstract:** The aim of the study were: to describe multimedia based materials available, to find out what multimedia based materials needed, to develop multimedia based materials, and to describe the effectiveness of the multimedia based materials developed. The study used Research and Development (R&D) design which was used to develop products and measure the effectiveness of development product proposed by Borg and Gall (2007). The findings of study were: firstly, the researcher did not find the multimedia materials as teaching and learning sources at school, because the teacher used text book and teacher talk in listening activity. Secondly, the result of preliminary research showed that in English teaching and learning process need a multimedia based materials as learning media to support listening activity in the language laboratory. Thirdly, multimedia has been developed based on the students' need and interest, beside that developing multimedia also based on the current curriculum (2013 curriculum). The last, the result of pre-test and post-test that multimedia was effective for learning listening and it can be applied teaching and learning process at seven grade students of state junior high school thirteen Semarang. The final product of this study was a package of interactive CD-ROM for learning listening.

**Key words:** Listening Comprehension, Multimedia Based Materials.

### 1. INTRODUCTION

As an international language, English is used as a communication language in the world. Some countries such as Malaysia and Singapore use English for communicating as a second language. While, other countries like Indonesia use English as a foreign language. Although English is used as a foreign language, it is used as a

compulsory subject at school. The listening skill is a basis for understanding and developing of other language skills. In fact, listening skill is not an easy activity for students to understand native speaker's utterances.

Nowadays the tradition of English teaching has been changed with the entry of technology. Graddol: (1997:16) states that "technology lies at the heart of the globalization process;

affecting education work a2nd culture. Such as multimedia leads to higher learning. It refers to any computer software or interactive application, using multimedia in school is limited and it uses the text book. On the other hand, for having new developments and making changes to be better, there is always a need to explore, investigate and to experiment some things. The technological tools used in language teaching are not few. The tradition of English teaching has been changed with the entry of technology. Such as multimedia leads to higher learning. It refers to any computer software or interactive application, Multimedia in school is often limiting and is using the text book. Multimedia makes teaching interesting and also teaching more productive in terms of improvements.

Multimedia makes teaching interesting and also teaching more productive in terms of improvements. According to Beatty, 2003:39” multimedia refers to combining several media types including text, images, sound, video and animations.” Moreover, Mayer (2001:5) describes that multimedia is an instructional materials which are containing words and pictures intended for the purpose to foster learning better. Hence multimedia is needed in teaching and learning process to support it, but it does not find in the school. On the other hand, the opportunity to students to learn listening for communicative purposes is still far behind the demand. Therefore, this study is

directed to help students of junior high school 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. Some researcher try to develop multimedia to teach English for interesting teaching and learning. The aim is to determine the effectiveness of multimedia so it could help students learning. So multimedia can help students make interested in learning English in school and at home, because the result of multimedia provide a CD that is easy to operate it anywhere, but they should have a computer.

## 2. METHOD

This research described about development of multimedia based materials to teach listening comprehension. It used research and development, quantitative and qualitative approach. According to Borg and Gall (2003), there are ten stages to develop product, but the researcher modifies the stages become six stages, such as research and information collecting, planning, develop product, preliminary field testing, revision of product and final product. The sample of study was students of seventh grade students of Junior High School, it taken a class of seven classes. There were pre test and post test, pre test was used before applying the product. The students were given a test to know their ability in listening without product. While post

test class were given after applying the product. After knowing the result of pre test and post test, it was calculated to know the effectiveness of product. There were observation, interview, questionnaires, and test for getting the data. The first method was observation, before the researcher decided to develop the product. It is aim to know teaching and learning process was occurred, beside that to know the multimedia are available in the school. The second method was interview, the study also need interview to get some information about the school. The researcher interviewed teacher and students to fulfill the research. The third was questionnaires, it was conducted after applying the data to know the effectiveness of product. The last was test, it was also to know the effectiveness of product. It calculated by using certain formula.

Students got a test based on the materials, then the result of test was analyzed by using formula. It was conducted to know score in listening activity, the scores were calculated based their result of test. The data was obtained from the test as quantitative data were analyzed by using this formula, *Sugiyono (2013:422)*:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

$\overline{X}_1$  = Mean of sample Pre-test

$S_1^2$  = Standar deviation of Pre-test

$\overline{X}_2$  = Mean of sample Post-test

$S_2^2$  = Standar deviation of Pre-test

$S_1$  = Varians sample Pre test

$r$  = Correlation between two samples

$S_2$  = Varians sample pre test

$t$  = t-Value

$n$  = number of sample

### 3. FINDINGS AND DISCUSSION

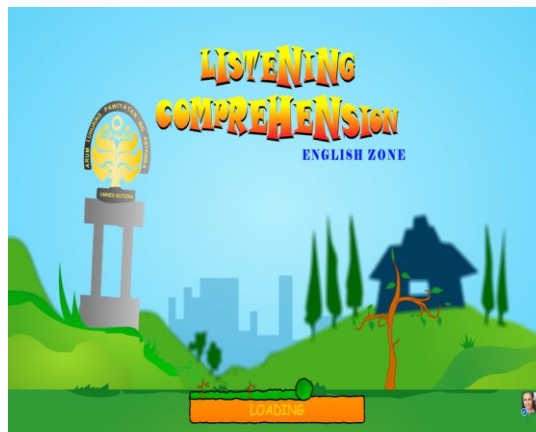
Based on the result of data in field of the study, this part deals with answering questions of the statements of problems. Firstly, in the need analysis of the first stage, the result of interview between teacher and researcher stated that this school did not apply effective learning media for teaching and learning listening, the teacher used the textbook and teacher talk. Sometimes teacher conducted listening activity in the classroom by using spoken. The teacher used a book with limited source for listening source, and he ever used video to teach listening but it was very difficult to find it. However the language laboratory was well available at seven grade students of state junior high school thirteen (13) in Semarang. On the other hand, the result of interview showed that the students have difficulties in understanding the materials were given by the teacher, so the students faced problems in listening activity. They also said listening activity was seldom conducted.

Secondly, dealing with the second question of statements of problems that this media was needed for teaching and learning English at seven grade students of state junior high school in Semarang. From the result of observation, interview, questionnaires and test showed that teacher and students were interested in multimedia berbasis materials. They also gave positive perspective toward this media. During teaching and learning process, they never use the multimedia as learning media, so English teacher said that the multimedia is very useful to support teaching and learning process.

Thirdly, Multimedia has been developed, in which relevant to the material substance, media design, visual communication design, and media quality. There were some stages which proposed by Borg and Gall (2003). The first stage was in organizing an observation at the field. This observation intended to determine what materials were developed. Then, the researcher planned and developed the multimedia. On the other word, validating the product to know the feasibility the product which has been developed. The final stage was ready to published and applied.

## The Final Product

### Opening



The first opening part showed the colorful background to attract the students impression in the beginning. It provided blue, green, yellow and orange colors. It provided the pictures such as school building and trees.

### Menu



There were some options to operate this media, the students or teacher chose one of them suitable with their need. The menu provided competence,

it is included basic competence, core competence and objectives based on the 2013 syllabus. Materials provided the parts of body particularly about descriptive text, from the simple materials such learn about the words of parts of body until the describing person. On the other word, the media included the exercises, after students learn the materials. There were seven exercises, the first exercise gave the simple exercise like spelling then the last, students were asked to listen the text after that they answer the questions based on the information. The next menu is vocabulary, it talked about the vocabularies related to the materials. Then there is game, it is puzzle game. Beside that there are reference, author and Exit menu.

### Materials Part



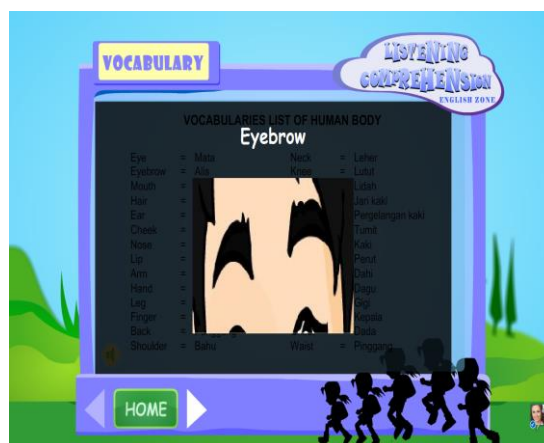
There were two materials that students should learn them. The first materials showed the parts of body . Every word is provided the pictures. The materials were designed as well as possible so the students were interested in the materilas.

### Dictation form



Students able to write the words after they listen based on the voice. The goal of this form to measure students' ability in listening and also written. The students were asked to write down a word what they listen based on the information.

### Vocabulary Part



The vocabulary menu is provided to remind students about the words of parts of body. It provided word,

pictures, and voice. word, picture and voice arose together so the students could see and listen the word.

### Closing Part



It same as the opening part, the background made the colorful. There is a model as a student when he came back to school.

Finally, from the result of observations, interviews, questionnaires, and test. It can be showed that multimedia can be applied in teaching and learning process. The result of test can be seen that teaching and learning process in listening comprehension has progress after applied this media. Moreover, the test of effectiveness by using a single pre and post-test design was reported that there was significant difference between the result of pre-test and post-test. It means that multimedia based materials were effectiveness and appropriate media. Based on the result of calculating data, the researcher compared the results of pre-test and post test by using independent sample

t-test. The results of test described the value of t-obtained was -5.250. it was significance level  $p < 0.05$  for the two tailed testing with degree of freedom 32. The critical value of t-table was 2.021. It can be concluded that there were significant difference between pre and post-test. So, multimedia is effective for English teaching materials and it can be applied in teaching and learning process at state junior high school thirteen (13) in Semarang.

The first method was observation, it was conducted early March 2014, where the researcher observed teaching and learning process in listening activity. The researcher did not find the effective media to teach listening comprehension. The school provided the language laboratory, then the facilities were projector, sound system, and earphone to support listening comprehension, but there was not any multimedia as the learning media. The researcher also observed the syllabus and lesson plan to consider that the media was designed on systematically order and to ensure that the media design relevant with the current curriculum.

Before creating and developing multimedia based materials, the researcher conducted the need analysis by interviewing the teacher. The need analysis is the first stage of conducting the research and development design to get the initial data and find out the need of both of the students and teacher during the teaching and learning

process. After the need analysis was done, then the researcher developed the media based on the need of both students and teacher.

The goal of conducting the need analysis was to find out the problems possibly faced by both students and teacher in doing teaching and learning process. The researcher conducted interview with English teacher in conducting the need analysis. The interview was done in order to know how the teaching and learning process were occurred.

Based on the need analysis interview and observation, the researcher got some information before developing the product. There were some points stated by the teacher about the problems that faced during teaching and learning process.

The teacher faced difficulties to prepare matery in teaching listening, so listening activity was seldom done by teacher, because the limited of media in teaching and learning process. Sometimes teacher conducted listening activity in the classroom by spoken. The teacher used a book with limited sources for listening source, he ever used video to teach listening but it was very difficult to find it. However the language laboratory is well available at state junior high school 13 Semarang, so the researcher tried to develop the multimedia based materials to teach listening comprehension for seventh grade students of junior high school.

The material development is related to the students' level and it made them to be interested in listening comprehension.

#### 4. CONCLUSION

The researcher tries to state some conclusions based on the result of the research have been done. The important points that the researcher draws in this chapter is to answer the research questions asked in the first chapter. Firstly, in the need analysis of the first stage, the result of preliminary research stated that this school did not apply some learning media for teaching listening. The teacher used audio-visual media such as the textbook and teacher talk, when doing listening comprehension. The teacher used a book with limited source for listening source, and he ever used video to teach listening, but it was very difficult to find. However, the language laboratory was well available at state junior high school thirteen (13) Semarang. On the other hand, the result of interview showed that the students have difficulties in understanding the materials were given by the teacher. So, the students faced the problems in listening activity. They also said the listening activity was seldom conducted. Secondly, dealing with the second question in statements of problems that this media was needed for teaching and learning English at state junior high school thirteen (13) Semarang. From the result of

observation, interview, questionnaires and test showed that teacher and students were interested in multimedia as a media in teaching and learning listening. They also gave positive perspective toward this media. During teaching and learning listening, they never use the multimedia as learning media. Therefore, the multimedia is very useful to support teaching and learning process. It also affected to the students' understanding of materials and their achievement in teaching and learning process. On the other hand, it increased the students' motivation in learning English and helped them to understand the materials easier. Thirdly, multimedia has been developed, in which relevant to the material substance, media design, visual communication design and media quality. There were some stages which proposed by Borg and Gall (2003). The first stage was in organizing an observation at the field. This observation intended to determine what materials were developed. Then, the researcher planned and developed the multimedia. On the other word, validating the product to know the feasibility the product which has been developed. The final stage was ready to published and applied. Finally, from the result of observations, interviews, questionnaires and test, it can be showed that multimedia can be applied in teaching and learning process. The result of test can be seen that teaching and learning process especially listening comprehension has

progression after applied this media. Moreover, the test of effectiveness by using a single pre and post-test design was reported that there was significant difference between the result of pre-test and post-test. It means that there was effectiveness of media. The calculation of the students' test result were found that the result of pre-test were the Mean was 66.44, the median was 60. While, the result of post-test were the mean was 80.05 and the median was 76. Based on the result of calculating data, the researcher compared the results of pre-test and post test by using independent sample t-test. The results of test described the value of t-obtained was -5.250. It was significance level  $p < 1.684$  ( $-5.250 < 1.684$ ) for the two tailed testing with degree of freedom 32. The critical value of t-table was 1.684. It can be concluded that there were significant difference between pre and post-test. So, multimedia is effective for learning English and it can be applied teaching and learning process at state junior high school 13 in Semarang.

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