

# Developing Teaching Materials of Listening Test Book based on Palembang Local Cultures

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**Keywords:** Research and Development, ADDIE model, listening test book, compact disc, Palembang local cultures

**Abstract:** Lecturers and students of Bahasa Indonesia and Literature Education Study Program in Sriwijaya University needed new teaching materials to support listening test activities, because they often used the old and ineffective materials so that the learning process was boring. This study aimed to develop teaching materials of listening test book and audio visual (Compact Disc) based on Palembang local cultures. The method used in this study was Research and Development (R&D). The researcher used ADDIE model, where in this model the researcher conducted 5 stages, *Analyzing, Designing, Developing, Implementing, and Evaluating* listening test book. Results of need analysis with closed questionnaire showed that 100% students need an innovative listening test book. This book contained 9 chapters; *Palembang literature, culinary, traditional clothes, traditional dances, regional songs, folklores, traditional wedding, traditional weapons, and traditional house*. In each chapter, there were three types of questions, multiple choices, short answer, and filling in the blanks. After book draft had been developed, validated by three experts, and revised, the researcher used formative evaluation by conducting one to one test, small group test, and also field test. Listening test book was revised again based on students' suggestions. Lastly, the researcher registered listening test book entitled '*Exploring Palembang: A Fun Way to Learn Listening through Cultures*' to be published by Sriwijaya University Press. This research was useful for students, lecturers, and the other researchers.

## 1 INTRODUCTION

Listening Subjects is one of the required subjects in Bahasa Indonesia and Literature Education Study Program, FKIP Unsri. The instructional goals of this 3 credits subject is to improve students' critical listening skills. In the learning process, the lecturer uses some media to test students' listening ability after they are given learning material. The media used include power point slide and old sound recording from Radio Republik Indonesia (RRI).

As the time goes by, lecturers and students needed new teaching materials to support listening test activities. It was because the media that mentioned before had been often used so that it caused boredom in the learning process. Therefore, researcher tried to develop the latest teaching materials for test activities listening to students in the class. The developed teaching material was Compact Disc (CD) contained videos about cultures of Palembang and questions book. The content about

local cultures of Palembang were chosen with a consideration that the material was quite familiar with Sriwijaya University students who live in Palembang and Inderalaya, South Sumatra.

Based on the background mentioned above, researcher formulated the research question as following: "How are the results of need assessment analyze, design, validity, and evaluation of developed listening test book based on Palembang local cultures?" The objectives of this research were to develop listening test book based on Palembang local culture and to find out the results of its need assessment analyze, its design, its validity, and its evaluation.

This paper described research result about how to develop listening test book based on Palembang local cultures. It was very important for lecturers, students, and other researchers. By reading this research result, the readers will have more knowledges about step by step in developing a

listening test book. The reader will also know more about Palembang local cultures.

## 2 LITERATURE REVIEW

Amri and Iif (2010, p.159) stated that teaching materials were all forms of materials that were used to help teachers or lecturers in conducting teaching and learning. The materials in question could be either written material or unwritten material. Teaching material must be developed according to the needs of students to achieve the set learning goals. To develop a teaching material, a designer or developer needs to identify or analyze learning needs. Yaumi (2013, p.57) stated that the need was a gap between the conditions currently observed and the desired conditions.

Djiwandono (1996, p.56) stated that listening test could be held by playing oral discourse as a test material. The discourse could be heard directly by a speaker or through recordings and videos. The discourse that had been played was accompanied by tasks or questions for students.

In this study, the type of developed listening test was an appreciative listening. Ngulube (2015, p.79) stated that appreciative listening was pertinent when listening to songs, poetry, stories, arguments, statements, and cultures.

In this research students of Bahasa Indonesia and Literature Education Study Program FKIP Unsri were expected to be able to capture and understand the ingredients of the local culture of Palembang. Palembang as the capital of South Sumatra is rich in diverse cultures. There were some cultures used as teaching material for listening tests in this study,

1. Palembang literature,
2. Palembang culinary,
3. Traditional clothes,
4. Traditional dances,
5. Palembang regional songs,
6. Folklore,
7. Traditional wedding,
8. Traditional weapons,
9. Palembang traditional house.

## 3 RESEARCH METHOD

The research method used by researcher was research and development. The products developed in this study were listening test questions aimed at Bahasa Indonesia and Literature Education Study

Program students. This study used ADDIE model (Branch, 2009) that was modified in such way so that it fitted students' needs. The ADDIE model consisted of 5 stages of development, Analyzing, Designing, Developing, Implementing, and Evaluating. Students who became subject in identifying the needs assessment and developing listening test book were first semester students of Bahasa Indonesia and Literature Education Study Program, Sriwijaya University. The research subjects were 40 students as needed.

Data collection techniques used in this study were closed questionnaires, interviews, and validation assessments. The validation assessment instrument was aimed at experts to find out the quality of the developed listening test book. Questionnaires were given based on the aspects that became the criteria for the assessment component of teaching materials developed by the Ministry of National Education (2008, p.28-29) and Lestari (2013, p.105). The expert assessment includes three aspects, eligibility of content, eligibility of language structure, and eligibility of presentation.

The data analysis technique used in this study was a description technique. Data obtained from student questionnaires were percentage and described. Data obtained from interviews with students were transcribed. Data obtained from validation assessments by experts were described. Lastly, data obtained from tests were analyzed and described.

## 4 RESULTS AND DISCUSSION

The researcher conducted an analysis of learning needs by giving students a five closed questionnaire. This stage aimed to determine the level of student needs for teaching materials. Researchers chose topics about local culture because they could be integrated in teaching materials. Cortes (2007, p.231) stated that language could not be learnt without culture. The researcher chose material about Palembang culture because it was closer to the life of students. The researcher gave a closed questionnaire to 45 students of Bahasa Indonesia and Literature Education Study Program on Friday, August 10, 2018 at FKIP Unsri Inderalaya.

### 4.1 Analyzing Result of Listening Test Book

The questions in the closed questionnaire that were given to students can be described as follows. In the

first question, *what kind of teaching materials that were used by your lecturer when he/she was teaching Listening subject?* 1 student (2%) chose a. (materials of power pint slides), 1 student (2%) chose b. (test with an audio), 1 student (2%) chose c. (test with a visual media), and 42 students (94%) chose d. (all of them). From the result, the researcher concluded that most students chose teaching materials used by their lecturer were power point, audio, and visual media.

For second question, *in your opinion, do students need a more creative and more innovative teaching material of listening test in Listening Subject?* Nobody (0%) chose a. (no need it at all), b. (no need it), nor c. (need it enough), meanwhile 45 students (100%) chose d. (really need it). From the result, researchers concluded that all students of Bahasa Indonesia and Literature Education Study Program FKIP Sriwijaya University desperately needed listening test teaching materials.

In the third question, 3, *what kind of listening test do you think need to develop?* 2 students (4%) chose a. (a book test only), 3 students (7%) chose b. (only an audio), 2 students (4%) chose c. (only a visual), and 38 students (85%) chose d. (a listening test book with audio-visual compact disc). From the result, the researchers concluded that most students chose listening test book with an audio-visual compact disc (CD).

For fourth question, *what materials based on Palembang culture do you think should be included in teaching materials of listening test?* 5 students (11%) chose a. (culinary, traditional clothes, and traditional dance), 3 students (7%) chose b. (traditional house, traditional weapons, and traditional wedding), 4 students (9%) chose c. (folklore, poetry, and Palembang regional songs), and 33 students (73%) chose d. (all of them). From the result, the researchers concluded that most students needed teaching materials based on Palembang culture such as culinary, traditional clothing, traditional dance, traditional houses, traditional weapons, traditional marriages, folklore, poetry, and Palembang regional songs.

In the last question, *what kind of test do you think should be included in teaching materials of listening test?* 6 students (14%) chose a. (multiple choice test), 2 students (4%) chose b. (filling blank texts), 5 students (11%) chose c. (short essay test), and 32 students (71%) chose d. (all of them). From the result, the researchers concluded that most students needed multiple choice questions, filling text questions, and short essay questions in the listening test teaching materials.

## 4.2 Design Result of Developed Listening Test Book

In general, developed listening test book consisted of three parts, beginning, the content section, and the final part. The initial part consists of (1) cover containing the title and name of the author, (2) introduction, and (3) table of contents. The content section consisted of (1) material titles of each chapter, (2) learning objectives and indicators, (3) learning instructions, (4) material description, (5) formative tests, (6) learning completeness criteria, (7) bibliography, and (8) glossary. The final section contained an author's short biography.

## 4.3 Development Result of Developed Listening Test Book

The researcher divided students into 9 groups. Each group was given cultural material to make videos. Group 1 recited a poem entitled *Rindu Tanah Kito*, a poem by Annisa Latifa. Videos were taken on Sunday, August 12<sup>th</sup>, 2018 at Ampera Bridge, Benteng Kuto Besak, and Pasar 16 Palembang.

Group 2 made a video about traditional clothes. This group made a video report about the process of making Songket. The video was taken on Sunday, August 19<sup>th</sup>, 2018 at the Kampoeng Tenun South Sumatera Gallery that was located in Inderalaya, Ogan Ilir.

Group 3 created a video about Palembang culinary. This group conducted an interview with the Pempek trader in Palembang. In addition, group 3 also made a video tutorial in the form of a recipe video about how to make egg pempek. The video was made on Sunday, August 26<sup>th</sup>, 2018 in one group members' house.

Group 4 performed Tanggai dance and described all the philosophical meaning of each movement in the traditional dance. The video was taken on Sunday, September 2<sup>nd</sup>, at D Campus Building, FKIP Unsri Inderalaya.

Group 5 did a video shooting about Palembang regional songs. This group sang the Palembang regional song entitled *Cuk Mak Ilang*. The video was taken on Sunday, September 9<sup>th</sup>, at D Campus Building, FKIP Unsri Inderalaya.

Group 6 concocted a video about traditional weapons. This group conducted interviews with a museum guardsman where traditional weapons were stored. The video was taken on Sunday, September 16<sup>th</sup>, at Sultan Mahmud Badaruddin II Museum, Jalan Sultan Mahmud Badaruddin. 19 Ilir, Bukit Kecil, Palembang.

Group 7 made a video about Palembang folklores. This group made an explanation video about Palembang folklore entitled *The Legend of the Kemaro Island*. In addition to conducting interviews with the Kemaro Island guardsman on Sunday, September 23rd, they also made an animated video about *the Legend of the Kemaro Island* which was complemented by its narrative.

Group 8 edited a video about traditional wedding. This group made an explanation video about the traditional wedding process of Palembang from 'Berasan' to 'Ngunduh Mantu'. The video was created and edited on Sunday, September 30<sup>th</sup>, in one of the group members' houses.

Group 9 created a video about the Palembang traditional house. This group conducted an interview with the management of the Palembang Limas House. Interview was conducted on Sunday, September 30<sup>th</sup>, 2018.

The student group assignments can be seen in the table below.

Table 1 : Group assignment

Group Names	Palembang Culture
Group 1	Literature
Group 2	Traditional clothes
Group 3	Culinary
Group 4	Traditional dance
Group 5	Regional song
Group 6	Weapons
Group 7	Folklore
Group 8	Traditional wedding
Group 9	Traditional house

The researcher edited the display in each video according to the research needs. Then, the researchers united the 9 videos into the Compact Disc. The researcher also added the image design on the Compact Disc cover to make it look more attractive to the reader. Next, the researcher made a draft book about listening tests related to the nine videos. The types of questions made in the draft book consist of multiple choice questions, essay questions, and questions complete the overlapping text.

The developed listening test book entitled *Exploring Palembang: A Fun Way to Learn Listening through Culture*. Chapter 1 entitled *Palembang Literature*. The material given in this chapter were Palembang short story and video about poetry entitled *Rindu Tanah Kito*. The exercises were in the form of completing text and answering essay questions.

Chapter 2 entitled *Palembang Songket*. The material given in chapter I were the kinds of Palembang Songket, its philosophical meanings, and video about Palembang Songket. The exercise in the form of multiple choice was given after listening to the video. This exercises were given to measure the level of students' ability to listen to videos.

Chapter 3 entitled *Palembang Culinary*. The material in this chapter includes the Legend of Bolu Delapan Jam (Eight Hours Cake) and video about how to make small eggs Pempek. The exercises in chapter III were essay and multiple choice questions.

Chapter 4 entitled *Palembang Traditional Dance*. The material given in this chapter were the history of Pagar Pengantin dance, the meaning contained in each of the movements, and video about Tanggai dance. The exercises were in the form of multiple choice questions and essay questions.

Chapter 5 entitled *Palembang Regional Songs*. The material given in this chapter were explanation text about Palembang regional songs and video of Cuk Mailang's song. The exercises were in the form of multiple choice questions and essay questions.

Chapter 6 entitled *Palembang Traditional Weapons*. The material provided in this chapter was the types of traditional Palembang weapons, and a video of Palembang weapons. The exercises were in the form of essay and multiple choice exercises.

Chapter 7 entitled *Palembang Folklore*. The material provided in this chapter were folklore entitled *The Legend of Bidar Boats Competition* and video about the *Legend of Kemaro Island*. The exercises were in the form of multiple choice questions and essay questions.

Chapter 8 entitled *Palembang Traditional Wedding*. The material in this chapter were explanation text about the Palembang Wedding Process and video of Palembang wedding process. The exercises were in the form of multiple choice questions and essay questions.

Chapter 9 entitled *Palembang Traditional House*. The material in this chapter were the history of Limas Palembang traditional house, and video about Limas Palembang traditional house. The exercises in Chapter 9 were essay and multiple choice questions. Overall, the material design for each chapter in teaching materials entitled '*Exploring Palembang: A Fun Way to Learn to Listening*' through Cultures can be seen in the following chart. Before the draft of the listening test book was tested, the researcher conducted a summative evaluation adapted from Tessmer's developing model (2013). This summative evaluation was carried out by asking 3 experts to validate the draft book on the listening test. The

three experts consist of 1 language validator, 1 content / content validator, and 1 graphic validator.

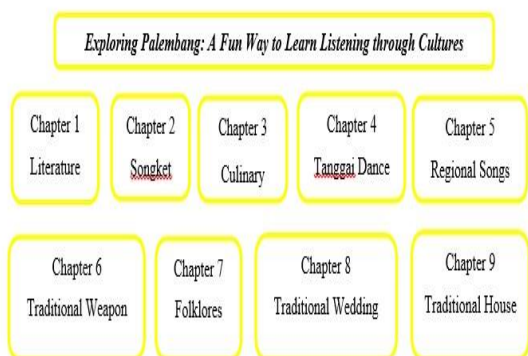


Figure 1 : Exploring Palembang: A Fun Way to Learn to Listening

Eligibility of language structure was validated on November 1st, 2018 by Mr. Akhmad Rizqi Turama, S.Pd., MA, lecturer of Bahasa Indonesia and Literature Education Study Program, FKIP Unsri. In aspect of the eligibility of language structure, the assessment was given with a minimum score of 1 and a maximum score of 4. The accuracy of sentence structure got score of 3, sentence effectiveness got score of 3, standard of term got score of 4, the understanding about information got score of 3, the ability to motivate learners got score 3, the suitability with learners' growth level got score of 3, grammar got score of 4, and spelling got score of 4. The validator of language structure stated that this teaching material was worthy to use with minor revisions first.

Eligibility of language structure can be seen as follow.

Table 2: Eligibility of language structure

Language Structure	Score
The accuracy of sentence	3
Sentence effectiveness	3
Standard of term	4
Understanding about information	3
The ability to motivate learners	3
The suitability with learners' growth level	3
Grammar	4
Spelling	4

Eligibility of content or material was validated on November 2nd, 2018 by Dr. Agus Saripudin, M.Ed., lecturer of Bahasa Indonesia and Literature Education Study Program, FKIP Unsri. In aspect of content or material eligibility, the assessment was given with a minimum score of 1, and maximum

score of 4. Completeness of the material got score of 4, the breadth of material got score of 4, the depth of material got score of 4, the accuracy of concept and definition got score of 3, the accuracy of data and fact got score of 3, the accuracy of example got score of 3, the accuracy of the images, diagrams, and illustrations got score of 4, the ability to encourages learners' curiosity got score of 4, and ability to make learners active in asking got score of 4. The validator of content decided that the listening test book was worthy to use with minor revisions first.

Eligibility of content or material can be seen in the table below.

Table 3: Eligibility of content or material

Material	Score
The Completeness of material	4
The breadth of material	4
The depth of material	4
The accuracy of concept and definition	3
The accuracy of data and fact	3
The accuracy of example	3
The accuracy of images, diagrams, and illustrations	4
The ability to make learners active in asking	4

The eligibility of presentation was validated on November 5th, 2018 by Dr. Sri Sumarni, M.Pd., Chair of Education Department. In the aspect of presentation eligibility, the assessment was given with a minimum score of 1 and a maximum score of 4. The coherence of concept got 4, the clarity of learning objectives got 4, the learning indicators got 4, the learning instructions got 4, glossary got 4, bibliography got 4. Just like the two previous validators, the validator of presentation concluded that the listening test book entitled 'Exploring Palembang: A Fun Way to Learn Listening through Culture' was worthy to use with minor revisions first. After being validated,

The eligibility of presentation can be seen as follow.

Table 4: Eligibility of presentation

Presentation	Score
The coherence of concept	4
The clarity of learning objectives	4
The learning indicators	4
The learning instructions	4
Glossary	4
Bibliography	4

The researcher revised listening test book based on the comments and suggestions that were given by the three validators.

#### 4.4 Implementation Result of Developed Listening Test Book

After the listening test book draft had been developed, validated and revised, the next stage of the ADDIE model is implementation. In this step the researcher used formative evaluation by conducting one to one, small group, and field test. Tessmer (2013, p.11) stated that formative evaluation was a judgement of the weaknesses and strengths of teaching in its developing steps, for purposes of revising teaching to look up its attraction and efficacy.

One to one test was conducted on November 9th, 2018 towards 3 students in the FKIP Unsri Ogan Campus. In this stage, the researcher asked 3 students consisting of students with low, moderate, and high ability to read and listen to the video from the draft listening test materials. The three students gave several suggestions for improvement on several pages of the book where there were some typos.

Small group test was conducted on November 10th, 2018 towards 20 students in the FKIP Unsri Ogan campus. In this small group test, students suggested giving the color of the book cover in the form of a mix of red heart and golden yellow which became the characteristic of the color of Palembang's traditional bridal clothes.

Lastly, the field test was conducted on November 12th, 2018 towards 43 students in FKIP Unsri Inderalaya campus. The results showed that there were still some parts needed to be revised, including the use of images that were considered by students to be less relevant to listening learning material, adding a few words to the glossary section, and replacing selfie picture on the back cover.

#### 4.5 Evaluation Result of Developed Listening Test Book

The listening test book was revised based on students' suggestions in the one to one test, small group test, and also field test. As student's advice, there should be a picture of the Ampera Bridge as the most famous Palembang icon in the book cover. Students also suggested the use of maroon and golden which were characteristic of the Sriwijaya Kingdom in Palembang as color of book cover.

The researcher revised the use of several images that were considered less relevant to listening

learning. In addition, researchers also added a few words in the glossary section based on students' suggestion. Finally, the researchers replaced the selfie picture with a plain background contained in the author's biodata section to become a photo with the background of Ampera Bridge as it was recommended by students.

On December 21<sup>st</sup>, 2018 the researcher registered listening test book with compact disc entitled '*Jelajah Palembang: Cara Asyik Belajar Menyimak melalui Budaya*' (Exploring Palembang: A Fun Way to Learn Listening through Cultures) to be published by Sriwijaya University Press.

## 5 CONCLUSIONS

The developed listening test book was different from the results of two similar researches, where Nawangsasih (2015) conducted a research entitled *Developing Listening Materials for the Eighth-Grade Students of SMPN 14 Yogyakarta Based on 2013 Curriculum*, and Syafi'i (2016) conducted a research entitled *Developing Listening Materials for the Tenth Graders*.

Nawangsasih used Junior High School students as the subject of her research. She used development model proposed by Jolly and Bolitho. She developed listening materials of English based on 2013 Curriculum. The teaching materials entitled *Let's Listen*. The materials were developed into three parts; pre-, main-, and closing activities. The materials were in the form of audios, videos, explanations, vocabulary list, and pictures. The tasks were made by observing, questioning, collecting, associating, and communicating.

Syafi'i used Senior High School students as the subject of his research. He used Borg and Gall model. He developed listening materials of English based on Standard of Content 2006. The teaching materials were in the form of recorded materials on a Compact Disc (CD), teachers' guidebook, and students' workbook. Each unit on the teachers' guide was completed with the suggested pre-, whilst-, post-listening, and expansion activity, meanwhile the students' worksheet contained tasks and instructions

This research used undergraduate students as the object. The researcher used ADDIE model founded by Branch. The researcher developed listening test book and Compact Disc based on Palembang local cultures. The listening test book entitled *Exploring Palembang: A Fun Way to Learn Listening through Cultures*. It contained 9 chapters; Palembang

literature, culinary, traditional clothes, traditional dances, regional songs, folklores, traditional wedding, traditional weapons, and traditional house. In each chapter, there were three types of questions, multiple choices, short answer, and filling in the blanks.

This research has implications for students, lecturers, and the other researchers. The first implication is the developed listening test book can be used by lecturers as an effective and innovative teaching material in the class. This research is necessary since in the previous semester lecturers only taught students Listening by using power point slide and old sound recording from Radio Republik Indonesia (RRI).

The second implication lies on the useful of listening test book to increase students' listening skills. The developed book is similar to TOEFL preparation book, but it is more interesting since it was completed with not only audio but also visual. Students can practice their listening skills not only by hearing the sound, but also by watching the videos.

The third implication derives from this research article. It can be used by other researchers as one of references or previous study in conducting next Research and Development (R&D) in the future.

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