DEVELOPING LISTENING FOR GENERAL COMMUNICATION COURSEBOOK
FOR THE FIRST SEMESTER STUDENTS OF STKIP SILIWANGI BANDUNG

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Abstract

Listening is one of compulsory subjects for the students of English education study program of STKIP Siliwangi Bandung. It is taught at the first semester as a basic for the students to enhance others skills, such as speaking, reading, and writing. In fact, the students face problems in learning listening and it makes the objectives of learning do not achieve well. So, this research is aimed at creating listening course book to help the students learn effectively. This research focuses on listening for general communication. The research employed Research and Development. This method is divided into three parts; introductitional study covers need analysis, literature review, proposal arrangements, and prototype; product development covers materials arrangement and course book arrangement; and testing involves validation from expert, and revision. The subject of the research is the first semester students of English education study program of STKIP Siliwangi Bandung. The instruments used were interview and questionnaire. Interview was conducted to gather the data related with the themes used in the course book in every unit. There were six themes obtained through the interview. Then the themes chosen were developed based on the material guideline composed by the researcher in the previous research which cover macro and micro skill. Next is validation by three experts using questionnaire. The revision covered the content, display and language, then the test was re-taken to gather the feasible of the coursebook. From the computation, the mean score of content hit the percentage of 79.17, while display was 77.78 and language was 77.5. From the result, the researchers could assume that the course book was feasible and ready to use in teaching and learning of Listening for General Communication.

Key words: listening for general communication, course book. R & D.

I. Introduction
Listening becomes a crucial part of communication. It is the first skill received by persons and it is not an easy way to understand listening as a part of communication, especially when they are not the native speakers. This is in line with Rost (2011), listening is one of the crucial components of spoken language processing- there is no spoken language without listening. It means that listening is the basic skill to support speaking skill. He also adds that listening is receptive skill and it is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speaker. It is supported by Underwood (1993), ‘listening is the activity of paying attention to and trying to get meaning from something we hear’. In other hand, listening transfers and understands information from the speaker to the listener.

Listening skill is one of compulsory subjects that have to be taken by the students of STKIP Siliwangi Bandung, especially English education study program. Nevertheless, the students still have problems in acquiring the materials of listening, such as the materials are not suitable with the students’ ability, and the students have various abilities (Argawati and Suryani, 2016).

This research is further research; the researchers have already conducted the previous research about the guideline of listening for general communication. The guideline is used as a guideline for the lecturers in teaching listening for general communication. This research would like to develop more about the materials of listening for general communication and create listening course book in teaching listening for general communication based on the guideline of listening.

Creating text book is helping the students to know the materials easily. According to Beare (2011), choosing the right course book is one of crucial tasks that teachers need to carry out. Course books have gradually become important for language instruction. The same way goes to teaching listening. Harmer (2007) explained that using course books creatively is one of the teacher’s premier skills. So, the teachers play an important part to decide the good course books for the students. By those definitions above, the researchers come to the conclusion that a course book is a book which specially designed to help the students to improve their knowledge and support their language activities in the classroom. Therefore, this research would like to create listening course book in order to help the students in learning listening, especially listening for general communication.
II. Literature Review

Listening is a receptive skill that students should learn in the classroom. According to Broughton, et al (1980: 65), listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message. In addition, Rost (2011) stated listening is receiving fresh attention as an active skill that can be taught directly. In other words, listening is not a passive skill because it needs interaction to understand the meaning.

Brown (2001) stated that without listening we cannot produce the language. It indicates that listening is the first basic skill and it has important role in developing others language skill of the students, such as speaking, writing, and reading. In addition, Roskos, Christie and Richgels (2003) said that listening is the one that develops earliest and is practiced most frequently. Based on those statements above, listening is an active skill and it most frequently used by the students. Listening also has an important role in developing students’ language skill.

While the purpose of the research is developing a course book of Listening for General Communication. Then, some definitions of course book are going to propose. Course books have gradually become important for language instruction and it helps the teachers in delivering the materials in the classroom. As stated by Richard and Rodgers (2001), course books are an unavoidable element of the curriculum because they specify content and define coverage for syllabus items.

A course book can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon, 1987). In line with Sheldon, Mares (2003) believes that course book is an instrument designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students.

Cunningsworth (1995:7) also adds that the roles of course book in ELT as :a resource for presentation materials, a source of activities for learner practice and communication interaction, a reference sources, a syllabus, a resource for self-directed learning or self-access work, and a support for less experienced teachers.
By those definitions above, the researchers come to the conclusion that a course book is a book which specially designed to help the students to improve their knowledge and support their language activities in the classroom. Besides, teachers teach the materials easily.

III. Research Method

Research and Development (R and D) was used as a method of the research. As stated by Borg and Gall (1983) in Argawati and Suryani (2016), Research and Development (R&D) is a process used to develop and validate educational products. The product developed in this research was a course book of Listening for General Communication which has been aimed to be used in teaching and learning activity of this subject.

The procedures of applying this research method consisted of three steps. The steps are: introductional study covers need analysis, literature review, proposal arrangements, and prototype; product development covers materials arrangement and course book arrangement; and testing involves validation from expert, and revision (Sukmadinata, 2006).

The procedures in detail can be seen in chart 1 below.

Chart 1. Procedures of R and D

The subject of the research was the first year students of English Study Program of STKIP Siliwangi Bandung. The subject was determined using purposive sampling. The data collected in this research cover qualitative and quantitative data. Qualitative data comes from
observation, questionnaire, interview and field note from previous research. Meanwhile, qualitative data are gathered from testing the product through the implementation of the product in the classroom. This testing includes pre and post test. There are two kinds of data gathered in this research; qualitative and quantitative data. Qualitative data would be analyzed descriptively. While quantitative data would be analyzed to gain the valid data.

IV. Findings and Discussion

The research was started by doing introductional study. In this phase, the researchers prepare the guideline of material development which had been compiled on the previous research conducted by the researchers (Argawati & Suryani, 2016). The guideline contains several aspect of listening which have to be included in the coursebook developed. The aspects of listening were taken from several experts, then the researchers made such a conclusion towards the aspect gathered from the experts.

From the conclusion, the researchers proposed some aspect of listening which were used in this research as seen in table 1:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A process of decoding the sounds</td>
<td></td>
<td>something we hear</td>
<td></td>
<td></td>
<td>Recognizing the distinctive sounds</td>
</tr>
<tr>
<td></td>
<td>interact with a speaker to construct meaning</td>
<td>get meaning</td>
<td>Use facial, kinesics, body language, and other nonverbal clues to decipher meanings</td>
<td></td>
<td>Understand meaning</td>
</tr>
<tr>
<td></td>
<td>a highly-complex solving activities</td>
<td>the activity of paying attention to</td>
<td>Recognize the communicative functions.</td>
<td></td>
<td>Responding the communicative function: situation, participants, and goals</td>
</tr>
<tr>
<td></td>
<td>context of experiences and knowledge</td>
<td>Infer situations, participants, goals using real-world knowledge</td>
<td></td>
<td></td>
<td>Inferencing literal and implied meanings, new information, given information, main idea, supporting</td>
</tr>
</tbody>
</table>

Table 1
Aspect of Listening
1. Recognizing the distinctive sounds

   The aspect being developed is recognizing the distinctive sound. The material could be something relate with differentiating sounds. For example, students are given list of words containing various minimal pairs (a pair of word or may be more than two words which have the same and similar sound).

2. Understanding meaning

   The aspect being developed is understanding the meaning. From the text spoken by the speaker, the students have to know and understand the meaning. This aspect is closely related with the first aspect. If the students are be able to recognize the pronunciation of certain words, they will easily determine the meaning of the words.

3. Responding the communicative function: situation, participants, and goals

   The third aspect is responding the communicative function, situations, participants, and goals. If the students are be able to master the two aspects above (recognizing the distinctive sound and understanding meaning), the students are hoped to have ability of responding the communicative function, situations, participants, and goals.

4. Inferrening literal and implied meanings, new information, given information, main idea, supporting idea.

   The fourth aspect is inferrening the literal and implied meaning, new given information, and main and supporting ideas. The lecturer can also compile a more difficult activity by asking the students to find implicit meaning from the context. Here, the full text is given attached with several question such as, what is the topic or main idea of the text, who is the speaker, where does the conversation take place, etc. These kind of questions enable the students to listen more carefully to the text spoken by the speaker.

5. Guessing words, coheessive devices and grammatical word classes.
The last aspect taken is guessing the words, cohesive devices and grammatical word classes. In this case, the ability of the students which is going to develop is their skill on guessing the meaning through context using cohesive devices and grammatical word classes.

Besides the aspects of listening, the researchers also took the micro and macro skills into account. The macro and micro skills were then divided into their characteristics based on the aspect proposed. The macro and micro skills of listening are presented in the table 2 below:

Table 2
Macro and micro skills of listening

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Micro and macro skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognizing the distinctive sounds</td>
<td>• Discriminate among the distinctive sounds of English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Retain chunks of language of different lengths in short term memory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize English stress patterns, words in stressed and unstressed positions</td>
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<tr>
<td></td>
<td></td>
<td>• Rhythmic structures, intonation contours, and their roles in signaling information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize reduced forms of words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Process speech at different rate of delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Process speech containing pauses, errors, corrections, and other performance variables.</td>
</tr>
<tr>
<td>2.</td>
<td>Understanding the meaning</td>
<td>• Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize that a particular meaning may be expressed in different grammatical forms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding the communicative function, situation, participants, and goals</td>
<td>• Recognize the communicative functions of utterance according to situations, participants, goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Infer situations, participants, goals using real-world knowledge.</td>
</tr>
<tr>
<td>4.</td>
<td>Inferrencing literal and implied</td>
<td>• Detect sentence constituents and distinguish between major and minor constituents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• From events, ideas, and so on, describes, predict outcomes, infer links and connections between events, deduce causes and effects,</td>
</tr>
</tbody>
</table>
meaning, new and given information, main and supporting ideas and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- Distinguish between literal and implied meanings

5. Guessing the Words, cohesive devices and grammatical word classes
- Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- Recognize cohesive devices in spoken discourse
- Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

The coursebook developed were based on these macro and micro skills above.

The next step the researchers took was doing need analysis. The data gathered were through interview towards five first-year-students of STKIP Siliwangi Bandung to find out the materials which should be covered on the course book. Borg and Gall (1983) stated in Kurniawan (2016: 78) that need analysis refers to activities to collect the data related to previous condition in the field and the expected need to solve the problem. the activities conducted in this stage were gathering some data through interview and observation. The interview done in this research aimed on figuring out the students’ interest relates with the material they were going to learn. Besides, it also done to know the condition of the students itself to draw conclusion about their specific needs in the classroom.

The result of the interview from five students showed that the students prefer materials used to be in the coursebook of Listening for General Communication are more about daily conversations or daily topics. They stated that with the familiar materials, they can learn the materials optimally without facing too much difficulties. Moreover, the determination of the themes used in the coursebook were obtained by using questionnaire.

The themes for this coursebook were determined by using interview to the three lectures and 15 students from three levels. The result of questionnaire can be seen in table 3 below:

<table>
<thead>
<tr>
<th>Table 3</th>
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<tbody>
<tr>
<td>The themes preference based on respondents</td>
</tr>
</tbody>
</table>
The researchers chose only six themes because they adjust the themes with the meeting during semester. There are 14 meetings to cover the whole coursebook. In this 14 meeting, the students will face many difficulties if they have to finish all of the 14 units. Besides, there is a meeting which is used to conduct midterm test. So that the meetings left are 13 meetings. Based on that data, the researchers took six units to be covered within 13 meetings. It means that, one unit will be covered within two meetings. And for the 13th meeting, the researchers planned to use it as a review meeting. Through these six units, the researchers expect that the students can obtained the knowledge and are be able to train their ability better and thoroughly.

Through the questionnaire towards three lecturers and 15 students from three different level, it could be obtained six themes to be used in the coursebook. Every unit discusses different topics and contain different activities. However, the content of all the units of the coursebook must relate on the aspect and cover the macro and micro skills proposed before in the previous research.

Here are the descriptions of each unit proposed by the researchers.

1. **Theme 1: Getting to know you**

In this unit, the researchers present several materials relate to introduction. This unit provides the students some ways to introduce something. The students will learn about basic language how to introduce themselves. This unit talks about ten sections. Every section is related to guideline of listening course book, such as recognizing the distinctive sounds and meaning.

The first section is talking about two pictures and answering questions based on those pictures. The second section is recognizing the distinctive sounds. The third is
listening and writing the correct names. The fourth is saying the phone numbers. The fifth is listening audio and filling in the blank. The sixth is matching column A with the right answers in column B. the seventh is describing yourself. The eighth is describing your best friend. The ninth is asking information about your friends. The last is reading.

2. **Theme 2: People**

   This unit talks about people, including famous people, friends, and family. This unit covers 11 sections. This theme asks the students’ opinion about the most influential people and students’ survey. Besides, this unit discusses about family and the meaning of family for the students. It would be interesting topic for the students because they can share information about their family and opinions about people. They can also learn about people who can trigger their motivation to be better people.

3. **Theme 3: Public Places**

   This unit explains about public places and direction. It covers 10 sections. The students will learn about signs and direction. This theme asks the students to explore public places around them. This unit also provides challenge for the students to make sentences about asking and answering about public places.

4. **Theme 4: Jobs**

   This unit provides the students some terms about jobs. The researchers chose ten unique jobs to attract the students interest. The theme about jobs is such a common topic to study. It consists some definitions of such a job and also present some vocabulary which may be new for the students. The level of difficulty of this unit was also adjusted to the need of the first semester students.

5. **Theme 5: Travelling**

   In travelling, the researchers tried to serve many different kind of attractive materials. Activities which relate with travelling usually become a good motivation for students. The unit was selected because it contain familiar activities for students.

6. **Theme 6: Shopping**

   The same thing goes to the last unit; it is shopping. This unit really relates with the students’ daily life. They do shopping frequently and face some case of shopping aften and almost everyday. That is why the researchers chose this theme.
After the product of listening coursebook had already developed, the next step was to do a validation from experts. The experts chose were three lecturers who teach the subject of Listening for General Communication. The validation sheet covered three several aspect to be reviewed; content, display, and language. The researchers used quesstionnaire and interview to gather the data from those three lecturers. The result of the questionnaire and interview showed that there were still plenty of unproper content contained in this coursebook. The detail result is presented in table 4 below:

Table 4

<table>
<thead>
<tr>
<th>Content</th>
<th>1. The materials in the units are not balance in the way of the activity given. There was one unit which contained 11 activities, but in other unit there were only four activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. There are some activities in such unit which did not belong to the theme.</td>
</tr>
<tr>
<td>Display</td>
<td>1. The pictures given in the book are too small, so that it will put the students on the difficulties of understanding the meaning of the pictures given.</td>
</tr>
<tr>
<td></td>
<td>2. The colors of some units are too colorful so that it will distract the students’ focus.</td>
</tr>
<tr>
<td>Language</td>
<td>1. There are still many words written in incorrect spelling</td>
</tr>
<tr>
<td></td>
<td>2. Some students found some ambiguous words in the course book which confuse them in understanding the instruction</td>
</tr>
</tbody>
</table>

The revision made then covers these several things: (1) The reserachers adjust the numbers of activity in each unit in order to balance the content, (2) The researchers eliminate some activity which did not belong to the unit, (3) The researchers adjust the size of all the pictures attached in the book, and the use of colors in every unit, (4) The researchers make some correction on miss spelling words found in the course book and replace some of the ambigous words to be more understandable.

From the aspect of content, the coursebook had already covered the five aspects of listening; recognizing the sound, understanding meaning, responding the communicative function, Inferencing literal and implied meanings, and guessing words, cohesive devices and grammatical word classes. The display of the coursebook had been already served in attractive way with using many kinds of pictures. Then, from the aspect of language, it had fullfilled the readibility test so that the coursebook will not
raise misunderstanding. The result of feasibility test of the coursebook is presented in table 4 below.

<table>
<thead>
<tr>
<th>Tabel 5</th>
<th>Feasibility Test Result of the coursebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Expert</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Validator 1</td>
</tr>
<tr>
<td>2.</td>
<td>Validator 2</td>
</tr>
<tr>
<td>3.</td>
<td>Validator 3</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
</tr>
</tbody>
</table>

Putra (2016) stated that if the percentage of the aspects is between 63.50% - 83.00%, it means that the coursebook is feasible to be tested on students. Therefore, the coursebook of listening for General Communication is already ready to be used for the teaching and learning activity.

V. Conclusion and suggestion

According to the findings of the research, the researchers draw conclusion as follows: Based on the observation and interview from three lecturers and 15 students, they prefer materials used to be in the coursebook of Listening for General Communication are more about daily conversations or daily topics. The themes for this coursebook were determined by using interview to the three lectures and 15 students from three levels as you can see as follows: the first is getting to know you, the second is people, the third is public places, the forth is jobs, the fifth is travelling, and the sixth is shopping.

The researchers chose only six themes because they adjust the themes with the meeting during semester. There are 14 meetings to cover the whole coursebook. In this 14 meeting, the students will face many difficulties if they have to finish all of the 14 units. Besides, there is a meeting which is used to conduct midterm test. So that the meetings left are 13 meetings. Based on that data, the researchers took six units to be covered within 13.
Next is validation by three experts using questionnaire. The revision covered the content, display and language, then the test was re-taken to gather the feasible of the coursebook. From the computation, the mean score of content hit the percentage of 79.17, while display was 77.78 and language was 77.5. From the result, the researchers could assume that the course book was feasible and ready to use in teaching and learning of Listening for General Communication.

Some suggestion theses were proposed for lecturers and further researchers. Lecturers have an important part in teaching and learning process in the classroom, including choosing course book for the students. Therefore, lecturers should determine appropriate course book for the students. Lecturers should choose course book based on the students level and need. It means that choosing course book can determine the successs of teaching and learning process.

For further researchers, further researchers can use this guideline of listening course book as their guideline in developing listening course book. In addition, they can develop the course book in different listening subjects such as listening in professional context, listening for academic purposes, etc.

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