



R&D study on materials adjustment for Basic Listening course

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ABSTRACT

Due to the last two year Covid-19 Pandemic, the teaching learning activities were globally switched, from offline to online learning. This happened at University of Merdeka Malang, too. One of the researchers, who taught Basic Listening course at Diploma Three English Program, had to change language laboratory activities into synchronous and asynchronous activities. Inevitably, it was resulted in the teaching materials as well. The objective of this R&D study is to propose the use of Internet technology through selected videos in the YouTube Channel to partially adjust the existing teaching materials in the above mentioned course. As the primary instruments, the researchers adapted the framework of Graves' materials development and used questionnaires as the secondary instruments. Graves' framework consists of seven components of course development processes, however, the researchers did not use or apply them all (only Steps 4, 5 and 6) since they just made partial adjustment to the existing materials usually used during the offline class. The final products of this study were in the form of softcopy files given to the students as handouts.

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1. Introduction

Sometimes unexpected changes come without warnings. It has been over two years, but the impacts of Covid-19 Pandemic are still around. It has brought fatal impacts not only to health sector, more than that, it became a crucial global issue in many sectors, including education. Two organizations under the UN, via their representatives, also made statements regarding this global phenomenon. UNICEF executive director, Fore (August, 2020) stated that one-third (equals 463 million) of children around the world cannot learn properly; that is why this condition is considered an emer-

gency in the education sector while Azoulay (July, 2020), UNESCO general director stated that Covid-19 impacts all sectors under UNESCO authority, among others were education; culture; science and IT. According to a study done by Firman, he states that apart from economy, transportation and agriculture sectors, Covid-19 Pandemic also gives big impact to the education world. Education institutions are hoped not to conduct teaching learning process to stop the spread of viruses (Firman, 2020). Corona virus had given many unfair impacts in the educational system, however, the teaching learning activities had to go on and government instructed 14 days of holidays for schools and universities then replaced them with online KBM (*Kegiatan Belajar Mengajar*) or online teaching learning which were still under the control of teacher or lecturer and parents (Dhaifi, 2020). These two studies, indeed, confirm that it was impossible to conduct physical teaching learning process during the Covid-19 Pandemic.

Indonesia, via its representative, Ambassador Tata (July, 2020) spoke in the UN meeting that Indonesian Government, like other countries which suffered from the impacts of Covid-19, had taken actual actions to strengthen the distance learning implementation and even initiate some programs like *Portal Rumah Belajar* (for elementary up to high school levels) and SPADA (for university level). Those programs were implemented to make sure that education was continuously conducted. Ready or not, to make the teaching learning activities ran well, the programs provided by the Government had to be implemented. There were no physical interactions both at school and in the classrooms however teaching learning and administrative activities were still remotely conducted. As it was started, the online teaching learning at home created many obstacles for those who had not experienced it, had gadgets or media connected to internet, and had less internet access. Moreover, at the same time they needed to use huge access of internet. This was the main cause that made them were not ready (Dhaifi, 2020). Again, ready or not, now or later, teaching learning activities had to go on. Teachers and lecturers had to do their role as educators. They did their jobs via online, while students could keep studying at home via online as well (Firman, 2020).

The most possible solution, both teaching and learning via online, was making use technology to support their activities. In the time of Covid-19 pandemic, distance learning by making use of Internet or through online classes was the best option for educators and students. Apart from problems and complains towards the online learning system, there was a blessing in disguise, that is, both teachers or lecturers and students, highly demanded to have abilities in using sophisticated technology, especially technology used to support teaching learning process. The Work From Home policy had both forced and accelerated them to master the technology digitally (Siahaan, 2020). Other studies on making use of technology for online learning claim its usefulness. Online learning is carried out using online media, and face-to-face meetings are replaced with internet-based virtual interactive meetings (Putra et al., 2020). The researchers, in their other study, found that the internet technology and videos are relevant to support the language learning process (Farani & Yustisia, 2021).

Thus, as one of the researchers is lecturer so their focuses are on English teaching learning at the university level (University of Merdeka Malang) and a way or two of keeping the teaching-learning activities continuously run well by adjusting teaching materials used in the online class (Basic Listening class).

2. Method

The discussions on the method section covers four points, namely qualitative research, questionnaires, the use of technology and Graves' framework of components of course development process.

This study is a qualitative research so the researchers were the primary instruments themselves: Grave (1996, p. 2) called it as a human investigator; Ary et.al (2002, p. 424) stated the human investigator is the primary instrument, as he or she gathers and analyzes of data; Bogdan and Biklen (2007, p. 4) stated the researcher is the key instrument; and Latief (2010, p. 75) stated that human instrument may be equipped with various instruments that it is called as secondary instruments. Moreover, Latief (2010, p.101) also stated that Research and Development research is a qualitative study or research done to produce a set of teaching learning apparatus or materials, like syllabus; teaching materials; teaching media; module; students' workbook, et cetera. Regarding the materials development and its results, indeed, it gives mutual benefits to both the Program (D3 English Program) and the lecturer herself. The Program finally can provide its students with English materials for studying and the lecturers have proper teaching materials for teaching. (Farani & Kurnia, 2017).

In this study, the researchers intended to make some teaching material adjustment regarding the online classes during the Covid-19 Pandemic. Thus, it is obvious that in this qualitative research, for they are the primary instruments, the researchers did the investigation by themselves and applied procedures of materials development proposed by Graves (1996). It is a framework of components of course development processes to develop the teaching materials. There are 7 steps to follow but the researchers did not use them all; mainly used Step 4 up to Step 6, since they did teaching materials adjustment. Here they were: Selecting and Developing Materials and Activities (Step 4), Organizing Content and Activities (Step 5), and Evaluation (Step 6), as seen in the following Table 1.

Table 1. Procedures of Materials Development

No.	Framework of Components of Course Development Processes by Graves (1996)	
	Components	Contents
Step 4	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
Step 5	Organizing Content and Activities How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
Step 6	Evaluation How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment

In the qualitative studies, questionnaires are one of the secondary instruments that help the primary instrument in data collection because they cannot solely conduct the research. Ary, et.al (2002, p. 425) stated that managing the large volume of descriptive data generated from interviews,

observations, and the collection of documents. According to Gall, Gall and Borg (2003, p. 223), apart from other secondary instruments, questionnaire is more commonly used in qualitative research, for its standardized, highly structured design is compatible with qualitative studies. Meanwhile, Bogdan and Biklen (2007, p. 4) stated that some researchers “hang around” schools with notepads in hands to collect their data. For this study, the researchers used a simple questionnaire and distributed it to second semester students of Basic Listening classes. The purpose of the questionnaire is to know students’ opinions about both the teaching learning activities and the materials used in the online classes. Apart from that, students were also given a chance to write their suggestions regarding both of online teaching learning activities and materials used. The results can be seen in the following Table 2.

Table 2. The Results of Students’ Comment

Teaching Learning Activities	Materials Used
<p>I feel that Ma'am Yasmin's class is very fun to follow.</p> <p>I'm happy the way you teaching ma'am and I'm happy because we're going to meet in person tomorrow.</p>	<p>The delivery of the material is easy to understand</p>
<p>The Basic Listening course is very fun and ...</p>	<p>The explanation of the material is easy to understand. So, we become more enthusiastic to learn.</p>
<p>Dear ma'am yasmin i deeply like your teaching method and it shows me new things that I've never known before.</p>	
<p>I think when you were teaching I enjoyed it and I was very excited to quickly start the class.</p>	
<p>Your way of teaching is very easy for me to understand, and it allows me to improve my skills, especially in listening courses.</p> <p>The class atmosphere also pretty good (not too tensed, not too dull) so the students can feel more at ease to speak out their opinion.</p>	
<p>My opinion in the basic listening class last semester is the class really enjoy there's no pressure in the class even we online class but so easy for me to understand your class.</p>	

Regarding SPADA or *Sistem Pembelajaran Daring Indonesia* for higher education, in the last over two years, technology, especially information technology, has surely supported the teaching-learning process. The concept of Technology-Mediated Language Learning (TMLL) and technology as providing teaching resources and enhanced learning experience were suit with SPADA, in this case technology for language learning (Brown, 2007; Larsen-Freeman & Anderson, 2011). Furthermore, Brown proposed fourteen activities, among others are E-mail, blogs, and video conferencing, while

Larsen-Freeman and Anderson proposed four terms, among others are Facebook, YouTube, and Wiki. As for this study, the researchers applied WhatsApp, E-mail, Google Meet and YouTube to make the teaching learning process run well.

3. Results and Discussion

There are two main discussions in these results and discussion section: the basic listening course and the material adjustment process.

3.1. Basic Listening Course

Basic Listening Course is a two-credit subject and is one of the listening courses in the KKNi curriculum of D3 English Program. The course is taught in the second semester after the students get Intensive Course (Listening) in the first semester. It is a pre-requisite subject for the Pre-intermediate Listening course. The list of the listening courses can be seen in the following Table 3. Moreover, it is given to support Basic English Grammar course which is taught at the same semester. That is why the choice of the topics in its lesson plan related to tenses of English grammar course (see Table 4).

Table 3. Listening Courses

No.	Course Code	Name of Subject	Semester	Credit (SKS)
1.	630207	Intensive Course (Listening)	First	3
2.	630303	Basic Listening	Second	2
3.	630304	Pre-intermediate Listening	Third	2
4.	630305	Intermediate Listening	Fourth	2
5.	630337	Advance Listening	Fifth	2

The following Table 4 shows the description of the course; Basic Listening Course and the lesson plan for half of the semester or eight meetings, which consists of numbers of meetings, topic to discuss and title of listening text. This simple lesson plan is used to present topics used during the offline class or before the Covid-19 Pandemic happened. There were no changes on the topics used for the researchers did material adjustment mostly to listening activities by applying videos from YouTube Channel.

Table 4. Lesson Plan of Offline Class

Course Description: Basic Listening Course is intended to help the students to acquire listening skill in the Basic Level and is taught integratedly with English Grammar at the same mastery level. The given exercises are in the form of grammar based listening comprehension and grammar exercises.		
Meeting	Topic to Discuss	Title of Listening Text
1.	Introduction to the Course	-
2.	Listening Activity: To Be Present (Is/Am/Are)	ALI
3.	Written Activity: grammar exercises	-
4.	Listening Activity: Simple Present (Do/Does)	TWO OFFICERS
5.	Written Activity: grammar exercises	-
6.	Listening Activity: Present Continuous	BLOWING A FUSE
7.	Written Activity: grammar exercises	-
8.	Mid-term Test (UTS)	

As one of skills taught up to the fifth semester, teaching materials for teaching listening subject, indeed, need to be carefully prepared and developed to provide students with sufficient tasks or assignment during the online classes. As it is a receptive skill, developing materials for listening skill is a demanding task that requires a lot of effort, time, and immersion. That is why it is important for the teacher to plan and prepare the lessons carefully. Besides, it is important as well to choose interesting materials to keep motivating the students to keep on track on the class. Apart from that, the improvement of the modules in online learning to facilitate the autonomy is needed. Students might gain access to the authentic materials in the target language, in this case is English, and take more responsibility for their own learning process. Thanks to technology (Gilakjani, 2017; Ahmadi, 2018). Furthermore, development of appropriate online teaching strategies is important for it is needed to support or facilitate the teaching and learning objectives (Wediyantoro et.al, 2020). Nevertheless, the main discussion of this study is not about online teaching strategies, but it is about online teaching materials adjustment.

3.2. Materials Adjustment Process

Teaching language cannot be done separately. In other words, teachers cannot teach skills in isolation or separately; it must be integrated, listening and writing, reading and speaking, listening and speaking, and so on. It is just like in daily life (Farani, 2016). When we are having a conversation, we are both listening as well as speaking to able to interact with the person we are speaking to (Harmer, 2007). That is why, the researchers integrated the exercises on the materials being developed by particularly integrating listening skill (through videos) and writing skill (making sentences). As it is seen on Table 5.

Table 5. Map of Basic Listening Module

Before Online Class	During Online Class
<p>Listening Comprehension This section consists of several parts of listening exercises, such as “Listen and Choose” and “True or False”, which help the students to comprehend the whole story (of the listening text).</p>	<p>Listening Activity In this section, students are required to watch and listen to the provided video. Then, take note some important points.</p>
<p>Listening Discrimination This section consists of several parts of listening exercises, such as “Listen and Circle” and “Listen and Write”, which help the students to listen for discrimination or differentiation.</p>	<p>After You Listen In this section, students are required to summarize what they have listened from the video. Then, write their own sentences based on what they have learned from the video.</p>
<p>Conversation This section consists of a few parts of listening exercises in the form of conversation and listening comprehension.</p>	-

Furthermore, the researchers merely did materials adjustment, so they did not use all of Graves' proposed steps. They only applied Step 4 up to Step 6 and they were as follows: **Step 4, Selecting and Developing Materials and Activities**, was used to adjust the teaching materials by deleting a few parts and then selecting and replacing them with ones more accessible for students via the internet (see Table 5). Here is an example: in the After You Listen activity, comprehension exercises were replaced by writing summaries (based on the video). **Step 5, Organizing Content and Activities**, one of the researchers carefully selected the materials (videos and links for introduction reads) because she had to consider the lesson and the course levels as well. **Step 6, Evaluation**, students' assessment, one of them, was taken from written activities (summarizing the video and writing sentences).

The results of the adjusted materials were in the forms of softcopies of teaching materials, around two or three pages in each unit of discussion, given to the students as handouts. The example of those teaching material used in the *daring* or online class can be seen in the appendix. The topic is still the same (see Table 4), that is To Be Present (Is/Am/Are) but for listening exercises, the researchers provided video's link from YouTube Channel. It was more accessible for students to learn since they remotely study the lesson. In other words, they had *daring* or online class.

Apart from making adjustment, finding suitable materials which are authentic, easily accessible multimedia resources and can be integrated into a larger program is a real challenge. It happens that this is in relation with formal methods and materials for promoting incidental learning, while good listening skills are built to aid oral communication at work (Sejdiu, 2017). In this study, the researchers mainly took the videos on YouTube Channel to be used as listening materials. Regarding the use of videos to support teaching learning process, Wang (2015) indicates that there are three goals of teaching English using video materials and the researchers emphasized on Wang's first goal; that is to facilitate the language skills development of the EFL students that carries many information, to get the attention focus on the material (content of the videos), and to improve the comprehensiveness of their linguistic competence (through listening skill). Furthermore, in their previous study, the researchers had set five criteria of selecting videos which were taken from YouTube Channel and those five of them that should be considered in choosing those videos on YouTube were: reliable source, language consideration, length of the video, audiovisual quality and content (Farani & Yustisia, 2021).

3.3. Summary of Questionnaires Results

The questionnaire results (*see Table 2*) show that students were able to follow the instructions and the flow of materials covered despite some adaptive changes to how the classes delivered during the Covid-19 Pandemic. As a pre-requisite course, Basic Listening course provides manageable materials as well as easy to follow instructions for the students to independently learn online. As reflected in the results of the questionnaire, the lecturer was attentive and helpful. Furthermore, she also had created and conducted the course in such conducive and friendly environment. The learning atmosphere that was enjoyable, fun with easy-to-follow instructions on the materials lead the students to feel more encouraged to speak or express their opinion at ease in response to their listening activities. As they did not find significant pressure during the courses, they were also more confident preparing for the next courses. To sum up, adaptive changes to course materials and the way the courses were

conducted during the Pandemic need to be carefully designed to keep the level of learning confidence among the students as well as the expected academic results.

Upon the completion of the course, the students also gave feedback and suggestion through the questionnaires given regarding the teaching learning process, including the materials used. First, there should more time allotment for listening activities as they found out that listening made them authentically engaged to improving their skill in the target language. Second, more exposure to listening activities may vary from having a more quizzes and interactive sessions to be discussed in group work. This will in turn, create more challenging learning atmosphere instead of those stressful and boring ones. Choosing and adapting materials for online Basic Listening Course is level of complexity or difficulty of the videos. Third, for easier topics students suggested that the videos offered should not have subtitles because these subtitles distract them from listening the materials in the first place.

4. Conclusion

In conclusion, the results of this qualitative study are softcopies of teaching materials that have been adjusted from the original ones. There are five units, and each unit consists of two- or three-pages handouts which were given to the students during the online class. The researchers only did partial changes of the original ones, adjusting the new ones with the old ones. They specially adjusted the listening exercises to make them more accessible for students to study during the online class (*see Table 5*). That is why they were mostly taken from YouTube Channel. They even still used the same topics to be discussed in each unit or chapter of the adjusted teaching materials (*see Table 4*).

Two suggestions go, first, to the readers and second, to the future researchers. As for the readers, the researchers hope that they get new knowledge on qualitative study regarding R&D one. For the future researchers, the researchers hope that they can use this study as a reference. Besides, it is hoped that this study can give them idea to conduct research on materials development under ESP, EAP or EOP discussions.

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