
DEVELOPING LISTENING EXERCISE FOR ENGLISH PROFICIENCY TEST IN THE FORM OF MOBILE APPLICATION FOR ELEVENTH GRADE STUDENTS OF SMA ALIZZAH BATU

Siget Andri Setiawan

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: siget.awan@gmail.com

Abstract

This study is aimed to develop smartphone application which provide exercise material for listening especially for English proficiency test. This product is expected to be able to aid students in practicing listening and motivate them to get better score in English proficiency test especially in listening section. The feasible access, interesting features and engaging user interface are the factor to let the students enjoy the listening practice in this application.

The development model used in this development research is the ADDIE development model which consists of five stages, namely (1) analyzing (2) designing, (3) developing, (4) implementation and (5) evaluation. The data taken from analyzing stage was conducted both in the school interviewing the TOEFL® preparation course teacher and online by using questionnaire in form of "google form". In developing process, the researcher took the prototype into product validation. The product validation was carried out by TOEFL® learning material experts and android-based learning media expert. The product was then implemented in an online learning session joined by 18 students. The evaluation stage focused in finalizing the prototype into final product. The final product had met the eligibility criteria and could be used in the learning process.

Keywords: Listening English, English Proficiency Test, Mobile Application

INTRODUCTION

Learning English nowadays is becoming a need for living in the society. We can find English used in almost every part of our life for example in the advertisement, on Television, brochures, on the back of our snack even in the tag of our T-Shirt.

Education in Indonesia give students chance to learn and master English at school since Junior High School. The ability in using English can be measured by some tests. The most used and acceptable tests in measuring the ability are IELTS™ and TOEFL®

(Test of English as a Foreign Language). ETS® (Educational Testing Service), TOEFL® license administer organization, clearly stated in their website that TOEFL® test is recognized by more than 9000 colleges and universities including Australia, Canada, the UK, the United States and some countries in Europe and Asia. Moreover, Academic contest is not the only one that use TOEFL® test, workplace does too (Morris & Maxey). That become reason why people tend to choose TOEFL® than other tests.

SMA Al Izzah Batu is one of high schools which require their students to acquire TOEFL® ITP certificate before graduating. In these 4 years, SMA Al Izzah indeed put TOEFL® preparation course as a required subject in their curriculum. Eleventh grade students have class session once in every week plus try out test bimonthly to assist them to get better score in the test. Furthermore, the school planned to have English proficiency test around April 2020.

However, covid-19 outbreak affected the education system in Indonesia. Based on the Surat Edaran No. 4 tahun 2020 about educational system in Coronavirus disease (Covid-19) situation, SMA Al Izzah let the students to continue their learning activity in their home by online learning. This situation has affected all the teaching and learning activity for the preparation course in SMA Al Izzah. The problems found during the interview showed that the difficulty in learning for the test is quite similar. In the interview he stated that the learning needed supportive materials and media. That is why the school created their own lesson plan and exercise book. One of main difficulty stated by the teacher was listening. The media and source used in the listening activity were all provided by the teacher. Subsequently, in the online learning in Covid 19 situation, the teacher cannot control the students listening activity. Coming from the problems the researcher finally comes out into idea of creating application of listening for English proficiency test.

The developed application is significant for students and English teacher in SMA Al Izzah Batu and future researchers. For English teacher, the product is expected to give alternative media which helps students practice their listening skill especially for English Proficiency test. For the students, this application is expected to cope their need in practicing in listening in order to get them ready for the English Proficiency test later.

The previous study related to listening material was carried by Beltran (2006) about the use of authentic listening material. The researcher found that the study gave students better listening comprehension training however the material was having contact with the culture owing to the topics. All the topics were derived from American news, films and cartoons which differ from the cultural side.

The recent study conducted by Syafi'I (2016) about developing listening material for tenth graders. The listening material focused as supplementary material for the textbook made by the government (BSE). Only the instructional and dialogue were covered in the listening material. The researcher thought the compatibility and the access of this listening material could be more enhanced because it still used the CD room media.

The objective of the research is to develop smartphone application which provide exercise material for listening especially for English proficiency test. This product is expected to be able to aid students in practicing listening and also motivate the users to acquire better points in English proficiency test especially in listening section.

METHOD

The development model used in this development research is the ADDIE development model. ADDIE model consists of five stages, namely (1) analyzing (2) designing, (3) developing, (4) implementation and (5) evaluation. this model is a briefly systematic model in learning. The ADDIE model had been changed and transformed since its inception in the 1980s developed by Molenda and Reiser. According to Romiszowski (1996), many methodological practices for the design and development of text, audiovisual materials, and learning-based materials have been manifested at the level of learning material design and systematic development as a procedural aspect of the systems approach. Because of its generic nature, the ADDIE model offers a straightforward framework for structuring learning where the process may be applied in a variety of circumstances. The approach is organized in a programmatic style, with a systematic sequence of activities to handle a variety of learning challenges, incorporating learning resources suited to learners' needs and characteristics. This methodology consists of five simple stages that can be used to create development materials such as textbooks, learning modules, learning videos, multimedia, and more.

The first step that accomplished by the researcher in analyzing the needs step was finding out the learner profiles, spaces, learning process and resources and the devices used by carrying out interview for the teacher and giving questionnaire to the students. Therefore, there were two kinds of data obtained in this stage qualitative and quantitative. The qualitative data was obtained from interview with TOEFL® preparation course teacher and the quantitative data for the need analysis was from 18 Students of TOEFL® preparation course grade 11 of SMA AL Izzah Batu.

There were six questions asked to the teacher to find out the problem that he faced on teaching learning activity in the interview. Then, the researcher analyzes the needs of the 11th grade students of SMA Al Izzah Batu by giving them questionnaire.

It was very important to recognize the needs of the student to obtain some information used in developing the listening material. The listening material had to be useful for the students in order for them to understand and exercise listening for the TOEFL® test better.

After identifying the needs of the students in listening exercise, then the researcher proceeded to the next step by making the application using Photoshop CS6 and I-spring software. The material which designed by the researcher were based on the students' questionnaire result and suggestion from the teacher in interview. The researcher only focuses on creating the listening material which designed specifically to help the 11th grade students to practice listening well. Thus, they were able to use the material and develop it to other students. The material used additional music, pictures and texts in order to make it more interesting for students.

In developing stage, the researcher would develop the material in a form of interactive smartphone application. This media would consist of several activities in listening material. First, the students will listen to some audio listening based on the topic they choose in the menu, by the end of audio listening, students can read the script of the audio which they have listened. Then, the researcher conducted product validation. Product validation were carried out by a group of experts. Expert validations are carried out by TOEFL® learning material experts and android-based learning media expert. This product trial was conducted to

In this stage, the researcher collected qualitative data by analyzing the results of comments, opinions, criticisms, and suggestions in the product validation. After obtaining the data, the researcher would revise the application in order to make of the listening application ready to be implemented.

The fourth stage of the ADDIE development research model is product testing. The activities are carried out to implement the products that have been made for the course. The results of the development were applied in learning to determine the process and the usage listening practice application. The result would recommend how the application be used in the listening activity.

Product Evaluation was the stage where the researcher finalized the prototype after implementing the product. The product evaluation would result the final product after being tested and implemented to show hoe the user can maximize the use of this application.

RESULTS AND DISCUSSION

In Analyzing stage, the interview result indicated that during the online learning, the students needed supportive media or material to have listening activity. The media or material needed to be accessible, feasible, user-friendly dan having TOEFL® try out listening inside.

The questionnaire result showed the researcher about the learner profiles, space and accessibility from the students. It stated that the most topic chosen by students are school, music and sports (see appendix for the complete views). 94% of the students want the application in form of android as they own that type of smartphone. Adding game and video were their suggestions to make the application more fun. This concluded that they needed application which cope with the problem of accessibility, the time consuming, the boring design and fun activity. This section may be separated into results/findings and discussion, respectively. The section must provide the general results of the research and sufficient discussion of the results. Subheadings may be used when necessary, depending on the nature of the results/findings of the research.

In designing stage, the source of the listening material was essential. In this research, the listening sources were taken from many reputable sources especially from CD Application and online sources especially that offer great quality of listening audio. The process of selecting the material was mostly based on the topic interests from the preliminary data. The materials were compiled by researcher, or adapted or taken from other sources.

The first step was choosing the topic. Based on the data of need analysis content of the students' need questionnaires and interview, there were 6 topics dominantly chosen by students which were Sports, Music and School. All the topics then were analyzed and selected for the further evaluation. The other considerations of selecting topics were based on the result of the interview. Then, all the material were compiled and selected into 2 main menus. The first menu was "choose and listen". In this menu the students could choose whatever topic they wanted and then listened to some audio listening provided based on the topic.

The second menu was "the try-out listening". The students could have "try out listening" and directly got the result to show the current score of their listening skill. This menu provided 3 try out listening audio. The students could go between pages or slide by clicking the next and previous button. The next procedure was to developed all the material into android application by using Adobe Photoshop CS6 for the design and I-spring for the process. All the steps were done by researcher himself. The researcher has been experienced in creating media for android for 2 years when working in Android book publisher.

The next step in developing the product was the validation of the application. The validation process was carried out online due to the Covid-19 education system. All the experts acquired and installed Listening application through "whatsapp" then they gave opinion and criticism in based on the aspect of the validation.

The implementation of the application was carried out online due to the Covid-19 education system. All the practitioner and the students got and installed Listening application through "whatsapp" or "google drive". The researcher reviewed the process of product implementation and getting suggestion for the usage of the application. The application was shared on 11th of May, 2020 and got fully installed by all students on 15th of May. On Friday, 22nd of May the TOEFL® preparation course teacher was obtaining score from the application by sending the score from the android screenshot.

This stage showed that all students successfully got the application installed without any troubles. The students used the application anytime and anywhere. TOEFL® preparation course teacher also used the product to get students score from tryout listening menu. The final activity which was carried by the researcher was reviewing the application from the usage listening activity report by the teacher. The teacher gave positive feedback about the application and its usage.

In evaluation stage, the researcher compiled all suggestions from the implementation stage about the product prototype. After being reviewed and evaluated, this process aimed to produce the final product to be delivered and used. The time usage of this application gathered from implementation stage showed that the product needed to be improved greatly by both in materials quantity and quality. It needed more theme and numbers of game and listening activity especially from the listening tryout. The researcher then revised the number of theme and tryout listening. The theme in this application was enhanced into 10 themes completed with all listening exercises. Try-out listening had been improved from 3 into 6 sets of exercises. And the final act of the researcher to perfect the application was by changing the quality of video from 360p into 480p/720p and also listening quality from 144hz into 256hz.

CONCLUSION

The listening application was developed especially focusing on exercising listening skills. The application has been developed and tested for its feasibility and usage through product testing activities involving experts from the content and media developer.

The final product showed that the researcher successfully provided exercise material for listening especially for English proficiency test. Based on validation and implementation process, it can be concluded that the listening application for the TOEFL® preparation course students of SMA AL IZZAH Batu, had met the eligibility criteria and could be used in the learning process.

REFERENCES

- Brewster, J. and Ellis, G. with Girard, D. (2003). *The Primary English Teacher's Guide*. New Edition. China: Pearson Education Limited
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman
- Celce, M., Murcia. (2001). *Teaching English as a Second or Foreign Language: Third Edition*. USA: Heinle & Heinle
- Gall, M. D., Borg, W. R., Gall, J. P. (2003). *Educational Research: Seventh Edition*. United States of America: Pearson Education Inc.
- Harmer, Jeremy. (1998). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Malaysia: Longman.
- Longman Helgensen, Marc and Brown, Steven. (2007). *Practical English Language Teaching: Listening, David Nunan Series Editor*. New York: The McGraw-Hill Company Inc.
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *Task-Based Language Teaching*. New York: Cambridge University Press.
- Rivers, Wilga M. (1981). *Teaching Foreign-Language Skills: Second Edition*. USA: The University of Chicago Press
- Sugeng, B. (2010). *Instructional Technology: Planning Strategies for Language Education*. Yogyakarta: Yogyakarta State University
- Suharto, G. (2006). *Pengukuran dan Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: Pusat Pelayanan dan Pengembangan Bahasa.
- Romiszowski, A. J., & Mason, R. (1996). *Computer-mediated communication*. In D. Jonassen (Ed.), *Handbook of research for educational communications and technology* (pp. 438-456). New York: Simon & Schuster Macmillan.
- Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge:

Setiawan

*Developing Listening Exercise for English Proficiency Test in The Form Of Mobile Application
For Eleventh Grade Students Of SMA Al Izzah Batu*

Cambridge University Press.