

DEVELOPMENT OF LISTENING TEACHING MATERIALS WITH THE THEME "WATASHI NO SHUMI" IN NIHONGO KIRAKIRA BOOK LEVEL A1

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ABSTRACT

Listening is one of the skills that language learners need to master. Some teachers use the Nihongo Kirakira A1 book for beginner learners as Japanese teaching material in high school. In this book, there is audio for Choukai learning, but there are still students who need help listening. This is due to the pronunciation that is too fast, the technician's interference in the audio, the difficulty in understanding the conversation, and the lack of student motivation, so it is necessary to develop teaching material. This study aims to develop teaching materials with the ADDIE model with three stages Analysis, Design, and Development. The ADDIE model is one of the models used to design learning systems by showing the primary stages. The results of this development show that listening audio needs to be designed by (1) adding narration before the dialog conversation to make it easy to understand, (2) The selection of vocabulary and grammar used must be following level A1 or what has been learned by students in class, (3) in making dialog conversations should not be extended and should not be too little, that is, the number of conversations must be adjusted, (4) the speed of pronunciation must be by the level of beginners, (5) adding ambiance as a background atmosphere in audio conversations so as not to sound boring.

Keywords: Development of Teaching Materials, Japanese Listening, Nihongo Kirakira Book

INTRODUCTION

Education is one of the things that has become an essential basic need to be obtained by the community now. Consciously or unconsciously, we can feel education through the family environment, school environment, the community environment. It is small, as seen from how parents teach us to get used to shaking hands with elders, always being polite to people, respecting each other, tolerating, and helping people in need. Meanwhile, in the school environment, it is obtained from teachers as educators and teachers. In other words, education will never end because education holds the key to the future to improve the quality and development of human resources and will continue to develop according to the times. Education is an effort to guide and gain knowledge from ignorance, ignorance, and incomprehension so that humans can think critically. Education becomes a way for the process of developing one's potential to be beneficial for oneself, nation, and state. In addition, education also plays an essential role in fostering and shaping a person's character or personality to have a nationalist spirit, discipline, responsibility, confidence, enthusiasm, and never give up. This indicates that in learning activities at school, teachers as teaching

staff not only transfer knowledge but can educate students to become noble and ethical people.

Education is of high quality if the teacher can link learning materials with problems in the community environment. In this learning activity, teachers are required to have the ability to teach so that they can create a vibrant and enjoyable learning atmosphere. However, teachers sometimes only focus on the teaching material book in the learning process, so achieving learning objectives becomes more effective and efficient. This makes teachers need creativity and innovation in learning activities so that they become fun and the material presented can be received by students, so it is necessary to develop teaching material. The success of a teacher in learning activities is expected by requiring careful preparation. This preparation can be started by preparing teaching materials and learning media that will use, understanding the strengths and weaknesses of students, being able to create active learning activities, and observing student knowledge (Megan and Hendri, 2016: 70). Adip Wahyudi (2022: 53) also added that to achieve teaching success, a teacher needs knowledge, insight, creativity, and innovation in managing teaching materials.

Teaching materials are learning materials used by teachers and students during the learning process. Teaching materials are made in a structured and systematic manner. Based on their nature, teaching materials are grouped into four parts, namely: 1) teaching materials based on print media such as modules, textbooks, journals, Student Activity Sheets (LKS), newspapers, magazines, and brochures, 2) teaching materials based on non-print media or media devices such as CDs, video, audio, television broadcasts, audiovisual, films, radio, computers, 3) teaching materials used for projects such as interview sheets and observation sheets, 4) teaching materials used for interaction or distance education such as mobile phones. According to Ina Magdalena et al. (2020: 172-173), Teaching material is a learning media device that contains knowledge, methods, theories, and evaluations that are systematically arranged to achieve essential competencies and competency standards that have been determined in the curriculum.

The development of teaching materials in the research that researchers take using the Content Book of teaching materials is, of course, designed in such a way as to make it easier for students to learn. However, sometimes the selected teaching materials must achieve the competencies and learning objectives that have been determined. Thus, a teacher must be able to choose suitable teaching materials according to what is required. This selection step can be started by identifying the subject matter by the competency standards and essential competencies to become a reference and reference in selecting teaching materials. Next, determine the types of subject matter that need to be learned and mastered by students. Finally, you can choose the source of teaching materials in the form of textbooks, modules, journals, magazines, or audio media. However, after choosing suitable teaching materials, some teachers still need help with teaching and learning activities, so the achievement of competencies and goals does not run optimally. The obstacles felt can be limited teaching time, lack of adequate school facilities, lack of student motivation to be active and enthusiastic in learning, damage or congestion on learning media tools, and so on. Therefore, better teaching material development is needed. Both teachers and students can obtain utilization of this teaching material development. Through evolution, teachers can gain experience regarding the stages of making creative teaching materials and improve communication and the effectiveness of learning activities. In contrast, students can gain knowledge from various sources of teaching materials obtained, have independent learning opportunities, and make it easier to understand the subject matter that has yet to be mastered. As a result, students become active, and learning activities become fun (Adip Wahyudi, 2022: 59-60).

Nihongo KIRAKIRA A1. This book is one of the textbooks teachers use as teaching materials for learning Japanese. Beginner Japanese language learners and high school students commonly use this book. In the Nihongo KIRA KIRA book, there are four skills that students

need to master, including *Dokkai* (読解), *Sakubun* (作文), *Kaiwa* (会話), and *Choukai* (聴解). The four language skills are essential to master to develop students' intellectual knowledge and potential or talent. In addition, this book contains materials related to student's life in high schools, such as self-introduction, about family, hobbies, goals, school activities, and others. The A1 level Nihongo KIRA KIRA book is made according to the needs of Japanese language learners at the beginner level. Teachers sometimes experience some obstacles in using this textbook, especially during listening learning activities. Listening is one of the fundamental skills in language learning. Listening skills are almost similar to listening skills. Still, the difference is that in listening skills, students are taught to understand what the interlocutor conveys when communicating, while listening activities only capture the sound or sound spoken by the interlocutor. The critical role of listening skills can be felt in everyday life, including gaining knowledge and adding insight and various life experiences.

Every Japanese textbook has audio in the form of CDs or voice recordings on the textbook website. The audio is used in every *choukai* learning activity. However, now there are still many students who need help with listening activities. According to Ahmad Sudaryantoro (2013), these difficulties can be caused by two factors, namely internal factors, and external factors. In internal factors, students need to be more focused during learning activities, have hearing loss, and need more self-motivation to learn *choukai*. While in external factors, students find it challenging to understand the conversation in the audio because sometimes the pronunciation is too fast, and vocabulary and expressions need to be understood. In addition, listening difficulties will affect other language skills because, according to Iskandarwassid and Suhendar (2011: 227), listening skills are at a high level to explain understanding in speaking and writing skills. Ishida in Melia (2013) also added the need to know what skills are needed in listening learning activities, including:

- 1) Students can understand the pronunciation of sounds and sentence structure.
- 2) Students can understand the meaning of vocabulary that has never been heard before based on the context of the sentence in the audio.
- 3) Students can capture the essence and make note points related to the topic/theme in the audio.

Besides, listening strategies are needed for guessing, filtering, drawing conclusions, and shortening. Based on the exposure of the problem, the formulation of the situation in this study is how the steps of developing listening teaching materials with the ADDIE method in Japanese Virtual Activities at SEAMEO QITEP in Language and what is needed in designing listening teaching materials. From the development of this teaching material, it is hoped that students will improve their listening skills.

METHODS

The type of research used in the development of this listening teaching material is Research and Development (R&D). Research and development (R&D) is a research method that aims to produce new products or improve existing products. These products can be software or hardware such as learning modules, books, teaching materials, audio, applications, and other tools. This development research uses the ADDIE model to describe the steps to develop listening teaching materials with the theme *Watashi no shumi* (私の趣味) in the Nihongo Kirakira A1 book. The ADDIE model was developed by Dick and Carry in 1996, aiming to create learning systems and develop other products (Endang Mulyatiningsih, 2016). The ADDIE development model includes five stages, namely 1) the analysis stage (Analysis) to analyze the development of teaching materials in achieving learning objectives. 2) the design stage to design

the material selection needs according to the characteristics of the students and how to develop the learning strategy to achieve the competencies set out in the curriculum. 3) the development stage (Development) is carried out to prepare teaching materials by designing them attractive and making illustrative images related to the learning material they choose. 4) implementation stage of testing the effectiveness and efficiency of developing teaching materials that have been made in the classroom. 5). Evaluation stage (Evaluation) to provide an assessment of the development of teaching materials that have been previously tested with two forms of evaluation, the namely formative evaluation conducted at the end of face-to-face meetings in class and summative evaluation conducted at the end of the semester as a whole (Rahmat Arofa, 2019: 36-37). However, due to circumstances that only allow conducting research at the final stage, the authors only develop teaching materials up to the development stage.

RESULTS AND DISCUSSION

1. Identification of Teacher Needs for Audio Listening Teaching Materials. The needs analysis for developing this teaching material was identified through the needs of teachers who participated in the Virtual Japanese Language Activity (KVBJ). This activity is a training program organized by SEAMEO quite in Language for Japanese language teachers in making a listening teaching material product. Before entering into product creation, there is a presentation of material regarding the utilization of listening teaching materials in language learning. From the production of the material, teachers are invited to discuss the types of teaching materials that are usually used, the challenges of teaching listening, what obstacles are experienced in choosing listening teaching materials, and others. The results of the discussion can be concluded that the teacher feels the incompatibility of the themes studied in the listening teaching materials used, the limited teaching time, and the lack of facilities that are not provided by the school, such as speakers or computers, which result in a lack of learning effectiveness, damage in listening audio, lack of student motivation, and so on. Thus, this problem begins with the teachers' needs for teaching materials that still need to be met, so it is necessary to develop suitable listening teaching materials.

2. Listening Teaching Material Design

The stage of designing activities generally needs to be done before developing a product so that the concept of teaching materials is systematically organized and the achievement of learning objectives is well implemented. This stage consists of structuring the content of activities during learning and compiling a listening material design which is carried out through the following steps, namely:

a. Preparation stage

Before developing listening teaching materials, the preparation stage is needed as a first step to design and develop a listening teaching material product. It is intended that the product planning made can measure how much success the development of teaching materials made and is consistent with the learning objectives to be achieved. The flow stages during this preparation process include; 1) Choosing a topic or lesson theme. For example, in the *Nihongo Kirakira A1* book, there is material that contains various school lives of high school students in a simple way. The teacher must determine the topic to be taken as the material targeted to develop listening teaching materials 2) Make listening transcripts and listening lesson plans. This

planning is done so that teachers can prepare and determine what activities will be carried out during the learning process, so the implementation of learning activities can run effectively and efficiently. 3) Make practice questions or final assignments after completing the learning activity. Writing questions is generally challenging for a teacher because it is necessary to pay attention to the difficulty level of the questions to be tested following student competencies. This is intended to measure the extent to which students understand the material that the teacher has delivered in class.

b. Design Stage

Before entering the stage of making listening teaching materials, it is necessary to design a listening lesson plan and transcription of listening materials to build the concept of teaching materials to be developed. The listening lesson plan is an alternative variation of the stages of learning activities available in the Nihongo Kirakira A1 textbook, realized in draft form. This preparation activity begins with writing the author's name, Listening to books and topics that are targeted, formulating learning objectives to be achieved, and grammar to be taught. According to Nisriyah (2009: 24), Learning objectives become one of the essential factors in teaching and learning activities to determine appropriate learning materials and as a measuring tool to see students' success in achieving the desired goals. After completing the first part, then make a transcription of the listening. Transcription is a transfer of sounds, vocals, or speech words converted into written language precisely and accurately. For example, transcription of Japanese listening can be made into monologues and dialogues, which will later be realized into listening audio. Things that need to be considered in making listening transcriptions include:

- 1) Adjustment of monologue or dialog narration must be considered based on the learner's needs.
- 2) Vocabulary and grammar selection must be by the A1 language level. 3) Using basic kanji in the listening transcription is recommended for easy understanding.
- 3) Using several picture illustrations in the transcription of listening helps to learn activities to be less boring. These illustrations can be obtained through the copyright-free website "Irasutoya.com."
- 4) Using names in dialog transcriptions uses people's characters, not letters or initials. (example: A and B)
- 5) The length of the monologue narration in the transcript needs to be adjusted to the A1 level of Japanese.

After completing the transcription, continue to prepare an organized listening lesson plan; teachers need to think about what activities students should do before listening, then while listening, and then post-listening. Finally, make exercise questions or final assignments. In making exercise questions, of course, it is made based on the material delivered in class. The use of writing exercise questions is also recommended to use only hiragana and katakana letters so that it is easy for beginner Japanese learners to understand and do.

3. Development of Listening Teaching Materials

The implementation of this stage aims to make listening teaching materials that are creative, innovative, and realized in the form of listening audio. The listening transcription material compiled in the previous stage will be made and designed in audio format according to the material or topic determined in the lesson plan, both in the form of dialog and monologue

narration. The making of this teaching material is not done alone but in groups of 2-3 people determined in the Japanese Virtual Activity (KVBj). The following are the steps for developing listening teaching materials, namely:

- 1) In the first stage, Make a voice recording according to the dialog or monologue narration that has been made. This recording can be done via cellphone, tap record, voice recording application, and others. Before recording, it is necessary to pay attention to intonation, fluency, and Japanese pronunciation, whether it is good or not. This can be seen through the [suzuki kun website](#).
- 2) In the second stage, the recordings are entered into the Audacity application. This application is an audio-based processing software. The recordings that have been documented are then edited and designed. If there is autotune in the sound recording, it can be cut or disguised.
- 3) In the third step, insert licensed ambient audio after editing the Audacity application. Audio ambient can be obtained through the mixing kit or pix on the website. Then, download and insert the downloaded air into the Audacity application, after which it is put together with the edited sound recording. The purpose of this ambient is to add sounds that background or accompany the material being heard during listening learning activities. The thing to note in choosing an audio aura is that it must be by the theme of the material determined in the listening transcription that has been made at the previous stage. For example, in the development of listening teaching materials with the theme *私の趣味* (My hobby), the audio ambient used is taking place in a sports park.
- 4) In the fourth stage, after being designed and edited, the listening audio format that has been produced is realized in MP3.

CONCLUSION

Nihongo Kirakira level A1 book is a textbook used by high school students and teachers in Japanese language learning activities. Developing listening teaching materials with the theme *Watashi no shumi* (*私の趣味*) in the A1 level Nihongo Kirakira book has been arranged by the stages of development through the ADDIE method, including 1) needs analysis of teachers who take part in Japanese Virtual Activities (KVBj). The needs analysis was identified based on discussions regarding the challenges in listening learning activities and the obstacles often experienced during teaching and learning activities. 2) preparation stage for the development of listening teaching materials. This stage is the key to a teacher's success in teaching and learning activities by looking at the preparations that have been carefully prepared. These preparations include determining learning objectives, formulating strategies, using language and image illustrations to make it look attractive, selecting topics or materials, and others. 3) the design stage of listening development. In the design stage of this study, it is necessary to make a listening transcription and a listening lesson plan, which needs to be made so that the direction of teaching and learning activities is organized, and a teacher can easily design audio listening materials from listening transcriptions that have been made. 4) the stage of making listening materials. In making this listening material is made and designed through several steps. The results of the development of listening teaching materials on the theme of *watashi no shumi* (*私*

の趣味) are: (1) adding narration before dialog conversations to make it easy to understand, (2) Selection of vocabulary and grammar used must be by level A1 or what students have learned in class, (3) in making dialog conversations should not be extended and should not be too little, that is, the number of conversations must be adjusted, (4) the speed of pronunciation must be appropriate for the beginner level, (5) adding ambiance as a background atmosphere in audio conversations so as not to sound boring. This development research has yet to reach its maximum, and there are still many shortcomings. The shortcomings in this study include not entering the assessment stage by validators and conducting development evaluations because this research only reaches the development stage, so the listening teaching materials that have been made cannot be tested on beginner Japanese language learners at the A1 level.

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