

DEVELOPMENT OF LISTENING TEACHING MATERIALS IN MARUGOTO B1 BOOK: CASE STUDY OF STUDENTS JAPANESE LANGUAGE AND CULTURE AL AZHAR UNIVERSITY INDONESIA

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ABSTRACT

Listening is essential in communication activities. Good communication can occur if listeners will receive the "messages." Teaching materials appropriate for students are required to meet the needs of listening activities. Appropriate teaching materials can in Marugoto B1 books needed by students of the Japanese Language and Culture Study Program, Al Azhar University Indonesia, and the steps that must achieve in developing listening teaching materials to suit student needs. This study uses a qualitative descriptive method with development based on the ADDIE model, namely Analysis, Design, and Development. The data obtained results from an analysis conducted on students enrolled in the Japanese Language and Culture Study Program at Al-Azhar Indonesia University at Junior Level. In this study, the listening teaching material used was Marugoto B1's book which had entered the Pre-Intermediate stage. Students in the Japanese Language and Culture Study Program at the University of Al-Azhar Indonesia frequently struggle with listening activities, especially when the speed of sound increases. The transition of teaching materials from beginner to intermediate requires students to improve their listening skills. In addition, students in the Pre-Intermediate stage must understand the language level used by Keigo, which is included on several topics in the Marugoto B1 listening teaching materials.

Keyword: *Japanese Listening, Teaching Materials, Marugoto B1*

INTRODUCTION

Language in human life is critical. In the language process, all information can be received correctly, so there are no errors. Language has become a means of communicating more broadly. Therefore, language skills will continue to be inherent in daily human life. According to Wendra (2014), language activities are divided into four chronological activities: listening, speaking, reading, and writing. The four activities can be connected and become an inseparable unit. This study will focus on listening activities in the Marugoto B1.

Listening has become a language skill that cannot be eliminated, and listening has an essential role in communication activities. In essence, listening is a form of language that has become a goal in the language teaching process. Listening skills can be a person's activity in receiving "messages" from the speaker through listening to sound symbols. In the process, it can produce new information received by the listener. In the process of listening, teaching materials following learning criteria are needed, namely in the form of audio, audiovisual, or multimedia.

The method of listening activities requires a lot of practice so that the simulation results can be appropriately processed. Communication can go well if the information that the speaker wants to convey can be properly received. Often Japanese learners find it challenging to follow listening activities well due to inappropriate teaching materials and an unfavorable learning atmosphere.

In meeting the needs of listening, appropriate teaching materials are needed and can facilitate the needs of students. Teaching materials are essential in the learning process. The teachers can adjust the teaching process with the proper teaching materials. Through the development of teaching materials that are easy to understand, learners are clear when required to study independently. In listening, appropriate teaching materials must have systematic material and methods. According to Widodo and Jasmadi (2008: 40), teaching materials are an essential part of being a means or learning tool with learning materials, methods, limits, and ways to evaluate. Teaching materials like this have achieved a systematic and improved design, and this is motivated by the objectives that existed before making teaching materials. In this case, teaching materials should be arranged systematically to facilitate learning. Teaching materials must be compiled based on the needs of learning objectives. The preparation of teaching materials can affect the teaching and learning process, atmosphere, and achievement in learning. Teaching materials must be structured and systematic to make it easier for users to learn independently or without the help of others.

The suitability of teaching materials can affect the listening-learning process. Excellent and exciting teaching materials can build an atmosphere in the learning process. However, it should be noted that the development of listening teaching materials must be adjusted to the level of students so that they are easy to understand. Widodo and Jasmadi (2008: 50) explain that the characteristics of teaching materials have five components, namely: 1) Self Instructional with teaching materials, students can learn independently. When creating teaching materials, must have objectives with clear and neatly structured learning so that students can measure their abilities in their learning achievements; 2) Self Contained suitable teaching materials must have complete and structured material in it; 3) Stand Alone teaching materials must have comprehensive material that can stand alone without the involvement of other teaching materials; 4) Adaptive the development of teaching materials can follow technological developments, but still must be by the applicable curriculum; 5) User Friendly the characteristics of suitable teaching materials must develop according to their users so that the teaching and learning process can run according to their needs and students can understand the contents of teaching materials well. In addition, suitable teaching materials must meet eligibility standards, such as the feasibility of content, presentation, language, and graphics. Marugoto B1 is a teaching material used by Pre-Intermediate Japanese learners. The language level in Marugoto B1 has reached a higher level than in the previous textbook. Because of the changes in teaching materials, Japanese Language and Culture Study Program students at Al-Azhar University Indonesia level 3 often need help learning. From this background, the researcher wants to analyze further the problems experienced by level 3 students when learning using marugoto B1 textbooks. This research will focus on the development of teaching materials that are by the characteristics described above, and these characteristics can be a reference for this research in analyzing the development of teaching materials for the Marugoto B1 book case studies of students of the Japanese Language and Culture Study Program, Al Azhar University Indonesia.

METHOD

The method used in this research is descriptive qualitative. They use descriptive qualitative research design to clearly describe the development of teaching materials for Marugoto B1 books. This study uses an ADDIE model-based teaching material development design divided into five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE-based development model applies the basics of learning centered on independent or individual learning, with systematic use, and has a long time following the development of its users. In this research, the procedures carried out are limited to three stages: Analysis, Design, and Development. The instrument carried out in this study was carried out through an angle distributed to students of the Japanese Language and Culture Study Program at Al-Azhar University Indonesia level 3. The object of this research is the teaching material of the Marugoto B1 book.

1. Analysis

The analysis stage is carried out to analyze the needs of teaching materials by student needs. The analysis process in this study looks for students' difficulties when learning Marugoto B1 book listening activities through questionnaires.

2. Design

This stage is the process of making the media design to be made. The design process is carried out to observe problems which then find solutions for student needs in the teaching materials for marugoto B1 book listening activities based on analysis.

3. Development
At this stage, validation of teaching materials for listening to Marugoto B1 books. Data was obtained from 3rd year Japanese Language and Culture study program students through questionnaires. Students are asked to assess the teaching materials for Marugoto B1 books to determine the weaknesses and strengths of the teaching materials produced. The development stage is the last in this research.

The research used a score calculation using a Likert scale as a criterion for the questionnaire results, as shown in Table 1.

Table 1. Likert Scale of Questionnaire Results

Symbol Description Percentage

VG Very Good 5

G Good 4

SG Slightly Good 3

NG Not Good 2

NVG Not Very Good 1

Source: Sugiyono (2006, p. 135)

RESULT AND DISCUSSION

The development of teaching materials using the ADDIE model can help achieve systematic and

structured learning objectives. The ADDIE model makes teaching materials individual or independent with a simple and easy-to-learn system. Teaching materials prepared using the ADDIE development model can be long-term and follow the development of its users. The three stages contained in the ADDIE model can help solve research problems and can find out the difficulties of students of the Japanese Language and Culture Study Program at Al-Azhar University Indonesia. Before entering the discussion, the researcher will first discuss the demographics of respondents in the student generation who participated in this study. The respondents in this study were 3rd-year students of Al-Azhar University of Indonesia's Japanese Language and Culture Study Program who were using Marugoto B1 teaching materials. Target Respondents have been by the research objectives in obtaining data sources. Fifteen questions were answered by 24 students of the Japanese Language and Culture Study Program of Al-Azhar University of Indonesia level 3.

Table 2. Respondent Demographics

Characteristics of Respondents	Category	Total
Student Class	2019	3
	2020	21
	Total	24

Following the results of research based on questionnaires obtained from students of the Japanese Language and Culture Study Program at Al-Azhar University Indonesia, the following discussion is described using existing data. The results and discussion will focus on the design of teaching materials based on the ADDIE model in this study. The procedures carried out are limited to three stages, namely Analysis (Analysis), Design (Design), and Development (Development).

1. Analysis Stage

To fulfill the analysis stage of the need to develop a suitable teaching material model, researchers must be able to find out in advance what the needs of students are in the development of teaching materials, then conclude to make a research questionnaire.

This study involved 3rd-year students studying using the marugoto B1 book of listening activities. The research questionnaire is limited to 15 questions answered by 24 3rd year students. Problems or difficulties can occur because current learning methods are outside students' learning environments and characteristics.

Table 3. Students' Assessment of the Teaching Materials for Listening to Marugoto B1 Book

No.	Questions	Many Students Responding with Score				
		5	4	3	2	1
1.	Is the information in B1 level listening well received?	2	18	4	-	-
2.	Is the marugoto B1 listening book easy to use for self-study?	2	15	5	-	-
3.	Is the (audio) media used working correctly?	13	7	4	-	-
4.	Does the Level B1 textbook used support level B1 listening speed?	2	15	7	-	-
5.	Is the new vocabulary being received well?	1	10	13	-	-
6.	Is the language level, such as	1	17	6	-	-

	Keigo in B1 level listening, well understood?					
7.	Does the animation in the marugoto B1 listening activity book help the listening process?	7	14	2	1	-
8.	Is the speed of the voice in listening by the language level?	1	14	9	-	-
9.	Can the practice questions in B1 level listening be done well with B1 level speed?	-	14	10	-	-
10.	Can you follow the B1 level listening speedwell?	2	12	10	-	-
11.	During the listening process, do you write notes well?	-	7	13	2	-

12.	Can you understand/get to the point if the audio is too long?	-	8	11	5	-
13.	If the audio is too long, do you need	10	10	3	1	-

	repetition in the listening process?					
14.	Can the shadowing process help in the listening process?	3	14	6	1	-
15.	Do you usually explain it back in your language after listening to the material?	1	9	13	1	-

At this stage, the researcher collects data through a questionnaire for students. From the data above it can be seen that students experience some difficulties when learning marugoto B1 listening activities in several ways, namely: 1) The voice is too fast so it needs to be repeated several times; 2) Vocabulary that has much higher level than the previous teaching materials; 3) The text contained in the textbook is too long; 4) The voice is too fast so that the conversation in the listening process is challenging to understand; 5) Ambiance in audio causes a lack of learning concentration. In learning Marugoto B1 listening activities, students still need help balancing the sounds contained in the audio, and students need help understanding the new vocabulary that appears. These difficulties arise because the Marugoto B1 book teaching materials have a higher level than the previous teaching materials. Students also gave their responses about what problems they felt when learning with Marugoto B1 book teaching materials, as follows:

Question: What are the difficulties when learning choukai (listening) using Marugoto B1?

Answer 1: The speed of the voice in the conversation made it difficult for me to understand correctly, so the audio needed to be repeated at least twice to get the point.

Answer 2: A new vocabulary is much more complicated than the A2/B1 book, so it is challenging to understand the context of the reading/choukai.

Answer 3: In listening courses, I find it very difficult when listening to the audio because the pronunciation is very fast and must be repeated several times to understand.

Answer 4: The articulation spoken by the voice actor needs to be clarified and is sometimes not understood.

Answer 5: Because of the lack of understanding of vocabulary, so when listening, you can't listen to the subject matter.

Answer 6: In some listening materials, some accents could be more precise. Answer 7: The text needs to be shorter, and the speaking style is so fast that it's hard to keep up.

Answer 8: The conversation is like a TOEFL test. The speed of speaking sometimes makes the speaker sound vague.

Answer 9: Although the speed of the audio is sufficient, sometimes it is still challenging to write down notes from the audio.

Answer 10: The speed of speech and the pronunciation of the native speaker in delivering the discussion make the vocabulary sometimes vague and unclear.

From some of the student responses above, the speed of the voice makes it difficult for listeners to understand the main content of the discussion. In addition, students find it challenging to understand the new vocabulary that appears, so they need help understanding the content of the debate correctly. Students also find it challenging to write additional notes because the speaker's articulation in the audio could be more precise.

2. Design

The following stage designs are done to make an initial design to facilitate appropriate teaching materials. This stage is the same as organizing teaching and learning activities by setting learning objectives. In this study, the product design must be based on the teaching materials needed by students of the Japanese Language and Culture study program level 3 in listening activities. In addition, of course, it must be by curriculum standards and needs. After analyzing the difficulties of students in learning Marugoto B1 through the results of the questionnaire, then the process of designing teaching materials as supporting development is carried out, such as determining 1) supporting images during the listening process; 2) conceptualizing the arrangement of the material so that during the listening process students have no difficulty finding it; 3) audio sounds that sound clear and can be understood by the ability of level 3 students; 4) Language and kanji levels need to be explained so that students understand more quickly; 5) practice listening questions by considering animations such as images. Finally, this is done to design a textbook that suits the needs of students so that the learning process can run well.

3. Development

At this stage, teaching materials will be developed by the analysis and design results. The questionnaire data will be used to create teaching materials needed by level 3 students. The required development stages are as follows, 1) in the listening process, the audio should be played twice and give students time to write notes; 2) use shadowing techniques in the listening process so that students can understand the audio simulation well; 3) provide a list of new vocabulary so that students can understand the listening material well; 4) provide practice questions in the form of images that are by the development of users to facilitate the listening

process; 5) eliminate the ambience contained in the audio simulation so as not to disturb students' concentration in the listening process.

CONCLUSION

The development of teaching materials must be by its users, teaching materials must be by the needs of students, and have complete material without involving other teaching materials. Marugoto B1 is a teaching material used by Pre-Intermediate level Japanese learners. The language level in the Marugoto B1 textbook is higher than in the previous textbook. Of the changes in teaching materials, students of the Japanese Language and Culture Study Program at Al-Azhar University of Indonesia level 3 often get difficulties in the learning process due to significant changes in the speed of sound. After the analysis conducted in the results and discussion, it can be concluded that the difficulties that occur are more directed at 1) Ambience in the audio causes a loss of learning focus because ambience often has a louder sound than the leading voice; 2) The text provided in the textbook is too long; 3) The speed of the sound is faster than the previous teaching material causing students to find it challenging to find new vocabulary that appears. From these three difficulties, researchers have developed teaching materials that are to the needs of level 3 students, and students are expected to be able to learn independently quickly. The story of teaching materials by the requirements of level 3 students includes 1) Eliminate or reducing ambience so that the sound is not higher than the main sound; 2) In the process of listening it is better to use pictures that match the material in the teaching materials; 3) Provide a list of new vocabulary that appears. This study uses the ADDIE model-based development method, which has five stages but is limited to three research sets. It is hoped that further researchers can make this research a source of reference for conducting research in the following two stages.

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