

**DEVELOPMENT OF TEACHING MATERIALS FOR LISTENING IN
MARUGOTO A1 BOOK: CASE STUDIES OF STUDENTS JAPANESE
LANGUAGE AND CULTURE STUDY PROGRAM AL-AZHAR
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ABSTRACT

Choukai is a term for Japanese listening learned in language learning. Listening is one of the language skills learned so that language learners can communicate well. The learning objectives to be achieved by language learners use listening teaching materials in the learning process. Teaching materials must follow the curriculum and learners' needs in a form that is easy to understand. One of the teaching materials used by beginner language learners is the Marugoto A1 book. This study aims to compile the development of listening teaching materials in the Marugoto A1 book through interview questions made for students of the Japanese Language and Culture study program at Al-Azhar University Indonesia regarding the conditions and difficulties experienced in learning to listen in *choukai* courses. The problems are described in a qualitative descriptive form using the Borg and Gall development method (1983: 775). The results of the interview show that there are several difficulties experienced by students. Students need help with double and long vowels when listening lessons occur. The format of the Marugoto A1 book is quite challenging to understand, and the listener's concentration could be more relaxed because of the background contained in the audio. Therefore, in the Marugoto A1 book, it is recommended that there be a more detailed explanation of double vowels and long vowels, as well as a lot of vocabulary that makes double vowel sounds and long vowels. In the questions and answers section, listening is better combined in one answer sheet. The audio used during listening learning should be audio without using a music background.

Keywords: Listening, Teaching Materials, Japanese Listening

INTRODUCTION

Language is a tool used to understand every human word in the communication process to achieve the information conveyed. Since childhood, humans have learned a language, basically taught by the family and the surrounding environment. Keraf in Smarapradhipa (2005) states that language is a means of communication used by members of society in the form of sound symbols produced through human speech and language using vocal characters conveyed by the speaker in the form of an arbitrary communication system. Therefore, it can be concluded that language is a tool in the form of sound symbols that have been accepted and used by the community in the communication process.

In the learning process, some components support the use of media and teaching materials, namely teachers, learners, methods, and strategies. A person who pursues language is called a language learner. Language learners must master four language skills, namely speaking, reading, writing, and listening, so that language learners can communicate well in oral or written form. Verbal communication is a routine carried out by humans

because humans are creatures who socialize with other humans through conversations and simulations that are heard.

Mana (2017) states that language learners must have language skills because a person's language skills are influenced by listening skills used in language learning. For example, the term *choukai* is a listening skill in Japanese language learning. One of the goals of listening to language skills for language learners is to communicate ideas about something from the material that is listened to and gain knowledge from the speaker. Tarigan (1994: 28) states that listening is an understanding of the process of activities used to capture the content of messages, obtain information, and understand the meaning of communication conveyed by the speaker by using the sense of hearing that listens to oral symbols. Therefore, in listening activities, a process is needed. According to Logan and Loban (in Tarigan 1990), five stages are passed in the listening process; namely, 1) The listening stage, a process that uses the sense of hearing to listen to information conveyed by the speaker; 2) The understanding stage, after hearing the simulated material then the listener understands the content of the simulated material that has been delivered; 3) Interpretation stage, in addition to listening and understanding the content of the listening material, the listener must also interpret the content of the listening material; 4) Evaluation stage, providing an assessment in the form of weaknesses and advantages of the content of the simulated material; 5) Responding stage, listeners absorb and accept ideas that the speaker has conveyed.

Listening activities depend on various essential elements that cause communication to occur in listening. The vital components of the listening process are 1) The speaker, who conveys the content of the material in the form of oral information; 2) The listener, the person who listens to the meaning of the information conveyed by the speaker; 3) Listening material, material or information used in the listening process; and 4) Spoken spoken language. The term *choukai* is a listening skill in Japanese language learning. In the Japanese Language and Culture Study Program at Al-Azhar University Indonesia, *choukai* material is studied from semester one to semester six. In listening learning, *choukai* courses train students in listening, listening, writing, and speaking skills according to the material that has been given. In *choukai*, courses in each semester weigh two credits which are taught once a week using the Marugoto book. Marugoto is one of the teaching materials used and studied by Japanese language learners.

Teaching materials are a set of learning materials used by teachers or instructors to help students who participate in the learning process achieve learning objectives. Teaching materials are poured into written and verbal forms. Written teaching materials are text and images, while unwritten ones are in sound and audio. Iskandarwassid and Sunendar (2009: 171) state that teaching materials used by students must have information that can be easily absorbed and understood through exciting and enjoyable learning. Teaching materials are made systematically and follow the curriculum used by students in completing their education. The substance of teaching materials is arranged according to the interests, level of thinking, and socio-cultural background and set in such a way as to be easily understood by students. Teaching materials are needed for learners, especially teachers, to achieve a learning process. With teaching materials, learners will find adjusting to the material being studied easier. Learners usually use printed books as one of the teaching materials used. However, besides printed books, learners can also use teaching materials like pictures or photos, videos, or audio to facilitate the intended learning process.

In listening, there are conditions for effective listening when listening learning takes place, namely (1) Concentrating on listening; (2) Absorbing and understanding information in listening material; (3) Thinking when listening; and (4) The material that has been delivered is stored in the form of written notes (Open University, 1985: 35). When learning

to listen, students are required to concentrate more and think to understand the information conveyed by the speaker in the audio conversation that is played. Listening to learning notes made by students can also be used for learning evaluation.

The listening learning process (*choukai*) in the Marugoto book at Al-Azhar University Indonesia also applies effective listening strategies, such as before the audio is played, students are taught to learn and know vocabulary and grammar (*bunpou*) first. After that, the audio is played three times repeatedly so that students can understand the content of the conversation and some vocabulary from the *choukai* audio played. When the *choukai* audio is played, the *choukai* lecturer advises students to make notes or notes to write vocabulary or grammar that is not understood.

However, in learning to listen in *choukai* courses, some students need help. Therefore, the author wants to do this research in order to find out the needs of students for listening learning in *choukai* courses in Marugoto A1 books to develop listening teaching materials.

METHOD

This research is development research on listening teaching materials in Marugoto A1 books as one of the teaching materials in the form of printed books used by Japanese language learners. The research instrument used is data from interviews that have been carried out and analysed using qualitative descriptive methods. Nurgiantoro (2010:960) states that interviews are conducted using one-sided questions and answers to get the information needed from respondents (interviewees). Therefore, the purpose of conducting interviews is that the writer needs information to be used in the research to be achieved. The research subjects were active Japanese Language and Culture study program students at Al-Azhar University Indonesia. Interviews were conducted to find out the conditions and difficulties experienced by students in learning to listen to *choukai* courses studied in the Marugoto A1 book, which will later be developed for the benefit of the development of teaching materials. This development research procedure uses the Borg and Gall development model (1983: 775). According to Borg and Gall, research and development is a process carried out for products to be developed and validated. In addition, the product will be developed through product testing and product validation to prove the effectiveness of the product being developed. According to Borg and Gall (1983: 775), the steps of research and development are ten steps. The research steps are (1) The information gathering stage; (2) The research planning and product design stage; (3) The development stage of the initial form of the product; (4) The expert validation test stage; (5) Revision stage of expert validation test results; (6) Limited trial stage; (7) Refinement stage of limited trial results; (8) Field trial stage; (9) Final refinement stage; (10) Dissemination and implementation stage description of teaching material evaluation results. In this study, the procedures carried out only up to stage three, namely the development of the initial form of the product.

RESULTS AND DISCUSSION

The research and development carried out in this study has stages that use the development method according to Borg and Gall (1983: 775) which includes the information gathering stage, the research planning / product design stage, and the development stage of the initial form of the product. Needs analysis is carried out in the following way:

The Information Gathering Stage

Based on the results of research conducted on December 31, 2022, by interviewing students of the Japanese Language and Culture study program at Al-Azhar University Indonesia class

2022, the researcher asked ten questions to five students, namely:

Table 1. List of Interview Questions

Number	Questions
1	What difficulties do you think you have when learning to listen (<i>choukai</i>) using Marugoto A1?
2	Are there any difficulties in the vocabulary of double vowel sounds and long vowels?
3	Is the sound and audio speed right? Or is it too fast for a beginner's capacity?
4	Is the audio duration too short or too long?
5	Do you usually explain it back in your own language after listening to the material?
6	Do you take notes when listening?
7	Can you immediately understand the content of the conversation if the audio is only played once?
8	Do you think the themes applied in the audio are in line with those in the Marugoto A1 book?
9	Do you do an evaluation after every <i>choukai</i> (listening) course?
10	Do you use the shadowing technique when the <i>choukai</i> audio is playing?

The list of questions above is used as information collection derived from student answers that have been interviewed through zoom meetings. The collection of information that has been obtained will be used for the needs of developing listening teaching materials in Marugoto A1 books. Researchers conducted interviews by spreading the zoom meeting link one by one for a student to be interviewed. When the interview took place, the researcher asked five students with the ten questions above. From the results of the interview and the answers from several students, there are difficulties and problems in learning to listen (*choukai*).

The conclusion from the results of the interview on the first question regarding the difficulty of using the Marugoto A1 book when learning to listen is that there are difficulties in the format of the Marugoto A1 book that is being studied, especially in the listening questions and answers to questions contained on several pages that make some students confused when doing listening questions. Then some students need help with the audio speed, which is too fast for beginners.

In the second question, students need help with the vocabulary of double vowel sounds and long vowels. When the audio is played, the wording of double vowel sounds and long vowels needs to be heard more clearly. Then some vocabulary sounds have the same meaning because of the vague pronunciation, even though the vocabulary spoken is different such as the vocabulary ビル (*biru*), which means building, and ビール (*biiru*), which means beer.

The third question is whether the speed of the audio owned by the Marugoto A1 book follows the beginner level. The results of the interview students already felt that the audio rate used by the beginner level in the Marugoto A1 book was appropriate. If the audio speed is made faster, it will be more challenging to be heard and understood by beginner-level language learners. In addition, the music background in the audio makes the speaker's voice not heard clearly and faintly. Therefore, the speaker's voice using a music background disrupts students' concentration.

In the fourth question, student responses to the duration of audio in learning to listen to Marugoto A1 books are appropriate, not too long, and not too short. If the audio duration is too long, it will make it difficult for beginners to listen. The fifth question is regarding the explanation of the results of the listening material that has been heard, and students explain using their language that has been made from the effects of analysing the points or information that has been obtained from the speaker. According to the students, using their language to explain the results of the listening material is easier because the language used is a language that is arranged as simply as possible. The conclusion of the sixth question regarding the existence of notes during listening learning is that students write letters when listening learning takes place. Vocabulary that needs to be understood is recorded in a notebook, laptop notepad, or next to listening questions in the Marugoto A1 book. After writing unknown vocabulary, students will ask the meaning of the vocabulary to the lecturer.

In the seventh question, students' understanding in understanding the content of the conversation or information conveyed by the speaker that the audio must be played repeatedly at least two times. When the audio is played only once, students still need help understanding the information clearly and thoroughly. Especially if the audio has a musical background, the speaker's voice is not heard clearly. Therefore, if there is a music background, students can only understand the audio's contents if they repeat it three times. In the eighth question, students' answers regarding the theme applied to the audio, whether it is following the themes discussed in the Marugoto A1 book is the theme and whether the audio played is very appropriate. The ninth question regarding the evaluation conducted by students after learning listening learning in *choukai* courses, students usually evaluate before listening learning begins. Students look for the meaning of vocabulary that needs to be

understood in the previously known material. Vocabulary is searched through the internet, dictionaries, or opening material on campus e-learning.

The conclusion of the interview results from the tenth question is that in listening, learning takes place. Students do not do shadowing techniques to understand the content of the information conveyed by the speaker, and students only listen to the audio that is played and then listen carefully.

The Research Planning and Product Design Stage

The interview results are used to formulate the objectives at this planning stage. Teaching materials must follow students' conditions and needs and achieve essential competencies. As a result of the interview, there were several difficulties obtained, namely: 1) The format of the Marugoto A1 book is quite challenging to understand, especially in the listening questions and answers provided on separate sheets; 2) Difficulty in vocabulary double vowels and long vowels; 3) The music background contained in the audio is quite distracting from the speaker's voice. These difficulties can be used to develop listening teaching materials in Marugoto A1 books.

The planning stage requires planning the design of the product that will be developed. Student abilities, student needs, and materials developed must be adjusted in the product design stage. For example, listening learning in the Marugoto A1 book set presents 1) The speaker's voice on the audio is clear; 2) The audio speed is sufficient for the beginner level; 3) The duration of the audio is sufficient; 4) There is a lot of vocabulary that can be learned according to the theme in the book. The use of audio that has a clear voice when played in listening learning is expected to help students understand the learning material delivered by the speaker. Making product design is taken from the advantages and benefits students feel when learning to listen to choukai courses using Marugoto A1 books and then developed with weaknesses or difficulties experienced by students in listening learning.

The Development Stage of The Initial Form of The Product

At this stage, teaching materials are developed following the research data taken from the interviews. Therefore, from the above conclusions, the development stage of the initial form of the product is as follows:

- 1) It is recommended that the format of the Marugoto A1 book in the listening questions section and the answers to the questions be combined in one answer sheet, separate.
- 2) There should be a more detailed explanation of double vowels and long vowels and a lot of vocabulary that makes double vowel sounds and long vowels.
- 3) When listening learning takes place, audio is better played at least two times so that students can understand the information the speaker conveys.
- 4) Researchers suggest that audio that has background music is not used when listening lessons take place, or lecturers can ask students first about the audio that will be played better using music background or not.

These stages are the development of the initial form of products that must be developed in Marugoto A1 listening teaching materials. From this stage, the researcher will complete the book's shortcomings to achieve learning objectives in accordance with the conditions experienced by beginner-level Japanese language learners.

CONCLUSION

This research concludes that from five respondents of Japanese Language and Culture study program students at the beginner level of Al-Azhar University Indonesia, there are three difficulties, namely 1) The format of the Marugoto A1 book is quite challenging to understand, especially in the part of listening questions and answers provided on separate sheets; 2) Difficulty in vocabulary double vowels and long vowels; 3) The music background contained in the audio is quite distracting from the speaker's voice. From these results, the researchers developed listening teaching materials in the Marugoto A1 book *choukai* course, namely 1) It is recommended that the format of the Marugoto A1 book in the listening question section and the answers to the questions be combined on one answer sheet, not separated; 2) There should be a more detailed explanation of double vowels and long vowels, and a lot of vocabulary that makes double vowel sounds and long vowels; 3) When listening learning takes place, audio is better played at least two times so that students can understand the information conveyed by the speaker; 4) Researchers suggest that audio that has background music is not used when listening learning takes place, or lecturers can ask students in advance about the audio that will be played better using music background or not. Researchers hope that developing teaching materials can help students understand listening learning in *choukai* courses.

This research has some shortcomings such as the number of respondents that must be added and the unfinished development stage until the implementation of teaching materials. Therefore, the researcher hopes that this research can be developed to the next stages: (4) the Expert validation test stage; (5) Revision stage of expert validation test results; (6) Limited trial stage; (7) Refinement stage of limited trial results; (8) Field trial stage; (9) Final refinement stage; (10) Dissemination and implementation stage description of teaching material evaluation results. The research on the development of teaching materials into the next stage will advance the development of listening teaching materials analysed in this study. In addition, the development of listening teaching materials must consider the conditions and difficulties experienced by students, then develop into listening teaching materials that meet student conditions.

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