

FROM FACE-TO-FACE TO ONLINE CLASS: TEACHING MATERIALS ADJUSTMENT FOR LISTENING COURSE

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Abstract: The classroom interaction shifting from face-to-face to online due to this pandemic of COVID-19, indeed, has an influential impact on the language teaching and learning process. Not only to the students and the teacher but also to the teaching and learning matters that support it as well, such as the room setting, and the apparatus used. Most of the physical forms of teaching-learning facilities and aids change into distance learning by utilizing an online application platform such as Google Meet and Zoom. Textbooks and modules are given into soft copies in the form of pdf files. This qualitative research focuses on the development of the existing teaching materials, especially for the listening course taught to the 5th semester students at Diploma Three in English Program as an adjustment towards the changing of face-to-face classes to the online ones. The primary instruments are the researchers themselves. Students' comments (perception) related to the Advanced Listening online class activities and its materials are used as the secondary instrument. The results of this research are the soft copies that have been developed, such as the text materials and links of selected videos from YouTube. Furthermore, the product of this research contributes to the good impact and ease of students' learning process, especially in listening courses with an integrated way through the online classroom during the Covid-19 pandemic.

Keywords: listening, online class, teaching materials

INTRODUCTION

Restructuring the existing curriculum every four years is essential to update the curriculum of the Diploma 3 English Program of the University of Merdeka Malang. The Program had gradually restructured its former curriculum, from KBK (*Kurikulum Berbasis Kompetensi*), which was applied since 2007, into KKNi (*Kerangka Kurikulum Negara Indonesia*) based on *Perpres No. 08 Tahun 2012*. After applying to the KKNi, the Program also restructured its curriculum twice. First, in 2014, it was by restructuring the numbers of the credits of some subjects and second, in 2018, it was by changing and adjusting the names of the subjects, as seen in the following table.

Table 1. The Curriculum of D3 English Program

2007 – 2013	2014	2017	2018
118 SKS	117 SKS	Accreditation	117 SKS
KBK	KKNi	KKNi	KKNi: almost all names of the subjects were changed.

This gives the lecturers of the D3 English Program good chances to both make changes and adjustments to their teaching methods and materials. Apparently, changes and adjustments are not only regularly done but also for other factors, namely market and stakeholder demand. Another factor, probably a rare factor, is a critical situation such as a pandemic, which has influential impacts, not only directly on the curriculum but on the teaching-learning activities as well.

Covid-19 Pandemic has certainly brought fatal impacts to many sectors of our life. It is not merely a health problem, but it is more than that and has become a crucial global issue. Audrey

Azoulay (July, 2020), a UNESCO general director, states that Covid-19 impacts all sectors under UNESCO authority. They are education, culture, science, and IT, and Azoulay emphasizes education having the global common impact. She hopes it gets much more attention, as health and foods, from international society. UNICEF, another UN organization, is also concerned with education. Its executive director, Henrietta Fore (August, 2020), reports that Covid-19 has made physical school activities stop for months and changed them into distance learning activities which cause one-third (equals 463 million) of children around the world cannot learn properly. Furthermore, Fore says that this condition is considered an emergency in the education sector.

Indonesia, no exception, must face the impacts of Covid-19 and make new policies to overcome them. One of them is the social distancing policy which requires its citizens to do all daily activities at home, such as work from home (WFH) and study at home. That government's policy, especially study at home or commonly called distance learning, apparently was the best way to solve the problems in education sector. The implementation of online learning seems it is not a big deal for some universities which have *Sistem Informasi Manajemen* (SIM) or Management Information System to support online teaching learning activities, but may cause problems for some others which do not have it.

However, that was not the problem of this study. The main problem was the teaching materials used in the online class since one of the researchers is the lecturer of the related subject, that is listening course. That is why, in this study, the researchers focus on teaching learning at the higher education level or university level and a way of keeping the teaching-learning activities continuously run well by adjusting the existing teaching materials used in online learning. Therefore, the development of appropriate online teaching strategies is required to facilitate the teaching and learning objectives (Wediyantoro et.al, 2020).

METHODS

The impact of the Covid-19 Pandemic on education has required one of the researchers to adjust the existing module for the Advance Listening course, for she is also the lecturer of the related course. Apart from the new policies such as working from home (for lecturer) and studying at home (for students), adjustment to teaching-learning activities was conducted based on the needs of both lecturer and students to have the class during the pandemic continuously. In this matter, technology, especially information technology, has a big role in supporting the teaching-learning process, that is the concept of Technology-Mediated Language Learning (TMLL) and technology as providing teaching resources and enhanced learning experience regarding the uses of technology for language learning (Brown, 2007; Larsen-Freeman and Anderson, 2011). Brown proposed fourteen activities, such as E-mail and video conferencing, while Larsen-Freeman and Anderson proposed four terms, among others are the use of YouTube and Wikipedia.

The researchers are the primary instruments: Graves (1996:2) calls the primary instrument as a human investigator; Ary et.al (2002:424) state that in qualitative studies, the human investigator is the primary instrument and he or she gathers and analyzes of data; Bogdan and Biklen (2007:4) states that qualitative research has actual settings as the direct source of data and the researcher is the key instrument; and Latief (2010:75) states that human instrument may be equipped with various instruments that is called secondary instruments. As the primary instruments of this qualitative research, the researchers applied procedures of materials development proposed by Graves (1996). It is a framework of components of course development processes to develop the teaching materials. There are 7 steps to follow. However, the authors did not use them all since they did teaching materials adjustment. They mainly used Step 4 up to Step 6, and they were: Selecting and Developing Materials and Activities (Step 4), Organizing Content and Activities (Step 5), and Evaluation (Step 6). Besides as primary

instruments, the researchers used secondary instrument, namely questionnaire, which was given at the end of the semester. It was used to know the students' opinions regarding the teaching learning activities and materials used. The results can be seen in Table 5.

Table 2. Procedures of Materials Development

Framework of Components of Course Development Processes by Graves (1996)		
No.	Components	Contents
Step 4	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
Step 5	Organizing Content and Activities How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
Step 6	Evaluation How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment

FINDINGS AND DISCUSSION

Apart from the economic sector, Indonesia's education sector experienced quite a fatal impact because distance learning or remote learning has created different problems to be solved, and readiness is apparently the main factor in those problems. It is the readiness of all parties (schools, teachers, students, even parents) in all levels of education. Ready or not, online learning or it is call as *pembelajaran daring* is implemented to mitigate the impacts of the Covid-19 Pandemic on the education sector in Indonesia. Ambassador Tata (July 2020) states that the Indonesian Government has taken actual actions in relation to this Pandemic, such as strengthening the distance learning implementation and even initiating some programs (*Portal Rumah Belajar* for elementary up to high school levels and SPADA for university level) to make sure that education continuously is done.

Teachers and lecturers are the closest witnesses to the challenges the pandemic have created for their students. Their insights and judgment are crucial in resolving these issues as the pandemic continues and its aftermath. The additional challenges that the Covid-19 pandemic has raised for teachers and the importance of the teaching and learning materials. Traditional classroom learning has been shifted through synchronous or asynchronous learning, which is enabled primarily with online teaching and learning. During this pandemic, distance learning through online classes was the best option for educators and students. Online learning is carried out using online media, and face-to-face meetings are replaced with internet-based virtual interactive meetings (Putra et al., 2020).

Listening Courses

Listening courses are given early at the beginning of the semester up to the fifth semester (See Table 2), with each course description and learning outcome. The course description of the Advanced Listening course is intended to help the students to acquire listening skills in the Upper Intermediate – Advanced Levels and is taught integrated with speaking skills at the same mastery level. The speaking skill is in the form of individual or group presentations on which the topics are related to the American culture and holidays. The given exercises are in the form of listening comprehension based on the presented topics.

Table 3. Listening Course

No.	Course Code	Name of Subject	Semester	Credit (SKS)
1.	630207	Intensive Course (Listening)	First	3
2.	630303	Basic Listening	Second	2
3.	630304	Pre-intermediate Listening	Third	2
4.	630305	Intermediate Listening	Fourth	2
5.	630337	Advance Listening	Fifth	2

Teaching Materials Adjustment

Developing receptive skills materials such as listening skills is a demanding task requiring much effort, time, and immersion. It is essential for the teacher to plan and prepare the lessons carefully and choose interesting materials to keep motivating the students to keep on track in the listening class. The improvement of the modules in online learning to facilitate autonomy is needed. Thanks to technology, students may gain access to authentic materials in the target language and take more responsibility for their learning in a practical context (Gilakjani, 2017; Ahmadi, 2018). As a result, the challenge becomes finding authentic, easily accessible multimedia resources that can be integrated into a more extensive program. This occurs under formal methods and materials for promoting incidental learning, while good listening skills are built to aid oral communication at work (Sejdiu, 2017).

Regarding the Covid-19 Pandemic and online classes, an adjustment had to be made. The present paper reports on developing the materials for the Advanced Listening class taught on the 5th-semester students of the D3 English Program. Apart from the teaching materials adjustment, the study aimed to see how much instruction based on Internet tools influences the development of listening skills as compared to conventional instruction.

As mentioned in the previous discussion, the authors did not use all of Graves' proposed steps but only applied Step 4 up to Step 6, and they were. **Step 4, Selecting and Developing Materials and Activities**, was used to adjust the teaching materials by deleting a few parts and then selecting and replacing them with ones more accessible for students via the internet (see Table 3). Here is an example: in the After You Listen activity, comprehension exercises were replaced by writing summaries (based on the video). **Step 5, Organizing Content and Activities**, one of the authors carefully selected the materials (videos and links for introduction reads) because she had to consider the lesson and the course levels as well. **Step 6, Evaluation**, students' assessment was taken from spoken (retelling and presentation) and written (writing summary and presentation material).

Table 4. The Map of Advanced Listening Module

Before Online Class	During Online Class
Before You Listen - Introduction - Vocabulary: Task 1	Before You Listen - Introduction
Now Listen Carefully - Preview - Dialogue: Task 2	Now Listen Carefully - Link of video in YouTube
After You Listen - Comprehension: Task 3 & Task 4	After You Listen - Writing a summary of (100-150 words)
Cultural Note	Cultural Note
Do you Know?	Do you Know?
Discussion and Presentation: Task 5	Discussion and Presentation - Done online via Google Meet

In the previous module (before Online classes), students were provided with materials which integrated listening and speaking skills. In contrast, for online classes, they are provided with materials which integrate three skills that are listening (from video taken from YouTube), speaking (retelling) and writing (making summary). Thus, it is apparent that technology, in this case, the internet and videos, is relevant to support the language learning process (Farani & Yustisia, 2021). The following is the example of the developed version of the Advanced Listening material. See Table 4 for the map of the Advance Listening Module.


UNIT ONE
INDEPENDENCE DAY
(4th of July Celebration)

BEFORE YOU LISTEN

FOURTH OF JULY IS INDEPENDENCE DAY

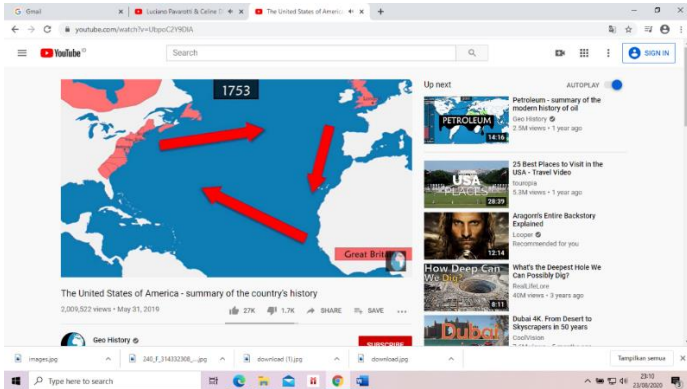
Independence Day honors the birthday of the United States of America and the adoption of the Declaration of Independence on July 4, 1776. It's a day of picnics and patriotic parades, a night of concerts and fireworks, and a reason to fly the American flag.

For further reading, go to: <http://www.usa.gov/Topics/Independence-Day.shtml>



🔊 NOW LISTEN CAREFULLY!

Click the following link > <https://www.youtube.com/watch?v=Ubpoc2Y9DIA> < Then listen to it carefully. You may repeat it several times.



🔊 AFTER YOU LISTEN

After you watch and listen to the above video, use the given template to write your summary (100-150 words) of what you have listened.

Cultural Note:

- **Fourth of July** (Independence Day):

Since it is celebrated during the summer time with its fine weather, many people celebrate it by having outdoors activities like picnic, sports, parade and fireworks display.

- **Brooklyn Bridge**; a famous bridge that connecting Brooklyn and Manhattan. It crosses East River, New York.



Table 5 shows the results of some students' comments on the online teaching learning activities and materials used in the online class. Based on their comments, the researchers concluded that the students found the online class and materials used were fun, enjoyable, useful, and knowledgeable.

Table 5. The Results of Students' Comments

Teaching Learning Activities	Materials Used
<i>To be honest advanced listening is one of my favorite courses because there is no pressure about the assignment even the presentation.</i>	<i>The materials was so easy to learn and did, not really made students confused and underpressure.</i>
<i>I really enjoyed the course during this semester, even though it was an online class. I really appreciate your method of teaching that Maam gives and it doesn't bore me.</i>	<i>My opinion on this class Advanced Listening is a class that goes well and is fun. Because the presentations given by friends had different and unique themes. I got so much knowledge about food, culture, even recycling.</i>
<i>I feel happy with the way to teach Mam Yasmin, where it is not only a task that we can meet face to face via GG Meet</i>	<i>In this semester, Listening is my favorite subject. The material presented was very interesting and quite light, coupled with very pleasant lecturers and a relaxed class atmosphere.</i>
<i>... I think, this listening class in this fifth semester is so much of fun, Ma'am. I can enjoy your learning method based on both presentation and video-based learning. So I am able to get a lot of new knowledge about how to be confidence when presenting a material via google meet.</i>	<i>You made everything looks so easy, ma'am. It was always a great and comfortable class with you. Your learning methods, the way you deliver the material, and your material itself are all an incredible package that I am always excited about!</i>
<i>In my opinion, the advanced listening learning system is quite effective and good because students are</i>	<i>Overall it consisted of topics that I did not really know which means I learn a lot of things</i>

<p>required to make presentations and make a summary of a video from YouTube. This indirectly causes students to increase their listening skills.</p>	<p>from these class materials. I found myself know more about culture in America and anything related to it</p>
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CONCLUSIONS AND SUGGESTIONS

Based on the results of this study, the teaching materials adjustment must be made due to crucial conditions such as the Covid-19 Pandemic. This is important, considering that the teaching-learning process must be proceeded. That is why the existing teaching materials must be adjusted with the needs of online teaching-learning process. In this study, the teaching materials adjustment itself was done to only some parts of the previous module before online classes. In the process of adjustment, the procedures of materials development were not used all, only three steps (Step 4, Step 5 and Step 6) for the researchers did not make a completely new module. Second is **limitation**. The researchers mostly discussed material adjustment and had no time to investigate how big is the influence of internet technology-based instruction on the development of listening skill as compared to conventional instruction. The last is **suggestion**. The researchers hoped that this study can be used as a reference for other researchers who conduct studies on materials development. Besides, in the near future there are more researchers conducting studies based on the limitation of this study.

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