



DESIGNING BANTENESE EFL LISTENING MEDIA TO DEVELOP SENIOR HIGH SCHOOL STUDENTS' LOCAL CULTURAL AWARENESS

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ABSTRACT

This research was carried out to develop a prototype of a local content-based audio media for teaching listening in English as a Foreign Language (EFL) for senior high school level. The research was conducted under two research questions i.e. What are the learning needs of Senior High Schools students for EFL listening media? How was the Bantene local content-based media for listening developed? Design based Research was employed to conduct the study. Semi-structure interview and open-ended questionnaire were conducted to collect information about the students' needs for listening in EFL teaching and learning activities. To figure out how the process of media development was done, an open-ended questionnaire was administered to students and to teachers in order to assess the quality of the media. Additionally, material and media expert validations were done. Data analysis revealed that first; the students needed Bantense folk tales local content-based audio media for listening materials in EFL classrooms in order to build their local cultural awareness. Second, the audio media was developed by adopting bottom-up approach undergoing iterative processes i.e. the phases of analysis of practical problem, the phases of media development, and testing and refinement phase, and reflection phase. The development processes yielded three products i.e. teacher handbook, student handbook, and MP3 listening materials which accommodates Bantene folk tales. In conclusion, developing a local-content based learning media aiming at developing students' awareness of their local culture and identity can be done through developing a teaching and learning media that addresses the students' learning needs and be in accordance with English current curriculum adopted at schools.

Keywords: *Banten, cultural awareness, listening, media, design-based research*



Sari

Penelitian ini dilakukan untuk mengembangkan prototipe media audio berbasis konten-lokal untuk mengajar Bahasa Inggris sebagai Bahasa Asing untuk tingkat sekolah menengah atas. Dua pertanyaan penelitian, yaitu Apa saja kebutuhan belajar siswa sekolah menengah atas akan media menyimak Bahasa Inggris sebagai Bahasa Asing? Bagaimanakah media ajar berbasis lokal Banten untuk pembelajaran menyimak Bahasa Inggris dikembangkan? *Design based Research* digunakan dalam penelitian ini. Wawancara semi-terstruktur, dan angket terbuka dilakukan untuk mengumpulkan data terkait kebutuhan belajar menyimak. Untuk mengetahui bagaimana materi lokal Banten diintegrasikan kedalam media menyimak, angket terbuka diberikan kepada siswa dan guru untuk mengetahui kualitas media. Selain itu, validasi ahli media dan materi dilakukan untuk menilai kualitas media. Data analysis menunjukkan bahwa siswa membutuhkan media audio berbasis konten lokal Banten. Kedua, media audio dikembangkan melalui pendekatan *bottom-up* dengan langkah-langkah iteratif yaitu tahap analisis masalah praktis, tahap pengembangan media, dan tahap pengujian dan penyempurnaan, serta tahap refleksi. Proses pengembangan menghasilkan tiga product, yaitu: Buku Pegangan Guru, Buku Pegangan Siswa, dan Materi Menyimak dalam format MP3 yang mengakomodir cerita rakyat Banten. Singkatnya, pengembangan media ajar materi berbasis konten lokal dapat dilakukan dengan mengembangkan media belajar berbasis budaya lokal yang ditujukan untuk mengembangkan kesadaran budaya lokal siswa dapat dilakukan dengan mengembangkan media belajar yang memasukan kebutuhan belajar siswa dan sesuai dengan kurikulum Bahasa Inggris yang berlaku dan diadopsi di sekolah.

Kata kunci: *media, audio, budaya lokal, Penelitian dan Pengembangan*

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INTRODUCTION

The availability and employment of audio media in language learning, especially in English as a foreign language learning context like in Indonesia is fundamentally essential. The usage of audio media in the language learning provides the target language exposure for students which can improve their language proficiency (Asmar & Ardi, 2013) and aims at achieving instructional target purposes at the same time (Smaldino, et al., 2004, p. 9). Furthermore, its provision benefits teachers. It assists the creation of an enjoyable and engaging teaching-learning process and task (Brinton, 2001; Middleton, 2009). A new paradigm of English as International Language (EIL)

has overthrown the domination of British and American native-speaker standard in the practices of English Language teaching (ELT) (Modiano, 2001; Shin, Eslami & Chin (2011). This paradigm allows the inclusion of the standards and language power of English-language learners (Alptekin, 2002; Phillipson, 1997). Embedding students' local culture in English Teaching and Learning (ETL) is believed to not only facilitate students to gain success in English learning due to their familiarity with learning content (Shrestha, 2016; Wicaksono & Susanti, 2016) but also preserving and raising the students' local culture knowledge to be promoted in global communication (Bay, Husain, & Mamu, 2011; Wicaksono & Susanti, 2016). Furthermore, mandated by Indonesia's educational objectives highlighting national character and identity, teachers are required to give materials which expose the students to their culture (Septy, 2018). In the context of this study, the statements imply that the EFL teaching and learning process, especially in listening should include the students' local culture in order to develop students local cultural awareness and identity.

A number of studies have been conducted in discussing the consideration of integrating local culture into EFL teaching and learning materials i.e. (Bay, Husain, & Mamu, 2011; Asmar & Havid, 2013; Thomas, 2014; Arifani, 2016; Herawati, 2016; Septy, 2018;). In this respect, it helps learners' knowledge construction and processing. As Alpetekin (1993, p. 140) argued "Familiarity with both content and formal schemas enables the learners to place more emphasis on systemic data, as their cognitive processing is not so much taken by the alien features of the target language background. Moreover, familiar schematic knowledge allows the learners to make efficient use of their top-down processing in helping their bottom-up processing in the handling of various language tasks." In addition to this, Jenkins's (2006) perspective on teaching World Englishes/English as a Lingua Franca suggests that the teaching of ELF should accommodate the learners to learn and use their local variation in local communicative settings. The incorporation of local culture significantly promotes nationalism, local cultural wisdom, and instills cultural identity and evocative learning context (Jenkin, 2006; Shrestha, 2016). Considering the significant role of integrating local culture into a language learning, it can be assumed that teachers should be creative and initiatives to create their own materials and media to be implemented in the classroom which suit

their students' cultural background. However, limited research has been done in creating local content based listening materials in EFL learning i.e (Herawati, 2016) and development of Bantenese local-content based materials and media seems to be under research. Therefore, this study was intended to accommodate the need to integrate Indonesian, particularly Bantenese local content into EFL teaching and learning materials. The research was formulated under these two research questions i.e. What are the learning needs of Senior High Schools students for EFL audio media? and How was the Bantenese local content-based audio media developed?

METHOD

Design based research (DBR) was employed in this study. DBR is defined as sequences of approaches aiming at yielding new practices, theories, and artifacts that can improve teaching and learning practices in real-life settings (Barab & Squire, 2009). It focuses on understanding the complication of real-life situations by analytically designing and changing the learning setting, gathering facts of the various changes which recursively bring improvement for future designs (Barab & Squire 2009). Wang and Hannafin (2005, p. 6) define DBR as: “systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually sensitive design principles and theories”. Adapting Reeves' DBR model (2006), the development of the audio media went through four cycles. Phase one is analysis of practical problems; phase two is development of solutions informed by existing design principles and technological innovations; phase three is testing and refinement of solution; phase four is reflection to produce “design principles” and enhance solution implementation.

A public senior high school in (henceforth SMAN) Serang City of Banten Province was chosen as the site for analysing practical problems and conducting the testing and refinement cycles. Furthermore, the tests of the products were administered to the tenth grade-students to find out their learning needs and evaluate the audio media that was developed. An English teacher as co-researcher was also interviewed to find out the

perspective’s of the teacher about teaching and learning process and the audio media. Semi-structured interview, open-ended questionnaire, and expert judgement forms were data collection techniques used in this study. There were two types of data in this study. Those data were qualitative and quantitative data. Three steps we done in analyzing the qualitative data adopting Miles and Huberman’s (2014) qualitative data analysis. First, data condensation. In this step, the semi-structured interview for teacher was transcribed into textual form. The data of semi-structured interview were analyzed carefully. After that, the necessary information were selected and put into themes/categories. The process can be seen in Table 1.

Table 1 Data condensation of interview

NO	QUESTIONS	TEACHER’S RESPONSE	ANALYSIS
2	How important is the use of media in the teaching learning process	<u>Media is very important</u> , because <u>students can be more interested in learning</u> . Especially, if the media is interesting. The students are more <u>attracted and attentive to the teacher</u> . Second, by using media, <u>I felt more helped in presenting the materials</u> , at least we’re not tired. Third, the <u>teaching learning process</u> is more <u>enjoyable</u> .	Media is important 1. Make teaching learning process more interesting. 2. Help teacher in lesson delivery. 3. Enjoyable teaching and learning process.

Meanwhile, the data from students open-ended questionnaire were selected, coded, and put into themes/categories through underlining the necessary information. After that, the selected data were presented in tables. The code S1 represents code of the number of the participant, the COST and CST are protocol coding for Characteristic of Setting and Characteristic of Text. The excerpt of the process is illustrated in the Table 2.

Table 2 Data condensation of questionnaire

NO	STUDENTS’ RESPONSE	ANALYSIS	
		COST	CST
S1	Difficulty in listening to the audio because of poor quality of the audio and the class’s noisy	√	
S2	The problem was with the poor quality of the audio speaker	√	
S3	Yes, sometimes the class was too noisy	√	
S4	Sometimes, the sound of the audio speaker was poor. And when the teacher speak English it was not audible	√	
S5	Sometimes, the audio was not clear and the pronunciation of the teacher was not good. So I couldn’t get what she said	√	√

Second step was data display. In this step, the selected data of semi-structured interview and questionnaire were displayed in tables and Figure, as shown in Table 3 for the interview data and Figure 1 for the questionnaire data display.

Table 3 Display of interview

NO	QUESTIONS	ANALYSIS
1	The teaching and learning process	Well planned
2	The importance of media	Really important because: 1. Make teaching learning process more interesting and enjoyable 2. Help teacher's in delivery the materials
3	The media used in teaching listening	Power point
4	Media use in the teaching and learning process	Laptop and speaker
5	The students' responses related to media use	The students were surprised and panic at first, the audio must be played several times.

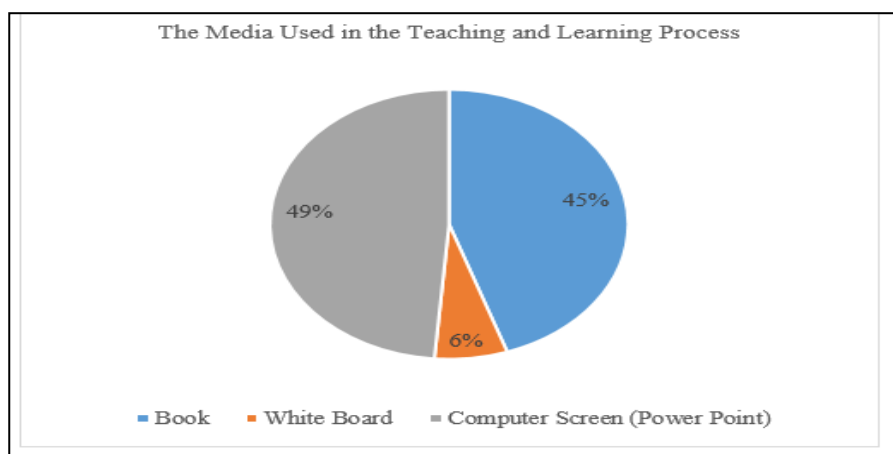


Figure 1 Display of questionnaire

Third step of the data analysis was drawing and verifying conclusions. In this step, both the qualitative data retrieved from semi-structured interview and open-ended questionnaire were verified and concluded. Furthermore, the quantitative data were analyzed by using descriptive statistics. The process in analyzing the data will be explained as follow: first, the data from material expert judgement and media expert judgement forms were calculated (Riduan, 2007, p.23)

RESULT AND DISCUSSION

Students' Learning Needs

Data analysis of the students learning needs revealed that the students needed audio media for learning listening. The inclusion of Bantenese local content materials in learning English listening is imperative to develop their local culture awareness and identity in English Language Teaching. As illustrated in Table 5.

Table 5 Result of interview

NO	QUESTIONS	RESULT OF ANALYSIS
1	The teaching and learning process	Well-planned: Teacher prepared syllabus; instructional design and teaching media
2	The importance of media	Really important because it makes teaching learning process interesting and enjoyable, and helpful for the teacher in explaining the material.
3	Media used in teaching and learning process	Power point
4	Media used in teaching listening	Laptop and speaker
5	The students' responses related to media use	The students were surprised and panic at first, the audio must be played several times
6	Criteria of good listening	Good criteria of listening: conducive place, not too loud, high quality of sound, in language laboratory. But, language laboratory cannot be used due to limited facility at school.
7	The learning sources of narrative text	The source were from other teachers who were more capable in using internet and more advanced technology
8	Difficulties in teaching narrative	1. Students were not interested in reading the story 2. They had difficulty in determining the generic structure of text
9	The importance of involving local content in the teaching learning process	Local content materials were important to make students more aware of their local culture and identity as Bantenese
10	Local content-based learning in narrative test material for listening activity	It's good because: 1. The story in the narrative text commonly from outside Banten 2. Local story of Banten is hard to find 3. English teacher just introduce the history of Banten 4. Banten story is important to make students aware of their own local culture and identity

Table 5 indicated that the availability of teaching media is an inseparable part of the teaching learning process. It can be inferred from the result of analysis of items one, two, three, and four in which the consideration of what teaching aids to employ is a part of the teacher's preparation. It implied that the teacher possessed pedagogical content knowledge (PCK) by taking into account the provision of teaching aids in the instructional delivery. PCK is the concept of the alteration of the subject matter for teaching. This alteration takes place as the teacher construes the subject matter, discovers numerous ways to exemplify it, and adjusts and modifies the instructional materials to different notions and students' prior knowledge (Harris & Koehler, 2007; Niess, 2011). In addition, the inclusion of media in the classroom activities showed a teachers' considerate incorporation of technology and pedagogical practices throughout lesson preparation (Janssen, Knoef & Lazonder, 2019; Niess, 2011). In essence, the teacher has showed her/his flexibility and ability in accommodating the students' learning needs and at the accomplishment of the subject materials targets. However,

analysis of items six, seven, eight, nine, and ten implied that improvement of the teaching media in teaching listening needs to be done since power point, and non-Bantenese content materials were the most common media and materials used by the teacher. These findings were in line with the finding gained from item one of the open-ended questionnaire where generally the students found that the listening activity was not fun. As illustrated in Figure 2.

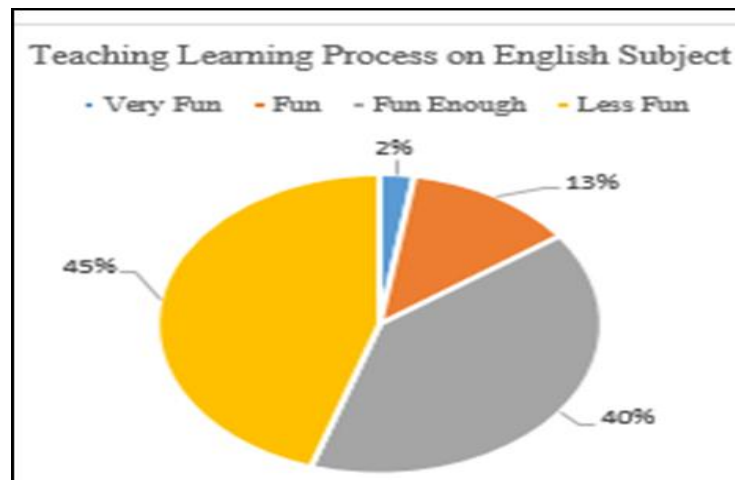


Figure 2 Students' Perception of the Listening Teaching Learning Process

In this respect, the problem occurred for two main reasons i.e. the teacher's professional competence/TPACK and supporting facilities. From the analysis of item seven, it implied that The teacher had difficulty in using internet and more advanced technological tools. In other words, the teacher seemed to strive to integrate the content knowledge with the technological knowledge. This finding was supported by the data from the questionnaire in which the students found that the lesson was less engaging and fun. It implied that improvement of the teacher's strategic thinking of technological knowledge needs to be done in order to improve the teacher's teaching practices. It is in line with Neiss (2011) that teacher educators are challenged with remodeling their programs on the way to the improvement of the knowledge teachers need for reconsidering how technologies might be incorporated and acting upon their choices.

Furthermore, semi-structured interview and open-ended questionnaire analysis indicates that despite the teacher's limited capacity in integrating technology in her teaching, she teacher was aware of the needs to incorporate the local cultural-content into the

teaching media, particularly in this study it refers to audio media. It is in line with Reimann (2009) that it is increasingly essential that communication skills covering critical thinking, intercultural knowledge and understanding, and cultural awareness be incorporated in the teaching of English as a Foreign Language. The challenges faced by the teacher's in this respect were driven by three main reasons. First, the English teacher had inadequate capability in designing the media through ICT by herself. Second, Bantenese local-content was hard to find in English text books. In fact, the engagement of local content was needed in the teaching and learning process. Third, the teacher needed the good quality audio since the listening activity was not conducted in the language laboratory. As Voogt & McKenney (2016) argued that teachers face difficulty in incorporating technology in their instructional practice due to incompatibility of the media and the existing teaching culture and their teaching practices. Responding to this finding, a media that helps the promotion of learners' ability development in communicating ideas and cultural belief in varied setting, including their own cultural setting (Shin, Eslamia & Chen, 2011; Modiano, 2001;) and accommodation of values adopted in the national curriculum (Qoyyimah, 2016) was required. In addition, the finding of the open-ended questionnaire analysis was in the line with the semi-structured interview analysis finding since the students also needed the local-content based audio media. In this regard, it is critical for a teacher to improvise teaching aids so as to connect the gap between learners' real world and the intangible foreign English language setting (Asokhia, 2009). Accordingly, provision of a ready to use local content based-audio media is beneficial not only for the teacher but also for the students to study English and at the same time exploring their own culture.

Process of Audio Media Development

Data analysis of the audio media development revealed that a bottom-up approach was employed in developing the audio media development. Bottom-up down approach starts with identifying problems, competences, and proposing solutions and strategies in integrating (Turugare & Rudhumbu, 2020). In this study the approach was adapted into three phases of product development i.e. analysis of practical problems, development of solution, and testing and refinement solutions. In the phase of analysis of practical problems, teachers and researchers work together in identifying the actual teaching and

learning problems (Reeves, 2006). The findings of this phase were previously explained in the first research questions.

The second phase was development of solutions informed by existing design principles and technological innovation. It is the process of the manufacture of model resolutions based on current design principles (Reeves, 2006). In this study, the audio material design was adjusted from the result of students' learning needs and teacher's interview. There were three steps on planning the product. The first step was determined the purpose of listening skill in narrative text based on the curriculum. The second step was looking for suitable sources to develop audio media material. In this study, Endang Firdaus' story books were chosen as the material entitled "Leuwi Sero", "The legend of Banten", "The Legend of Cikotok", and "The Legend of Sunda Strait and Mount Krakatau". It was intended to provide exposure to the students to Bantenese local culture. The third step was turned the sources into English narrative text as the script to be spoken. Furthermore, the online text-to-speech; tophonetics.com was used to change the written transcript into audio. Next, the audio was recorded through Wavepad sound editor. After that, the sound effect added through Wavepad sound editor. Then, the item test was written and changed into audio through the online text-to-speech; naturalreader.com. After that, the teacher's and students' books were designed. Then, the content of the books was arranged. This process implied that the incorporation of technology in educational practice is an intricate innovation for teachers (Gibson, 2001; Webb & Cox, 2004; Voogt & McKenney, 2009). The process requires TPACK, the knowledge that reveal teachers' competence on the selection and employment curricular resources and ICT-based resources (Janssen, Knoef & Lazonder, 2019; Voogt, Fisser, Roblin, Tondeur, & Braak, 2013; Vgoot & McKenney, 2016).

The third phase was testing and refinement of solutions. It is done until both of the prototype solutions and the design principles acceptable results have been reached (Reeves, 2006). In this step, there were three tests. The first test was done by the material expert, the second test from media expert, and the third test was from students' assessment. The material expert judgement was intended to measure the validity of the

materials developed in the product. The test measured 15 criteria of the material as shown in the Table 6.

Table 6 Material Expert Judgement

Instruction : Please put a tick (✓) on the assessment scale Note : 1 = Very poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent						
N O	Statement	Degree of Agreement				
		1	2	3	4	5
A. Learning Objectives						
1	The content materials cover standard competence					✓
B. Learning Materials						
2	The arrangement of materials					✓
3	The selection of text					✓
4	The materials motivate students to learn					✓
5	The involvement of students					✓
6	The media stimulates students' imagination					✓
C. Audibility						
7	The clarity of audio					✓
8	The selection of backsound and sound effect					✓
9	The intonation of audio					✓
10	The suitability of audio and materials in the book					✓
D. Book Design						
11	The appearance of book				✓	
12	The selection of font					✓
E. Language						
13	The selection of words				✓	
14	The clarity of instruction				✓	
D. Test Item						
15	The suitability of test and material					✓

Data analysis revealed of the material expert judgement revealed that the product got score 96% in total which mean the product developed was valid (Riduan, 2007; Sugiono, 2017). In other words, the validator gave a minimum of adequate assessment that the materials in the audio media suits for use in learning and were appropriate for the targeted participants. Furthermore, a test by the media expert was done to evaluate the quality of the media. There were twelve indicators used as the reference of the quality. As shown in Table 7.

Table 7 Media Expert Judgement

Instruction : Please put a tick (✓) on the assessment scale						
Note : 1 = Very poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent						
NO	Statement	Degree of Agreement				
		1	2	3	4	5
A. Learning Objectives						
1	Representation of students' needs in the media				✓	
B. Audio Media						
2	Volume of sound in the audio					✓
3	Intonation of sound in the audio					✓
4	The clarity of utterance in the audio				✓	
5	Tempo of sound in the audio			✓		
6	Sound effect in the audio					✓
7	Backsound in the audio					✓
C. Language						
8	The selection of words				✓	
9	The clarity of instruction			✓		
D. Book Design						
10	The appearance of book					✓
11	The color of pictures				✓	
12	The size of pictures				✓	

Data analysis showed that the product got score 84% in total which mean the product. The result of the audio assessment is presented in table 8.

Table 8 Students Assessment towards the Audio Media

Instruction : Please put a tick (✓) on the assessment scale						
Note : 1 = Very poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent						
NO	Statement	Degree of Agreement				
		1	2	3	4	5
A. Motivation						
1	Local content-based Audio Media as learning media	0	0	0	27	13
2	Learn narrative text using local content-based audio media	0	0	4	24	12
B. Audibility						
3	Clarity of audio	0	0	5	29	6
4	Speed in the Audio	0	0	7	29	4
5	Backsound in the audio	0	0	4	26	10
6	Sound effect in the audio	0	0	6	24	10
C. Appearance						
7	Students' workbook appearance	0	0	0	16	24
8	The font used in the students' workbook	0	0	0	17	23
D. Material						
9	Clarity of instruction	0	0	1	20	19
E. Utility						
10	Media audio local content-based listening with other media that used to learn narrative text material in listening activity	0	0	2	25	13

Analysis of Table 8 indicates that the total score on students' assessment was 85.15 which mean the product was in the valid category (Riduan, 2007; Sugiono, 2017). It implied that the audio media could show its affordances to be used to denote the subject matter in the best possible way (Mishra & Koehler, 2006) and the audio media is prospective to support academic creativeness in engaging students through media mediation (Middleton, 2009). Since the result of test showed that the audio media was valid and ready to use, the next phase moved to the phase of reflection to produce design principles and enhance solution implementation. The phase was done by doing focus group discussion (FGD) with the co-researcher, in this study was the English teacher, regarding the final product. The FDG suggests that dissemination of the product needs to be done locally in Banten Province in order to equip English teachers with the knowledge about the content or materials and the practical skills in using the media so that they can instill locally cultural awareness to the students. This is in line with the principal component in the TPACK framework involving the mixture and incorporation of particular ICT, content and pedagogies and representing knowledge of how to teach a specific theme by using ICT in a way that assists the teaching and learning process (Koehler & Mishra, 2008; Mishra & Koehler, 2006).

CONCLUSION

The study found that the integration of technology-based media accommodating students' local cultural content in teaching English listening was required in building students' cultural awareness and identity and the bottom-up approach was employed in the development of the media. This study concludes presenting a model of developing locally EFL teaching and learning media accommodating local students' learning needs should go along with the broader EFL curriculum adopted across schools. The research therefore has implications in other contexts where tension exist between national EFL curricula and locally relevant learning needs.

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Conflict of Interest

No potential conflict was reported.

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