

## **DEVELOPMENT DESIGN OF SELECTIVE LISTENING LEARNING MATERIAL BASED ON CORRELATED CORE WITH THE APPLICATION OF LISTENING IN ACTION METHODS**

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### **Abstract**

The design of the development of learning methods involves the pattern of organizing elements or components in the curriculum. The development of learning materials listening to correlated core-based learning with the application of listening in action methods seen from two dimensions, namely horizontal and vertical dimensions. The horizontal dimension is related to the compilation of the scope of learning content. This spatial arrangement is often integrated with the learning and teaching process. The vertical dimension concerns the compilation of material sequences based on the order of difficulty. Arranged materials start from the easy ones, then go to the more difficult ones, or start with the basic ones followed by the continuation. This development describes in detail about the components that must be present in each listening learning material that can be used for the learning process. The design of the development of the listening learning material consists of several components, including the objectives of the curriculum, teaching materials or the material or content of the curriculum, teaching strategies or teaching methods, teaching media and teaching evaluation and improving teaching. These components are related to each other in the development of learning materials listening to correlated core-based learning by applying listening in action methods.

**Keywords:** selective listening learning, correlated core, listening in action methods.

### **1. Introduction**

Listening activity is a language skill that has the highest level of intensity after speaking, reading and writing. This intensity level is evidenced in the results of research which states that every person in a language life every day spends most of their time listening. Chaniago, et al. (2011: 114) states that listening research conducted by several experts such as Rankin (1929) showed that 9.0% for writing, 16.0% for reading, 30.0% for speaking, and 45.0% for listening. Barker (1981), and reinforced by the research of Hargie et al. (1987), stated that almost 53.0% of the time students used were used to listen, 17.0% to read, 16.0% to speak, and 14.0% to write.

The data shows that listening is very instrumental in human life. Listening is closely related to oral language communication. Submission of oral language communication can be done through technological media such as TV and radio which contain information about economic,

political, educational, sports, social and cultural developments. Likewise with spoken language communication over long distances using media technologies such as telephone, Skype, and cellphone. Therefore, listening activities are language activities that must be well mastered. This is in accordance with the opinion of Suharyadi (2013: 24) stating that given how important the listening role in human life is, listening learning as part of learning Indonesian in schools should receive the same attention as learning other language skills.

Designing correlated core listening requires three stages including principles, environment, needs that involve practical and theoretical considerations in influencing the production process. There are a variety of factors that need to be considered when designing learning including student knowledge and resources of the time needed, teacher skills, curriculum strengths and limitations, and the principles of teaching and learning. If these factors have not been maximized, they are not suitable for use in learning situations for students and may be ineffective and inefficient as a means of encouraging learning.

Content analysis and a series of developments on correlated core listening learning require the use of appropriate learning methods, so that learning can work well. Slavin (2009: 4) similarly stated that the use of cooperative learning to improve student achievement and also other positive consequences that can develop inter-group relations, acceptance of classmates who are weak in academics, and increase self-esteem. Another reason is the growing awareness that students need to learn to think, solve problems, and integrate and apply their abilities and knowledge and that cooperative learning is an excellent means of achieving such things.

One variation in the use of cooperative methods in selective listening activities such as the use of listening in action methods is expected to be able to contribute to students. This is in accordance with the opinion of Rost (2002: 9) that the listening in action method is a method that is suitable for use in listening activities because the in action listening method gives three emphasis on listening activities. First, the listening in action method emphasizes that listening is an active process. Second, the listening in action method emphasizes that listening plays an active role in language learning. Third, the in action listening method prioritizes teachers as active researchers about developing listening skills.

The main focus of the listening in action method in learning carried out by the teacher must pay attention to the characteristic approach of students so that learning has two-way communication. This was stated by Yamin and Ansari (2008: 7) mentioning that the learning approach was carried out by the teacher, so the teacher must pay attention to several things: (1) Focus, the teacher will learn rather than teach; (2) To facilitate learning, the teacher would encourage students to thinking; (3) The teacher wants to encourage students 'thinking by attracting students' interest in providing suitable tasks and activities; (4) The teacher wants to help students to connect their learning with other students and with what they learn outside of school (contextual); (5) Teachers want to create a conducive learning environment, so that they can increase curiosity and encourage students to make questions; and, (6) Teachers want to help students learn how to learn. The purpose of this study was used as a design for developing correlated core based learning materials with the application of listening in action methods

## **2. Literature Review**

### **2.1 Selective Listening Stage**

Hermawan (2012: 33) argues that listening does not work automatically but is a process that includes selective attention and meaning. Physiologically listening includes the use of auditory organs to receive acoustic vibrations that are transformed into signals that can be understood by the brain. In listening communication consists of several elements, namely (1) acceptance, listening begins with the reception of messages sent by the speaker both verbal and non verbal, what is said and what is not spoken. This stage is formed by two main elements namely the listener and attention, (2) understanding, depending on the ability to organize the information that is heard into an acceptable form. Understanding success is related to factors of ability, intelligence and motivation, (3) remembrance, ability to remember information related to how much information is in mind and whether information can be repeated or not, (4) evaluator consists of assessment and critique of the message, (5) response takes place in two phases, namely: a) responses made while the speaker and speaking, and b) responses made after the speaker stops talking.

Based on the listening stages above, the listening stage carried out should be the selective listening stage to be able to organize the information that is heard in an acceptable form. The success of understanding is related to the factors of ability, intelligence and motivation.

## **2.2 Basic Principles of Listening Method in Action**

The method is expected to be able to help teachers and students in achieving educational goals in accordance with the applied curriculum. Rost (2002: 18) describes that the listening in action method is a series of student activities in listening learning. The in-action listening method is an effective method for teaching high-level listening processes. This learning method is suitable for developing basic knowledge and complex knowledge.

Rahmina (2012: 7) the concept of listening in action methods can be implemented to maximize verbal interaction. However, because the ability to listen to learners varies, teachers must be able to choose activities that are appropriate to their abilities.

- a. There are several steps that can be taken by the teacher when choosing the type of listening activities, including: Make the language used in listening activities simpler or somewhat complex (slowing down the examination process, extending the gap between the two words or groups of words, paraphrasing vocabulary unknown to learners).
- b. Perform pre-listening activities (providing difficult aspects of language, formulating goals for listening to learners).
- c. Provide visual support for listening activities (maps, photos, films, illustrations, body language, facial expressions).
- d. Describe the stages of the activity to prepare the formulation of sub-sub-objectives (learners are given the opportunity to listen several times to achieve a number of objectives, such as identifying the number of speakers, identifying topic sentences).
- e. Reduce speaking and writing activities (asking students to give non-verbal responses, such as 'raise your hand if you hear).

## **3. Research Method**

Research on the development of correlated core based listening materials with the application of listening in action methods has been carried out strictly, especially by researchers in the Indonesian language as follows:

- a. Nurhayati research. *Lingua Journal* (2011) identifies that there are several methods that can be selected and used by teachers in the language learning process to improve the achievement of student learning outcomes in four language skills. Teachers are advised to use various learning methods to provide learning experiences for students. The variety of learning methods can improve student learning outcomes and language skills.
- b. Harvianto research. Thesis (2013) results of the study concluded that there was an increase in student learning outcomes after the learning process listened to the news through listening in action methods and overlapping text stimulation techniques.
- c. Pulungan research. Thesis (2016) using the method of listening in action is more appropriate for students who have high vocabulary mastery and conventional learning methods are more appropriate for students who have low vocabulary mastery. aspects of the research mentioned above have been tested in my thesis research

Research method uses research and development methods in the field of education. Borg and Gall cited Sugiyono (2009: 4) research and development in the field of education, is a research method used to develop or validate products used in education and learning.

Research and development of correlated core based listening materials with the application of listening in action methods are carried out in several stages including the preliminary study phase, the model development stage, and the model test phase.

Stages of preliminary studies will produce data on library studies and data based on surveys in the field. Then proceed with the development phase of the model that will produce the concept of planning and development of correlated core based selective material products by applying listening in action methods, such as composing learning strategies, creating correlated core learning designs, making practice questions and so on. Furthermore, the last stage is the test phase of the model that will produce a product that has been validated by experts in the learning material and tested on a limited basis, then evaluated and revised by expert learning material to be tested more broadly. Next, the results of product testing more broadly will be evaluated and revised again by expert learning material and then the final results are products for developing correlated core based selective material with the application of listening in action methods that have been used as selective listening learning materials.

#### **4. Result and Discussion**

Rost (2013: 3) implementation of listening in action methods is carried out in several stages, namely (a) attention listening, (b) intensive listening, (c) selective listening, and (d) interactive listening. The application of the steps in the in action listening method is formed as follows:

- a. The first phase of attention listening

Activity:

1. Learners practice listening and try to give short (short) answers to the other person, both verbally and nonverbally (through action).
2. They are trained to understand linguistic aspects (key words), non-linguistic aspects (images, photos, music), and aspects of interaction (making repetitions, paraphrasing, confirmation).

Characteristics of attention listening activities are:

1. Teacher and students interact.

2. Teacher uses the media as a tool to provoke students' knowledge.
3. Students listen and respond directly.

b. The second phase of intensive listening

Activity:

Focusing students' attention on the purpose of listening, namely on the form of language. The purpose of intensive listening activities is to raise the awareness of learners that differences in sound, structure, and choice of words can cause differences in meaning.

Characteristic of intensive listening is

1. Students learn individually.
2. Students can listen as much as possible.
3. Teacher gives feedback on the problems faced in listening.

c. The third phase selective listenig

Activity:

Helping students to identify their listening goals, helps direct learners' attention to key words or information structures.

Characteristic of selective listening is :

1. Students focus on the information they are looking.
2. Learners have the opportunity to listen twice to check their understanding,
3. Teacher and students design goals before listening activities are carried out.
4. Teacher provides feedback throughout the listening lesson.

d. The fourth phase is interactive listening

Activity:

Helping students play an active role in interacting.

Characteristics of activities from interactive listening are:

1. Students work in pairs or small groups,
2. Students learn to solve problems, and
3. teacher monitors the discussion during the activity.

In order to realize innovative and creative listening learning materials and good learning outcomes, it is necessary to develop selectively correlated core based material by applying listening in action methods. The design of developing correlated core based selective material with the application of listening in action methods is carried out with several indicators, namely (a) listening to incentives, (b) listening intensively, (c) listening selectively, and (d) interactive listening described in table 1 below

**Table 1. Listening in Action Method Phase**

Phase	Indicator	Teacher and Student Behavior	Learning Activities
1.	Attention listening	a. The teacher and students interact. Stimulate and arouse students' curiosity. b. The teacher uses the media as a tool to provoke student knowledge. c. Students listen and respond directly.	1. Demonstration (explaining how to cook instant noodles). 2. Reviewing music (asking learners to write their images about the songs they have seen). 3. Interviews (asking certain topics, such as family, food, sports, to learners).

2.	Intensive listening	<ul style="list-style-type: none"> <li>a. Students learn individually.</li> <li>b. Students can listen to as much as possible.</li> <li>c. Teacher gives feedback on the problems faced in listening.</li> </ul>	<ul style="list-style-type: none"> <li>1. Telling back (conveying the message).</li> <li>2. Discrimination (identifying the vocabulary played on a tape recorder) One party conversation (complete conversation)</li> <li>3. Dictation (rewriting what is said by the teacher).</li> </ul>
3.	Selective listening	<ul style="list-style-type: none"> <li>a. Students focus on the information they are looking for.</li> <li>b. Learners have the opportunity to listen twice to check their understanding.</li> <li>c. Teacher prepares the warm-up activities before listening.</li> <li>d. Teachers and students design goals before listening activities are carried out. Teacher provides feedback throughout the listening lesson.</li> </ul>	<ul style="list-style-type: none"> <li>1. Signing games (listening and trying to guess the target vocabulary through key words).</li> <li>2. Memory games (listening while observing images, then justifying or blaming what is explained by the teacher).</li> <li>3. Map of the story (listening to the story and compiling a story map by giving initials characters, settings, problems, goals, ways of solving problems, and results).</li> <li>4. Talk shows (listening to talk shows and identifying topics discussed).</li> </ul>
4.	Interactive listening	<ul style="list-style-type: none"> <li>a. Students work in pairs or small groups.</li> <li>b. Students learn to solve problems.</li> <li>c. The teacher monitors the discussion during the activity.</li> </ul>	<ul style="list-style-type: none"> <li>1. Group surveys (discussing a topic).</li> <li>2. Self-introduction (listening to friend's introduction, then recording the results of the recitation)</li> <li>3. Difference in image (finding different things from two pictures)</li> <li>4. Testimonials (learners gather opinions from group friends, then exchange information with friends from other groups).</li> </ul>

Based on the table, the design of learning development listens selectively to the application of listening in action methods in the class as follows :

**Monday:** Beginning of a new unit - News Text

Students are assigned the article 'Global Economic Turmoil?' Before implementing the unit and are asked to make preparations to discuss questions based on the article.

I. Scheme Activation

- a. Activate the student scheme in discussing economic news by writing quotes on the board "the economy continues to decline with the level of public purchasing power that is lacking."
- b. Students discuss the quote in pairs throughout the class.  
Vocabulary review - inflation, inflation, monetary, macroeconomic, microeconomic.

II. Communication Strategy:

- a. Review the handout to clarify and paraphrase
- b. Students listen to recorded conversations and write examples of clarification and paraphrasing.
- c. Students practice in pairs using strategic expressions during a short conversation (two minutes) and the third student observes whether they use the strategy.

III. Discussion

- a. (Share the home-assignment article "The Turmoil of the Macroeconomy?")
- b. Students form discussion leaders (who are responsible for full group participation, and continuity of discussion).

Students discuss homework questions in groups of five.

- c. Convey findings or problems to large groups.

Task: Listen to the recording in the language laboratory --- Chapter two: Listening Passage # 2, parts A and B

### **Tuesday:**

#### I. Heating:

- a. Students review cartoons and discuss questions in pairs.
- b. Discuss the meaning and reaction in large groups.

#### II. Task Review:

- a. Students summarize recordings of dialogue briefly - Parts A and Part B.
- b. Students share their descriptions.
- c. Discuss the question.

#### III. Simulation Preparation:

- a. Students brainstorm on boards about the pros and cons of economic activity.
- b. Students choose the simulation role (pro / contra) and together with students who have the same role.
- c. Students talk about the attitude they will take in simulation office meetings, the reason they are behind it, and how they convey it.

Task: Practice the simulation section.

### **Wednesday:**

#### I. Simulation:

- a. Students enter their meeting group and start the simulation.
- b. Discuss the results with other groups.

#### II. Functional Situation - listening to the news text

- a. Discuss the obstacles when listening - why it's difficult to listen, why you don't like, personal experience, problems faced, etc.
- b. Students fill in the textbook as much as possible. Review the expressions in the class (expressions, meanings, pronunciation).

Task: Review the material about listening to the news and completing the rest of the content as best as possible (maybe interviewing native speakers, expressions they use).

### **Thursday:**

#### I. Review Lesson Material:

Review the material listening to the news (new expression, hearing)

#### II. Practice expressions:

- a. Practice with students (The teacher talks to students, then the teacher talks to students individually, then students talk to each other, then repeat until the expected results are achieved).
- b. Students listen to conversational recordings - focus on the information that is listened to (fill in the fields, questions).

#### III. Application:

- a. Students practice expressions with role-playing cards
- b. Task: listen to the news in various information matters today

## **Friday:**

### **I. Review of Tasks:**

Discuss the general areas of success and the things discussed when listening to the news.  
Talk to each student who needs help personally.

### **II. Warming up: The situation is listening to the news**

Students listen to the contents of the news in pairs and practice it outside.

Discuss questions, problems, concerns that arise

Listen to the news to find information

- a. Discuss personal experiences about listening to news on various places to get information (bus schedules, information warehouses, bank reports, bills, etc.)
- b. Review the material with students and practice it
- c. Listen to news recorded from information media.
- d. Practice the situation in pairs.
- e. Perform a few pairs

**Task:** Listen to news from information media to obtain information from: shops, bus stations, train stations, telephone companies, travel agents, cinemas, etc. Be prepared to share the information you receive

Designing the development of correlated core based listening learning by applying listening in action methods requires several theoretical, empirical, and practical aspects in understanding selective listening material. The design of listening learning needs to be developed using the right method of listening skills to students. The importance of the listening in action method used is a correlated core based learning strategy in selective listening material. This method is very important in classrooms where students are faced with a number of authentic ability problems, because they do not have to understand each part of the word.

## **5. Conclusion**

Designing listening learning is very important for students. This can be done through the application of student-centered learning strategies, and debriefing to students with various effective learning strategies. through listening learning design with the application of listening in action methods, students will not only become better listeners, they will also become effective language learners because they will be given the opportunity to focus on the material being taught, creative student participation in creating suitable situations for the learning process to progress as a benchmark for learning success, and reflects the basic process of their own learning. The listening in action method is the key to listening in class including selective listening.

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