

Designing English Listening Materials for the 12th Grade Students of Paket C

by Harto Malik

Submission date: 18-Jun-2023 07:02PM (UTC+0800)

Submission ID: 2118167010

File name: h_Listening_Materials_for_the_12th_Grade_Students_of_Paket_C.pdf (250.15K)

Word count: 6419

Character count: 34758

RESEARCH ARTICLE

Designing English Listening Materials for the 12th Grade Students of *Paket C*Harto Malik¹ ✉ Fitri Fathia Paramita Kinanti² and Abid³¹²³Universitas Negeri Gorontalo, Gorontalo, IndonesiaCorresponding Author: Harto Malik, E-mail: hartomalik@ung.ac.id

ABSTRACT

This research was carried out to design English listening materials for the 12th-grade students of *Paket C*. What are the English listening material learning needs of *Paket C* students in the 12th grade? It was one of the two research questions that guided the study. How were the English listening materials for *Paket C* students in the 12th grade designed? Built on design This investigation was carried out using research. To gather data regarding the students' listening demands in EFL teaching, semi-structured interviews and open-ended questionnaires were used. Validations by media and material experts were also carried out. According to the results of the data analysis, *Paket C* pupils need English listening resources first. Second, the audio media was created using a bottom-up methodology while going through iterative design phases, including problem-solving analysis, media development, testing, and reflection. The tutor's book, the students' book, and the MP3 listening materials were the three products of the design procedures. In conclusion, the 12th-grade students of *Paket C* need English listening materials related to their activity/background/profession, future/material usefulness, educational background, surrounding environment, and life skill. All of the students need to aim to design English listening materials for the 12th-grade students of *Paket C*.

KEYWORDS

Design Based Research, English Listening Materials; *Paket C*

ARTICLE INFORMATION

ACCEPTED: 01 April 2023

PUBLISHED: 08 April 2023

DOI: 10.32996/jeltal.2023.5.2.5

1. Introduction

The type of non-formal education is an equivalent education (in National Education System Law). Equivalent education basically aims to provide opportunities for citizens to attend quality primary and secondary education that is relevant to the needs of students who do not have the opportunity to learn in formal education. This is as stated in the explanation of article 17 and article 18 of the National Education System Law that education that is equivalent to elementary school is a *Paket A* program, and one that is equivalent to junior high school is a *Paket B* program, while education which is equivalent of senior high school is a *Paket C* program.

Students, especially in the 12th grade. Based on the researcher's experience as the English tutor, pre-observation, also the result of module and syllabus analysis on October 12, 2021, by the researcher, most of the students faced many problems in the English module, especially with the listening materials. These are because of several reasons:

Paket C equivalent education syllabus, especially for English lesson in six levels, have several basic competencies as students' necessities in studying English, including listening skill. First, in offering services accepting social functions, text structure, and linguistic elements of spoken and written interpersonal interaction texts and responding to them according to the context of their use. (Notice the linguistic element, May I help you? What can I do for you? What if...?). But how comes the link to YouTube as material for listening in the eleventh module difficult to find? Based on students' data, the oldest student is Mohamad Nagi. He is fifty-six years old, and his profession is a farmer in Tapaluluo village. It is time to give a chance for the oldest students in non-

formal education get English listening material that relates to their age and other backgrounds, so they can practice it in their real life and think that studying English is important for them even if their age is too old as students in general.

The second of basic consideration is differentiating the social functions, textual structures, and linguistic components of a number of unique texts that take the shape of a job application letter that are connected to identity, educational background, and work experience based on the context of their use. One of the problems with English listening materials in this module is a video that only illustrates a hard worker without English listening material. Nevertheless, the link to YouTube as material for listening in the 12th module is using Bahasa Indonesia, with the content of the material applying for a job at the company. Entrenched from the many equivalent education activists and discussions of many English tutors, applying for a job with the company is not suitable for *Paket C*'s students because they already have a job. It will be better if the tutor can relate the English listening material to the students' backgrounds. Data of 12th-grade students of *Paket C* in PKBM Hutuo Lestari, there are twenty-four students as a housewife. Based on the researcher's experience as a tutor when taught English listening materials, many students asked about the reason why they should study to apply for a job. In contrast, their husband will not allow them to work. And after discussing what the housewife needs, they answered how the study about applying to register a business on the online platform.

The third basic consideration is to distinguish social functions, text structures, and linguistic elements of several special texts in the form of caption text related to pictures, tables, etc., according to the context of their use. On the other hand, the link to YouTube as material for listening in the thirteenth module, unfortunately, includes a logical fallacy students should study about listening, but the materials only read. It also will be more effective when the learning outcomes can be beneficial for students. So why not tutor relate the English listening material with the learning needs and students' background. There is one student in the 12th grade students of *Paket C* in PKBM Hutuo Lestari as.

The fourth basic consideration is to distinguish social functions, text structures, and linguistic elements of several oral and written news item texts related to simple news from newspapers/radio/TV in which they are used. On the other hand, the link to YouTube as material for listening in the fourteenth module, unfortunately, includes a logical fallacy, actually, students should study listening, but in fact, the materials only read. Absolutely, to achieve learning objectives, it will be easier for tutors to link learning materials with news in the students' area.

The fifth basic consideration is to distinguish social functions, text structures, and linguistic elements of several oral and written procedure texts related to manuals on the use of technology and tips, short and simple, according to the context of their use. On the other hand, linking YouTube as material for listening in the fifteenth module, unfortunately, include a logical fallacy. Actually, students should study listening, but in fact, the materials only read. The other problems are the back sound of the audio is too loud, and the writer fails to copy the link in the module. As the researcher, I think those are fatal errors that threaten the listening skill ability of 12th-grade students' *Paket C*.

Finally, based on the fact, data, and previous explanations above, the researcher found that there is no design of the listening material of *Paket C* based on students' needs, backgrounds, and andragogy approaches. The researcher will design English listening materials to teach the listening skill. This is to enable the learners to enjoy listening. The researcher believes that this product will raise the students' motivation, therefore listening actively during the tutorial and independent learning. In addition, the researcher focuses on 12th-grade students to prepare the graduates ready to compete in the working world and have English skills in social life. Therefore, the researcher hopes "Designing English Listening Materials for the 12th Grade Students of *Paket C*" can enhance students' listening skills with enjoyment. English listening materials could be developed based on the Standard of Competence and Basic Competence of English from the equivalence education curriculum.

2. Method

2.1 Research design

This research is using Design Based Research adopted by Reeves 2006, so there are four phases of the research design. First, analysis of a real-world issue. The second stage is the development of the solution, which is guided by current design principles and technical advancements. The third phase involves evaluating and improving the answer. Reflection, which results in design principles and improves solution execution, is the fourth phase.

2.2 Research site and participants

The site of this research is PKBM Hutuo Lestari, Gorontalo regency. The researcher chose PKBM Hutuo Lestari as the site because, based on data from Badan Akreditasi Nasional Provinsi Gorontalo, PKBM Hutuo Lestari is the one and only PKBM with accredited "A" in Gorontalo province. So, administrative and institutional performance does not need to be doubted, and automatically the quality of this learning center is very good. It is located in Runi S Katili Street, Hutuo sub-district, Limboto district, Gorontalo regency.

The participants of this research are 12th-grade students of *Paket C* in the Community Learning Center or Pusat Kegiatan Belajar Masyarakat (PKBM) Hutuo Lestari who are in the last level in the academic year 2021/2022, which consists of 54 students. The researcher chose them as the participants because they were the last generation who really must be prepared to continue their education to a higher level, work, entrepreneurship, and work according to graduate competency standards. The participants would be asked with a questionnaire about the student's needs in learning English, especially listening skills in PKBM Hutuo Lestari.

2.3 Data collection and analysis

For the purpose of creating English listening materials for *Paket C* students in the 12th grade, there are two methods of data collection. Both surveys and interviews are available.

The pupils were given an unstructured questionnaire by the researcher. It included open-ended Bahasa Indonesian questions due to the fact that *Paket C* students do not comprehend English at a highly written language level. Based on their knowledge and opinions, the students responded to the questions in the form of descriptions. The researcher then gathered the papers and conducted an analysis of them.

This process involves collecting data through surveys on the target needs and learning needs of the language learning research. In addition, data on the student's needs for learning English, particularly in listening, will be gathered using the needs analysis questionnaire. The students will be asked to answer several questions related to their problems and need in listening to English materials by choosing one or more option provided. Moreover, the need analysis that the researcher applied to the questionnaire is proposed by Nation, I.S.P., and Macalister (2010). Moreover, Nation and Macalister explored the target needs, including necessities, lacks, and wants. They explored the learning needs to find out what students need to do in the learning process of English. Thus, some part of the questionnaires is transformed based on *Paket C*.

The researcher conducted an interview with an English tutor to understand more about the instructor's thoughts on the teaching and learning process as well as audio media. Interview for the *Paket C* tutor position at PKBM Hutuo Lestari.

The type of semi-structured interview will be used by the researcher. In a semi-structured interview, the questions prepared ahead of time, but the interviewer also allows the subject the ability to expound and address specific topics by using open-ended questions. Blandford C (2013). Semi-structured interviews are preferred by the researcher since they allow for the pre-planning of questions. As a result, the interviewer could appear knowledgeable and well-prepared. In this interview, a combination of English and Indonesian will be used.

Utilizing Miles Huberman's (2014) methodology for qualitative data analysis, there would be three processes in the study of qualitative data.

2.4 Condensation of Data

The process of choosing, concentrating, streamlining, abstracting, and/or changing the data that are included in the entire corpus (body) of written-up field notes, interview transcripts, papers, and other empirical materials is known as data condensation. Condensing data strengthens the information. As we view it, any qualitatively focused endeavor experiences ongoing data condensation throughout its lifespan. Anticipatory data condensation occurs as the researcher selects the conceptual framework, cases, research questions, and data-gathering techniques before the data are actually gathered. The semi-structured tutor interview was converted into text in this step. We'll carefully analyze the semi-structured interview data. Following that, the pertinent data were chosen and organized into themes and groups.

2.5 Data Display

The second step is data display. To make it easier to draw conclusions, the data is displayed based on the information that has been condensed Miles and Huberman (1994). The definition of the research problem serves as the foundation for the data reduction and display process. The research problem's formulation is How were the English listening materials for *Paket C* students in the 12th grade designed? The semi-structured interview and questionnaire's chosen data were presented as tables and a pie chart in this step.

2.6 Drawing and Verifying Conclusion

The third step of qualitative data analysis is drawing and verifying a conclusion. From the start of data collection, the qualitative analysis begins to decide what things mean is nothing regularities, patterns, explanations, possible configurations, causal flows, and propositions Miles and Huberman (1994). Since the beginning of data collection, at that time, the drawing of conclusions began, even though it was only temporary. Furthermore, these conclusions continue to be analyzed and verified to obtain valid final conclusions about Designing English Listening Materials for the 12th Grade Students of *Paket C*. In this step, both the

qualitative data²⁴ retrieved from a semi-structured interview and open-ended questionnaire are verified and concluded. Furthermore, the quantitative data were analyzed by using descriptive statistics. The process of analyzing the data will be explained as follow: the data from material expert judgment, expert media judgment, and student's assessment of the audio media forms were calculated (Riduwan and Sunarto, 2007).

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3. Findings and Discussion

3.1 Findings

3.1.1 Analysis of Practical Problem

In the analysis of the practical problem, the researcher analyzes the learning needs of the 12th-grade students of *Paket C* by using questionnaires and interviews with the English tutor.

3.1.2 Necessities

There are 85% of students who answered that they think learning English is actually important for them, but all of them need English listening material that is in accordance with the learning needs of *Paket C* on the grounds that it can be used in daily life according to the student's profession. There are 75% of students need English listening materials according to their learning needs so that learning materials can be more easily understood and remembered for a long time. The design of listening material for the 12th grade of *Paket C* is really needed because 79% of students until now have not been able to feel the benefits of the listening learning process for various reasons, including the absence of a tutor, not understanding how to access the materials and not understanding the material in the module if just study individually. Students need learning materials that can be directly practiced after being listened to during learning.

The answers from the interview with the tutors also confirmed that English learning materials especially listening, should be specially designed according to the needs of the students because it is known that *Paket C* students have long dropped out of school for various reasons and causes. Nowadays, they have jobs and families, so it is very important for learning materials to be designed considering their backgrounds.

3.1.3 Lacks

There are five categories of students' ability levels in listening, which the researcher presents in questionnaires. In fact, 86% realized that their ability level was still at a very low level, so it was very reasonable when the next question about the level of understanding of students related to the listening material in the module, 93% honestly answered that they did not understand for various reasons, such as because the tutor has not explained the entire materials, students often forget what is explained and do not know the meaning of what are they listening to. As for learning difficulties, 64% of 12th-grade students of *Paket C* stated that they were constrained by the internet network and did not have data/wifi.

Meanwhile, based on the tutor's view, the response to the material in the current module is still not perfect because there are several obstacles, such as material that can no longer be accessed. Therefore, the researcher concludes that all aspects, be it tutors, students, modules, materials, and others, are still being the lacks in the target needs for learning English, especially listening for 12th-grade students of *Paket C*.

3.1.4 Wants

To get answers related to the student's wants to learn to listen, the researcher asked about learning motivation, and it turned out that only 26% of students were enthusiastic about studying listening. On the other hand, 74% were not enthusiastic because many students did not like English lessons for reasons it was difficult to understand.

Furthermore, related to the listening material that students want, the results of the researcher's analysis, of course, consider the results of the students' questionnaires, tutor's interviews, and modules' analysis, concluding that from the many materials desired, there will be six materials that the researcher will design, namely:

- a) Unit 1 is about offering and asking for help growing, harvesting and selling corn / oranges.
- b) Unit 2 consist of two units. Sub Unit 1 is about How to register merchandise and sell on the e-commerce. And Sub Unit 2 is about illustration of equivalent education (*Paket C*).
- c) Unit 3 is about caption of equivalent education (*Paket C*).
- d) Unit 4 is about news or Gorontalo.
- e) Unit 5 is about how to cook/process local food of Gorontalo.

Finally, regarding the hope that after studying all of this listening material, the students really hope that the English learning materials that have been studied can be useful in everyday life, especially after passing *Paket C*.

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3.1.5 Development of Solutions Informed by Existing Design Principles and Technological Innovations

In the process of designing English listening material for *Paket C*, the researcher developed three products; there are tutor's books, students' books, and six audios.

3.1.6 The Process of English Listening Materials Development for Books

In this research, the English listening material design was adjusted from the result of students' questionnaires and the tutor's interview. There were seven steps in detail to produce the tutor's book and students' book: 1). Create conversation based on analysis of practical problems; 2). Choose in accordance picture for each unit; 3). Choose a pre-listening activity that is related to *Paket C* students' needs; 4). After getting the vocabulary used as their pre-listening, please put it into the table; 5). After that, please determine what tasks which will be used based on the conversation that has been developed. In this case, the researcher applied multiple choice and true/false as *Paket C* students' tasks from module 11 until module 15; 6). Now please determine the post-listening activity. In this step, the researcher wanted to check *Paket C* students' understanding by filling out the table based on what they listened to; 7). And the last is to design the cover of the tutor's book and the students' book based on a related theme.

3.1.7 The Process of English Listening Materials Development for Audio

In this research, the audio material design was adjusted from the result of students' questionnaires and the tutor's interview. There were thirteen steps in detail to produce the audio: 1). Open English listening materials have been developed especially for conversations; 2). Log in to voicemaker.in; 3). Choose menu language and region. In this step, the researcher chooses American English; 4). Choose the voices (man/woman) based on the character in the conversation; 5). Open application OBS studio; 6). Press windows capture on the tab of voicemaker.in; 7). Click start recording in the OBS studio; 8). Please copy the English listening materials which have been developed, especially the conversations, into the text column in voicemaker.in; 9). Click convert to speech; 10). After all, conversations have been converted and recorded, click stop recording in the OBS studio; 11). Screenshots from OBS studio edited by using Adobe Audition cc 2022 (Input instruction, back sound, sound effect, cutting, editing the duration, etc.); 12). Put metadata creator (title, author, data, etc.) to protect copyright; 13). Export it into a WAV file, and please save it in your folder. Audio material is ready to use, share and upload to other people/applications.

3.1.8 Testing and Refinement of Solutions

For instrument validation sheet of material contains six aspects: learning objectives, learning materials, audibility, book design, language, and test items. Whereas the instrument validation sheet of media contains four aspects: learning objectives, audio media, language, and book design. The purpose of the instruments is to find out how far the materials have accomplished those standards. In addition, in this part, the expert is put a tick on the assessment scale. Start from 1 = very poor, 2 = poor, 3 = fair, 4 = good and 5 = excellent.

Data analysis revealed of the material expert judgment revealed that the product got a score of 69 divided into a maximum score of 75 = $0,92 \times 100\% = 92\%$ in total which means the product developed was valid (Riduwan dan Sunarto, 2007: Sugiono, 2017).

Furthermore, a test about media also was done to evaluate the quality of the media. There were four aspects that contained twelve indicators used as the reference of the quality. The products got a score of 91,67% in total, which means the product developed was valid (Riduwan dan Sunarto, 2007: Sugiono, 2017).

Data analysis indicated that the total score on students' assessment was 82,51%, which means the product was in the valid category (Riduwan dan Sunarto, 2007: Sugiono, 2017). It implied that the audio media could show its affordances to be used to denoted the subject matter in the best possible way (Mishra, P., Koehler, 2006) and the audio media is prospective to support academic creativeness in engaging students through media mediation (Middleton, 2009).

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3.1.9 Reflection to Produce "Design Principles" and Enhance Solution Implementation

Since the result of the test showed that the audio media was valid and ready to use, the next phase moved to the phase was done by doing focus group discussion (FGD) with English tutors in Gorontalo province. The FGD be held in SPNF SKB Bone Bolango on Thursday, July 14th, 2022. In FGD, the researcher explains how to use the products (tutor's book, student's book, and the audio) in the listening process when an English tutor teaches in 12th grade *Paket C*.

FGD as a moment for the researcher to reflect on and enhance solution implementation. The FGD suggests composing English tutor working groups to assist the implementation of the material that has been developed in the listening learning process in every institutional unit. FGD participants also suggested that there should be the development of listening material for other classes. In addition to some of the suggestions above, the researcher also distributed a follow-up plan sheet for both short, medium and long-term related designing English listening material for the 12th grade of *Paket C*.

3.2 Discussion

3.2.1 Learning Needs

Learning needs are to find out what students need to do in the learning process of English. For this reason, researchers have more questions than other aspects of target needs. First, in the aspect of material completeness, it turns out that 89% of students stated that they had not completed the material. Students caused this material not to be completed because the students concerned were rarely present for learning, many students were busy working as farmers/harvesting or other activities, network constraints did not have/downloaded all modules, and students did not understand/find it difficult so that it had an impact on not completing the listening learning in all modules.

Second, about detecting how many students have downloaded all the material from module 11 to module 15, also with their reasons. The results of the analysis found that 77% of students had never downloaded all listening materials with the excuse that they did not have time because they were busy working, busy taking care of the household/children/husband, and did not understand how to access the material.

Third, about the solutions provided by the tutor or institution to the listening material so that it is ready to be studied. From the analysis of fifty-four questionnaires, 59% stated that there was no solution from a tutor or institution. When the researcher clarified it in the interview, the tutor was not alert in anticipating students who could not access it because links to YouTube as the material were ready in every module.

Fourth, there are three types of learning activities in equivalent education: face-to-face, tutorial, and independent. And from the three types of learning activities, 89% of students answered that they learned listening independently. The researcher clarified it in the interview, and she answered that that is already referring to the non-formal education curriculum, which has more time allocation for independent learning.

Fifth, before designing new English listening materials, of course, knowing how an English tutor teaches listening material already in the module is also important for consideration. And in this case, there are four classifications of answers from all participants, but the most dominating is 48% of students answering that tutors distribute modules for students to study independently at home, as well as sending material via WhatsApp applications both groups and privately. According to (Abid, 2019), The necessity for English language learners, in particular, to achieve competency levels in the language they are studying is still vital. This is where English language teachers, once again, play a crucial role. In addition to giving their students a chance to increase their English proficiency, teachers should encourage their students to develop their confidence in using the language they are learning from the beginning of their teaching careers.

Sixth, because listening materials in the modules are presented only in the form of a YouTube link and continued with assignments, the researcher is curious to find out how many students understand and successfully access the material on their own and without help, it turns out that only 7% of students meet these criteria. Meanwhile, there are 80% still do not understand and need assistance in accessing listening learning materials. That is why as a non-formal education practitioner, the researcher will design the material in audio form so that students can access it anytime, anywhere, and without needing any more help.

Seventh, from the previous question, it is known that many students do not understand how to access and still need help. Researchers want to know how students usually get listening material in the module, but 63% answered offline. Therefore, they do not access it via links, but they listen to it from other students who have downloaded it.

Eighth, because learning listening is independent and lacks supervision and follow-up from tutors, it is also necessary for researchers to know the intensity of students in accessing this listening material outside of class hours. The result is 74% never did it. That's why this research is very important. With the existence of audio products, students' books, and tutor's books, especially in listening for 12th grade of *Paket C*, students can really effectively learn English independently.

Ninth, if the previous question asked for listening access outside of class hours with more results that did not access, then just to make sure that in general, during the one-year learning process in 12th grade, how often they access listening material, it turns out that the results are still same and even more extreme with the results 93% 12th-grade students of *Paket C* do not often access the link for the English listening material.

Tenth, it is undeniable that learning listening is integrated learning with other skills. So, as a researcher, it is necessary to ask whether students have practiced directly after learning to listen. Fortunately, there 93% of students answer that they are ever directly practiced after teaching and learning the process of listening. Considering the basic competencies contained in the non-formal education syllabus regarding the "steps" material, which of course, requires practice after listening to the listening material.

Eleventh, finally, to find out the learning needs, the researcher asked what kind of activities the students thought they needed to do in order to achieve the goals of learning English. And the results of data analysis obtained six categories of answers from all participants, with the largest result being 50% who thought it was necessary to have listening material in the form of cassette/MP3/MP4/VN.

In conclusion, the researcher finds out the 12th-grade students of *Paket C* learning needs above to find out what students need to do in the learning process of English, especially in listening. With the eleventh learning needs above, the researcher will design English Listening Materials.

4. Conclusions and Suggestion

4.1 Conclusions

4.1.1 Learning Needs

In conclusion, there are four learning needs for the 12th-grade students of *Paket C* in English listening materials. First, English listening materials related to their activity/background/profession. It is in accordance with the implementation of the independent curriculum, especially in differentiation learning implementation strategies. Differentiated learning that accommodates all student differences, is accessible to all, and satisfies each person's needs. Because every student grows up in a different environment and culture depending on the geographical conditions in which they reside, the diversity of every individual student must always be taken into account. All kids in the diverse classroom community learn in a number of methods, including ways to acquire content, grow, build, or reason ideas, and develop learning products and evaluation standards so that all children in the classroom with a range of abilities can learn effectively. Additionally, it guarantees that each student in the class is aware of the ongoing support available to them.

Second, English listening materials related to their future and material usefulness. This is why it is time for us to rethink how the learning process should occur in our world of education to enter the current digital era. It seems that the current conventional or traditional learning process has to be changed so that students can continue to adapt, especially in learning materials with the current era. Of course, by considering that we do not want students nowadays to learn more from the digital world they encounter all the time than from learning in a classroom that suits their needs.

Third, English listening materials related to their educational background, in this case, is non-formal education, especially equivalent education for *Paket C*. Education in human life cannot be denied has played an important role. Even education is a dynamic force in influencing the ability, personality, and life of every individual human being. Therefore, it is no exaggeration to say that education is a part of human nature because wherever humans are, there will be an educational process. Therefore, there is a slogan that says, "long live education," which means that humans will experience a lifelong learning process. It is proper for students of *Paket C* to be motivated by learning materials related to equivalent education itself so that "long live education" can be realized.

Fourth, English listening materials related to their surrounding environment. The use of various methods or methods is a demand and need that must be met in teaching and learning activities. There are so many values and benefits that can be obtained from the environment as a learning resource. However, it is necessary for the creativity and innovative spirit of the tutors to be able to sort out news from the environment that can be used as learning material, especially listening. The tutors and facilitators in the implementation of learning must be able to provide convenience for students to learn various things contained in their environment. As tutor can make sure that students keep using English later with

Fifth, English listening materials for *Paket C* related to their life skill. The function of learning life skills education is to help guide, train, encourage, shape, and develop. The learning function is carried out by the tutor's responsibility so that students can make changes to themselves fit for purpose. Furthermore, the functions of education life skills that are still general in nature, namely being able to play an active role in developing life as a person, developing life for the community, and can prepare students for higher education.

4.1.2 Process Involved in the Design of the English Listening Materials

Education today aims to produce Indonesian people who are intelligent and with character. The people in question are graduates who have optimal attitudes, knowledge, and skills in accordance with their level of development and education level. No exception for non-formal education, namely *Paket C* of equivalent education. Graduates are expected to acquire 21st-century skills that are able to make every Indonesian person live in the challenges of the 21st century and contribute adequately to the development of world civilization. These skills include the ability to think critically and solve problems, innovate, be creative, communicate, and collaborate. Furthermore, graduates are also targeted to have digital literacy skills (information literacy, media, and technology).

That's why the researcher designed English listening material for the 12th-grade students of *Paket C* by using digital and audio uploaded to many digital platforms.

The advantages of these products (listening books and audio materials) are easy to use and easy to understand because, basically, the development of this product is to overcome the problems faced by students of *Paket C* during the English learning process, especially in listening. These advantages have also been proven through the students' assessment. Besides it, English tutors and students who want to use these products are easy to access because the researcher will deliver them online (website of PKBM Hutuo Lestari, link of google drive, all social media, all audio on demand) and offline (copy by using flash disk, etc.).

Moreover, this product is timeless. Even though equivalent education throughout Indonesia will implement an independent curriculum in a few years, the listening book and its audio can still be used as supporting materials for learning English. Because later on in the independent curriculum teaching modules compiled by tutors, it is not certain that there will be those who will complete with listening books and audio.

4.2 Suggestion

The researcher gives some suggestions for English tutors and other researchers. These supplementary English listening materials books and audios for *Paket C* can be used as materials to teach the students in the teaching and learning process, especially in listening. These books and audio aimed to improve and enhance the student's listening skills. The tutor can use a supplementary English listening book and audio materials to teach some expressions in English using the field of *Paket C*. The tutors should also explain to the students what they will learn in each module based on the basic competence and aim of learning.

The supplementary English listening materials book and audio for *Paket C* were developed for the 12th-grade students. It consisted of various interesting activities based on their needs in need analysis. Moreover, other researchers are expected could make English listening materials for another level in equivalent education because until now, there are still very few researchers who are interested in developing listening materials for equivalent education. By conducting the need analysis, other researchers can be expected to know the needs and interests of the students in order to make it relevant. Need analysis can motivate students of *Paket C* to be enthusiastic about learning English, especially in listening skills, because they can immediately feel the benefits of listening learning which can be practiced directly in their daily lives. An interesting theme, attractive learning media, various activities, and good design can make the supplementary English listening materials make the students enjoy improving their listening skills in order to maintain the students' attention in learning listening skills.

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Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

Acknowledgments: I would like to thank all those who took part in this research project. I am also grateful to the following scholars and friends who have offered me tremendous help and support in reporting this research journal: Dr. Harto Malik, M.Hum, Dr. Abid, MA. TESOL, Prof. Karmila Machmud, Ph.D., Muziatun, Ph.D., Dr. Sartin Miolo, M.Hum, and all my students involved in this research.

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