

**DEVELOPING LISTENING MATERIAL FOR BUSINESS  
AND MARKETING DEPARTMENT**  
(A Research and Development Conducted at Business and Marketing Department  
Grade X of SMK Negeri 1 Pulubala)

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**ABSTRACT**

The aims of this research are (1) To find out the students' needs in learning listening at the tenth-grade students of business and marketing department, and (2) To develop listening material for the student at the tenth grade of business and marketing department in SMK Negeri 1 Pulubala. This research is designed by using Research and Development (R & D) method. ADDIE model which was developed by Branch (2010) is used to design the listening material. The participants were English teacher and 28 students at the tenth grade of business and marketing department. The data was obtained from some instruments, namely questionnaire, interview, and document. Moreover, the data gathered from the students' needs, analysis of syllabus, developing listening material for business and marketing department, expert judgment and expert validation, and the students' responses after applying the listening material in teaching listening. The findings of this research show that the listening material was successful to develop students' listening skill. These include (1) giving more opportunity for students sharpen their listening skill, (2) increasing students' vocabulary especially relate to business and marketing field and (3) helping students to listening English easier. Thus, the listening material is eligible to apply in the classroom.

**Keywords:** *Need Analysis, Listening Material, Business and Marketing Department*

**INTRODUCTION**

Listening in vocational high school is taught in English subject. It has significant role for the vocational students. There are two basic reasons why listening is important for vocational students. The first, listening becomes a supporting skill that vocational students should be mastered besides their vocational skill. Listening skill is one of the keys in communication. Moreover, be able to communicate in English is a good point for the vocational students when they apply a job after graduate from the school. Having a supporting skill or ability will give a positive value for the students. It will give them opportunity to find a good job based on their field and a good

experience when they work. The second, listening becomes a part of TOEIC. It is believed that TOEIC is a standardize test of English language proficiency. It is designed to measure the everyday English skill of people working in an international environment. Hidayat (2021) mentions four (4) benefits of TOEIC for vocational students; (1) As a credential of English communication skill in global working world. (2) Increasing the confidence and competitiveness of graduates when they join in the working world and further education. (3) Providing plus point and students' personal portfolios. (4) It can be used to fulfill one of the requirements to apply a scholarship. Thus, it can be concluded that

vocational high school students should take and pass the test because the result of the test can be a supporting point when they apply for a job. Besides, they also should have a good skill in listening because listening is one part of TOEIC. It means that vocational student should be prepared to overcome listening in TOEIC.

English subject (listening) in vocational high school is learned in X, XI, and XII grade. However, there are problems regarding to the English textbooks and listening part for the tenth (X) grade. It was identified in SMK Negeri 1 Pulubala. It is one of the vocational high schools in Gorontalo Regency.

First, the textbook contained general topics that were not specific to the students' field in vocational high school. The topic in the textbooks such as for the dialogue and the monologue only talks about general topic. It refers to the common English in daily life. Moreover, the textbook is applied for all departments. It means that all departments learn the same topics in English subject. There is no difference for each department. Second, the newest textbook that is provided by the school is *Bahasa Inggris Kelas X SMA/MA/SMK/MAK (2016)*. However, this textbook does not cover all basic competences of the X grade. Third, listening part in the textbook entitles *Bahasa Inggris Kelas X SMA/MA/SMK/MAK* is limited. This condition made the student did not have more opportunity to sharpen their listening skill because the limited of activity for listening. It

also has not been able to meet with the target of listening for vocational students such as for TOEIC. Students need more activity for listening to sharpen their listening skill. Fourth, the problem relates to the supporting media for listening. Based on the reality, the use of learning media for listening is less from the expectation. Based on some observations, the teacher rarely uses media that can help them in listening activity, such as laptop, speaker, tape recorder or application. They only rely on personal voices to teach listening, such as when they give task to exercise students listening skill.

Therefore, based on the explanation above it was necessary to develop listening material for the tenth grade of vocational high school because the main problem relate to the English textbook of tenth grade. The topics of the listening material should be specific on students' field in vocational school and it is based on students' need. In addition, the learning media was used to support the listening activity. Furthermore, Business and Marketing Department became the focus of the developing listening material. It is believed that English is not a new thing in business and marketing field, but it is a significant part of it in this era. English related with business and marketing field. English is the language that is often used in marketing both workers and their fields of work. Thus, students of business and marketing should be prepared to master English in order to support their vocational

skill. Besides, they are also ready to join in job field after graduate.

## LITERATURE REVIEW

### Need Analysis

Need analysis is the starting point in developing or designing instructional material for ESP. Need analysis will help to determine the learner's needs. Hutchinson and Waters (1987) defined the first process in the development of English for specific purpose is identifying the target situation and analyzing the linguistic features (it can be from the syllabus). This process is known as need analysis.

### ADDIE Model in Designing Listening Material

Designing instructional material or supplementary material is a necessity in education. It can develop the existing material to be more specific in certain fields. ADDIE which is proposed by Branch (2010) is one of the model or approach that is used in design instructional material. ADDIE is the acronym of *Analyze, Design, Develop, Implement* and *Evaluate*. The acronym is the stages in the process of development.

1. **Analyze.** Analyze is the first stage of ADDIE model. According to Branch (2010, p.23), "the purpose of the Analyze phase is to identify the probable cause for a performance gap". There are some focuses in analyzing stage in order to identify the probable cause for performance gap, such as lack of resources, lack of motivation, lack of

knowledge and skill. Besides, this stage also identifies the instructional goals and student's characteristic/profile.

2. **Design.** Design is the second stage of ADDIE model. Branch (2010) argued that, "design aims to verify the desire performances and appropriate testing methods". In this stage, the process of choosing an appropriate material or resource for the instructional development will be applied. Besides, the selection of appropriate learning strategy, method of assessment and evaluation will become a focus in this stage.
3. **Develop.** The third stage is develop. Develop aims to generate and validate selected learning resource (Branch, 2010). In this stage, the process of development of the product will be begun after the selecting in the design stage. In addition, the development of supporting media is the part of this stage. Besides, in this stage, the expert validation is needed before the product will be implemented in the classroom. It aims to evaluate and validate the product.
4. **Implement.** Implement is the next stage after develop stage. In this stage, the product will be ready to implement in the learning process. The product focuses on the student and the teacher. Thus, both of teacher and students should be prepared for the newly

development material. The product will be applied in small group firstly. This strategy will help the researcher to obtain the input as the improvement of product draft from the students and teacher.

5. **Evaluate.** The last stage in ADDIE model is Evaluate. Branch (2010) divides two kinds of evaluation in evaluate stage, they are; formative evaluation and summative evaluation. Formative evaluation is the evaluation or revision of instructional resource before the product is applied. The process of collecting the data is before the implementation. On the other side, summative evaluation is the evaluation at the end or after the implementation of the product. The result of summative evaluation will be the consideration for the product implementation in large scale.

**Text to Speech Application**

Text to speech is a kind of application which available on Microsoft Store (Computer) and Play Store (Mobile Cellular). This application converts a written text/sentence into a spoken word. Darmawiguna (2003) argues text to speech (TTS) is a system which can change a written

text into spoken in automatically. Moreover, Pramadewi (2013) in Hasanah and Joroji (2016) pointed out that, text to speech is an application in the field of language technology that can convert a text into a speech of a language. Therefore, the user is just input the word or sentence then the application will produce into sound (spoken word).

**METHODOLOGY OF RESEARCH**

The research design used Research and Development (R & D) method. ADDIE model which was developed by Branch (2010) is used to develop the listening material for business and marketing department. There were five (5) stages of ADDIE in order to develop the listening material, they were; A (*analyze*), D (*design*), D (*develop*), I (*implement*), E (*evaluate*). Nonetheless, the researcher used only four (4) stages. The evaluation is seen from the students’ response to the product in implement stage. The participants of this research were English teacher and students of SMK Negeri 1 Pulubala who are at the tenth (X) grade of Business and Marketing Department. The number of students in this department consisted of 28 students.

**RESEARCH FINDINGS AND**

**DISCUSSION**

**Research Findings**

**Table 1. The Result of Need Analysis**

Need Analysis	Task Component	Questions by Item	Categories of Response	Percentage
Target Need	Goals	My goal in learning English in the school is	To be able to communicate orally and written by using English language	(16) 57. 14 %

			To support my career in business and marketing field after graduating later	(16) 57.14 %	
		My goal in learn listening is	To be able to answer the question in listening section of National Examination	(15) 53.57 %	
			To be able to comprehend and understand people who speak English	(15) 53.57 %	
			To be able to comprehend and master English vocabulary especially relate with business and marketing field	(15) 53.57 %	
	Necessities	I think, learn listening is important	Listening is an important skill for me.	(18) 64.28 %	
		I think, listening activity will give useful for	To familiarize to listen English conversation	(19) 67.85 %	
			Practice to comprehend the meaning what the speaker says in English	(19) 67.85 %	
			To enrich the vocabulary	(19) 67.85 %	
	Lacks	I think, my listening ability is at the level...	Being able to understand listening text, which is very slow, carefully spoken, and has long pauses	(20) 71.42 %	
		The problem that I face in listening activity is	Difficult to understand the pronunciation of words	(15) 53.57 %	
	Wants	After learn English through listening activity, I have to be able to	Mastering many vocabularies especially relate to my field (business and marketing)	(23) 82.14 %	
	Learning Need	Input	The input material for listening activity that I need is	Monologue and dialogue about business and marketing with picture, audio, and vocabulary	(20) 71.42 %
				Authentic materials such as from newspaper, magazine, news, etc.	(20) 71.42 %
The topic of material that I want to learn in listening is			Relate to business and marketing field	(18) 64.28 %	
The length of text as the input to exercise		200 words	(17) 60.71 %		

		listening skill that I want is		
Procedure		The activity for listening that I want is	Identifying expression in monologue and dialogue text	(23) 82.14 %
		The type of activity for learning vocabulary is	Completing sentence or paragraph with available words	(22) 78.57 %
Setting		The class management that I want for listening activity is	Group	(15) 53.57 %
Student's Role		What I want in learning especially for listening skills is	Opportunity to listen English conversation from native speaker through media in the class	(17) 60.71 %
Teacher's Role		When I learn listening, it is better if the teacher	Helping student's problem	(19) 67.85 %
			Giving reinforcement for student who has more ability than others especially in listening	(19) 67.85 %

**A. Course Grid**

Writing course grid was the part of developing material. It was the next step after developed the syllabus for listening material. The course grid was used as a guideline to design the units of the materials. There were some aspects that would be a consideration when creating a course grid, such as the result of need analysis, core competence, basic competence, and the instructional goal (indicator). For the result of need analysis, the researcher took up the highest percentage of students to make the course grid.

**1. Course grid of unit 1**

The course grid of unit one was derived from core competence 3 & 4 and basic competence 3.9-4.9 and 3.10-4.10. The tittle of the unit is “Logo & Memo”. This unit focuses on the explanation about

how to make logo for own product and simple memo. Besides, the focus of grammar is degree of comparison. This unit consists of 6 tasks. The model of listening task was comprehension question. It consisted of general passage comprehension, retention task and recognizing grammatical structure. In addition, the technique of assessing the result of students’ task used single-item score and rubric of listening.

**2. Course grid of unit 2**

The course grid of unit two was derived from core competence 3 and 4 and basic competence 3.11 and 4.11. The tittle of the unit is “Could You Tell Me the Way?”. This unit focuses on the expression of asking for and giving direction. The focus of grammar is preposition of place.

Besides, the dialogue and monologue of listening talked about product marketing. This unit consists of 6 tasks. The model of task was comprehension question, such as retention task and general passage. Besides, in order to assess the result of student’s task used single-item score.

**3. Course grid of unit 3**

The course grid of unit three was derived from core competence 3 and 4 and basic competence 3.12 and 4.12. The title of the unit is “My Daily Activities”. This unit focuses on simple routine tasks or daily activity. The focus of grammar is simple present tense. Besides, the dialogue and monologue talked about online seller & sales’ daily activity. This unit consists of 6 tasks. Moreover, the model of listening task was comprehension question. It consisted of general passage, picture task and retention task. Besides, rubric of listening and single-item score is used to assess the result of student’s task.

**4. Course grid of unit 4**

The course grid of unit four was derived from core competence 3 and 4 and basic competence 3.13 and 4.13. The title of the unit is “Can I Help You to Find Something?”. This unit focuses on the

expressions of offering and suggesting. The focus of grammar is the using of modal auxiliary can, could, would. Besides, the dialogue and monologue talked about selling product. This unit consists of 7 tasks. The model of task was comprehension question. It is divided into two kinds; they are retention task and general passage. Furthermore, technique of assessing the result of student’s task used single-item score.

**B. The Unit Designs**

After the course grid was design, the next step designed every unit of listening material. The design of unit refers to the scientific approach of curriculum 2013. The material consisted of 4 units. Every title represented the theme of the unit. Thus, students can guess the material that they will learn easily. Besides, there were some pictures in every unit. The pictures were provided to avoid student boredom in learning process especially when they do the listening task. It also makes the unit looks interesting. Moreover, every unit consisted of 6-7 tasks. The task consisted of dialogue and monologue text. For the number of pages, it is placed in the lower right corner of every page. Below is the table which describes the outline of the unit design.

**Table 2. The Outline of The Unit Design**

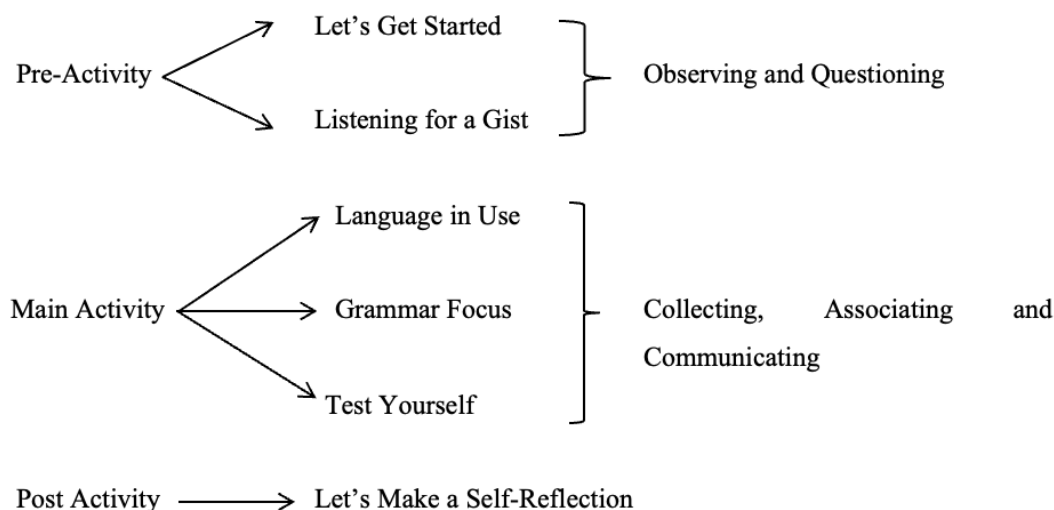
Number	Components	Purpose
A	Let’s Get Started	It is the first part of unit. The picture and question ask student to think and guess about the material that they will learn.
B	Listening for a Gist	The task allows students to listen a dialogue. Then, students are asked to give their opinion about the dialogue.

C	Language in Use	The task asks the student to identify, analyze and arrange the several expressions in every unit in dialogue and monologue through listening.
D	Grammar Focus	The task asks the students to identify, analyze and arrange the grammar used in several expressions in every unit.
E	Test Yourself	The task allows student to test their self (knowledge and skill) after learning the material of the unit. The task focuses on individual task. Besides, this task also provides homework. The homework helps students to sharpen their understanding from the material that they have learnt before.
F	Let's Make a Self-Reflection	This part allows student to give a reflection about what they have learnt in the unit.

**C. The First Draft of Materials.**

The listening material was develop based on the unit design that described before. The

material consists of 4 units which were developed based on Figure 1.



**Figure 1. The Outline of Unit Design**

**Discussion**

**A. Analyzing**

Analyzing is the first stage of ADDIE model. This stage focuses to analyze the possible cause such as lack of resource, lack of motivation, lack of knowledge & skill, the instructional goals and students' characteristic/information. Such as analyzing the English textbook for X grade, analyzing the basic competence/core competence of X grade,

the instructional goal, the using or supporting media in teaching and learning listening and student's need.

Need analysis is presented in questionnaire form. It is divided in two parts. Those are target needs and learning needs. The target needs consist of three (3) aspects. Those are necessity, lack and want (Hutchinson and Waters, 1987). Moreover, learning needs consist of five (5) aspects. Those are input,



procedure, setting, student's role and teacher's role (Nunan, 2001).

## **B. Designing**

Designing is the second stage in ADDIE model after analyzing stage. There are three focuses in designing stage. They are developing a syllabus, making course grid and unit design. Developing a syllabus becomes important thing in developing listening material before making a course grid. The syllabus of listening material for business and marketing department was based on the syllabus of English for vocational high school. However, there were a little bit changes in syllabus for listening. It was in learning activity. For the new syllabus, the learning activities focus on the stage of listening activity. Besides, the activity for listening is related to the scientific approach.

The next step was making a course grid. Course grid is the part of material development. It was used as a guideline to design the unit of listening material for business and marketing department. The course grid was made based on the result of students' need, core competence and basic competence of tenth grade of vocational high school. The core competence and the basic competence were taken from the syllabus of vocational high school. Furthermore, the listening material for business and marketing consisted of 4 units. The first unit entitles "Logo and memo". The second unit entitle "Could you tell me the way?". The third unit entitles "My daily activity". The fourth unit

entitles "Can I help you to find something?". Moreover, the course grid consists of four (4) indicators. They are unit title, learning indicators, input of the material and the activity of students in learning process.

The next step after making course grid was unit design. The unit was design based on the development of Jack C. Richard (2001) model. Based on Richard's model (2001) of developing instructional material, there are three parts of developing of instructional material; those are (1) unit theme (creativity), (2) lesson A (creativity and jobs), (3) lesson B (creative product). In addition, each unit should consist of creativity, communication, education, and learning. However, the listening material for business and marketing department consisted of 6 components of unit design. Those are let's get started, listening for a gist, language in use, grammar focuses, test yourself and let's make a self-reflection. The development of unit design was based on Richard's model. In addition, the design of each unit refers to the scientific approach of curriculum 2013.

## **C. Developing**

Developing is the third stage in ADDIE model after designing stage. Branch (2010) argued that the aim of developing stage is to select or develop the learning resources such as the supporting media to support the learning process. The first focus in developing stage was developing supporting media. Text to speech application is the supporting media that was used in listening material. The developing

of text to speech application consisted of 5 steps. The first was adding the text into the application. In this step, the listening material was added into the application. In this case the dialogue and monologue. For the monologue, the text was added fully into the application. However, for the dialogue, the text was added gradually into the application. It was because the difference of the speaker in the dialogue. The second was selecting the speaker. In this step, the speaker was selected based on monologue and dialogue texts needed. The third was playing the text. In this step, the text was played into speech text. The researcher heard the monologue and dialogue from the application. The fourth arranged the speaker speed. In this step, the researcher chose around 0,7 and 0,8 of the speaker speeds to speak. This speed is not fast and not slow. The fifth saved the speech text. In this step, the speech text was saved into audio form. The audio can use without the application. The teacher only plays it when they need for listening activity. However, the teacher also can use the application without save the audio, such as learning pronunciation of new vocabulary or play the monologue.

The second focus was the expert judgment of listening material for business and marketing department. The expert judgment for listening material was provided in questionnaire form. The instrument of the expert judgment was adapted from *BNSP*. In addition, for some sub indicators of the instrument was adapted from Nawangsasi,

Eshi (2015). The instrument consisted of 5 indicators. Those are content, language feature, presentation, graphics, and text to speech application. Furthermore, the result of expert judgment for all units in listening material for business and marketing department was categorized “Good”. Thus, the listening material was ready to use in the class of business and marketing department. Moreover, the text to speech application was categorized “good”. Thus, application can use to support the listening material. Nevertheless, the researcher still needs extra work to manage the application, such as about the stress/intonation of the speaker.

#### **D. Implementation**

This product was implemented for student grade X of business and marketing department in a small-scale research. It was because the pandemic. Then, the researcher gave questionnaire to the 10 students for readable and validation of the product. It aims to validate and get opinion about the product after the students use the product itself. There are four main aspects of the questionnaire namely content, presentation, graphic and benefit. The questionnaire adapted from Thalib R, et al (2017). Based on the result of the questionnaire, this product still has revision, but the product is still eligible to use in teaching and learning English as the listening material. The readable of product got 99.30 % positive response from the students. Besides, the validation of product got 98 % positive response from the students. Furthermore, the

students also gave positive response when in the learning process. They could do the entire listening task.

## CONCLUSION AND SUGGESTIONS

Developing listening material for business and marketing department was based on students' needs. The developing listening material used ADDIE model. According to Branch (2010), there are 5 stages of ADDIE model. Nevertheless, this research only applied 4 stages. It was because of the pandemic and the limit of time.

As the suggestion, there are three (3) suggestions as the result of this research. (1) The English teacher has to maximize the listening material and supporting media in teaching listening. Thus, both teacher and student can achieve the target teaching and learning. (2) The English teachers at vocational high school should try to design/develop a material for another department. English teachers can design/develop a material based on students' needs and students' field. (3) For other researchers are expected to find a method, strategy, media that can support teaching and learning listening. Besides, they also can find another solution to overcome students' problem in listening. Thus, the applying of listening material and the supporting media will get a better result.

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