DEVELOPING TEACHING MATERIALS FOR LISTENING FOR GENERAL PURPOSES SUBJECT

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ABSTRACT

Listening for General Purposes is one of the compulsory subjects in the English study program at one of the public universities in Indonesia. In the teaching and learning process, the lecturers often find difficulties in finding appropriate materials that fit the curriculum and students' interests. This research aimed to develop teaching materials for the Listening for general Purposes subject. The developed teaching materials were in the form of a textbook with attractive videos. The topics were selected based on the characteristics of the students and the result of the needs analysis questionnaire. This research employed a Research and Development design based on the theory developed by Borg and Gall (1983). The result of the research is a listening textbook with attractive videos. With such a textbook, it is hoped that the lecturers teaching Listening for General Purposes will no longer find it difficult to teach this subject. Besides, videos are hoped to encourage students to be more active in the teaching and learning process. The developed product is expected to also be used by other lecturers teaching listening in other universities when the result of the implementation of the product yields positive results in further research.

Key Words: attractive videos; listening; teaching materials

ABSTRAK

Listening for General Purposes adalah salah satu mata kuliah wajib yang dicantumkan dalam kurikulum program studi Bahasa Inggris di salah satu universitas negeri di Indonesia. Dalam proses pembelajaran, dosen sering menemukan kesulitan dalam mendapatkan bahan ajar yang menarik dan sesuai dengan kurikulum. Penelitian ini bertujuan untuk mengembangkan bahan ajar untuk mata kuliah Listening for General Purposes. Bahan ajar yang dikembangkan berupa buku teks yang dilengkapi dengan video-video menarik. Pilihan topik pembelajaran disesuaikan dengan karakteristik mahasiswa dan berdasarkan hasil angket analisis kebutuhan yang diberikan ke partisipan mahasiswa. Penelitian ini menggunakan rancangan penelitian Riset dan Pengembangan berdasarkan teori Borg dan Gall (1983). Hasil dari penelitian ini adalah buku listening yang dilengkapi dengan video. Dengan adanya buku teks tersebut diharapkan dosen yang mengajar Listening for General Purposes tidak lagi menemui kesulitan dalam menentukan bahan ajar yang akan digunakan. Di samping itu, video-video yang digunakan diharapkan bisa mendorong mahasiswa untuk lebih aktif dalam proses pembelajaran listening tersebut.

Kata Kunci: video menarik; menyimak; bahan ajar

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INTRODUCTION

Listening is essential because someone cannot communicate well if she or he cannot listen well. He or she will not be able to respond effectively if the message is not comprehended. As Vandergriff says, "Listening comprehension lies at the heart of language learning. "(2007, p.1). Moreover, Nunan in Nation and Newton (2009) argued that students learning a foreign language spend their time mostly on activities relating to listening. However, little research was devoted to listening (Burley_Allen, 1995; Maaftoon et al., 2016; Vandergrift & Goh, 2012). Listening is considered a natural activity applied by a human. Therefore, little effort is conducted to investigate how listening skills can be improved, especially when listening to a foreign language.

Although listening is considered a natural precursor to speaking, it is one of the English skills that is not easy to teach and learn (Bingol et al., 2014; Gilakjani & Sabouri, 2016, 2017; Hustarna et al., 2022; Hwaider, 2017; Rahimirad & Moini, 2015; Utomo et al., 2019). Haider (2017), investigating teachers' problems in teaching listening in Yaman, reported that problems in teaching listening were linguistic and non-linguistic aspects, students' attitudes, and teaching facilities. Meanwhile, Hustarna et al.

(2022), exploring teachers' cognition in teaching listening using a case study method, noted that some challenges the lecturers encountered when teaching listening included a lack of teachers' competencies regarding listening instruction, students' characteristics and facilities. In other words, both studies found that students' characteristics and facilities became major factors contributing to the challenges in teaching listening. The same case happened in our department. Based on the researchers' preliminary study, it was found that many students had difficulties in learning English listening. It could be seen from their activities in the classroom. Most of them were passive, and their final scores were still dissatisfying. This might also be supported by the lecturers' materials, which were still audio-only. The listening lecturers usually just use an audio-based textbook they have used for years. They found difficulties in finding listening teaching materials that fit the curriculum and students' interests. Therefore, they usually used what they had found the first time they taught listening. Using an audio-based textbook means no visualization when students do listening activities. With no visuals, students find it more difficult to understand the materials, even worse when they lack vocabulary relating to what they are listening to.

Considering that case, the researchers think that it is important to encourage students to be active in the classroom. One of the ways is by providing interesting materials for them. A lot of studies (Alimin, 2019; Aziz, 2014; Dewi & Ashadi, 2018; Farida, 2021; Iqbal et al., 2022; Irawan, 2021; Larasati & Widyantoro, 2018; Mahardika, 2018; Syafi'i, 2016; Syaprizal et al., 2021) have conducted R&D research to develop materials for the listening subject. However, those studies focused on developing listening materials for senior and junior high school students. Based on our literature search, we found two studies about developing listening materials for university students (Qodir et al., 2016; Safriyanti, 2021). Nevertheless, these two studies focused on developing listening materials using recorded materials (MP3). Therefore, this research aimed to develop teaching materials with attractive videos for college students to listen to for general purposes. The presence of audio and visuals is hoped to help students understand English listening easier as visualizations help students know the context. The developed teaching materials were also completed with steps of teaching listening, according to Vandergrift and Goh (2012), to help teachers teach listening well. In addition, teaching materials developed based on students' needs and interests are hoped to encourage students to be more motivated in learning the listening subject (Hustarna & Melati, 2019). Finally, the research problems are formulated in the following questions:

1. What materials do students need to learn Listening for General Purposes subject?
2. What is the result of the preliminary field testing?
3. What is the result of the main field testing?
4. What are the experts' perceptions toward the developed product?
5. What are the strengths and weaknesses of the developed product?

METHOD

This research employed a Research and Development design based on the theory developed by Borg and Gall (1983). Ten steps should be done, which are grouped into three stages as follows: (1) research and information collecting, (2) product development consisting of 6 activities (planning, developing a preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision, (3) product validation, which includes activities such as operational field testing, final product revision, and

dissemination and implementation. The steps can be seen in the following scheme.
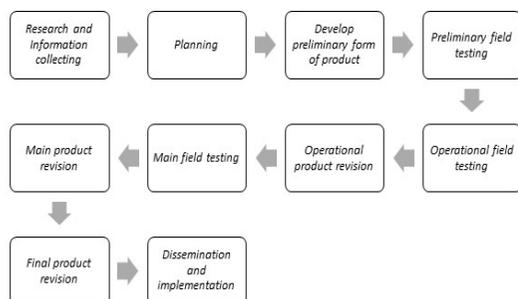
Due to time limitations, the steps of conducting this research were modified. The researchers did not conduct the last stage (dissemination and implementation). The result of this research is limited to the existence of the product. The last stage is planned to be conducted the following year. Therefore, the effect of using the developed product on students' listening skills is still unknown.

In the research and information collecting stage, the researchers conducted reflection, documentation study, and need analysis questionnaire distribution. The researchers asked the lecturers to reflect on the teaching and learning process in the Listening for General Purposes subject to identify the strengths and the weaknesses of the teaching method, materials, and media used. Besides, the researchers studied the curriculum of the English study program for English Listening for General Purposes subject to see the

topics that should be included in the textbook and competencies that the students should achieve. In addition, a need analysis questionnaire was distributed to students taking the Listening for General Purposes subject. The questionnaire contained 19 statements (close-ended) consisting of 3 aspects (face, content of the textbook that includes materials, media, instruction, and advantage). In addition, the researchers also used open-ended questions to evaluate the teaching and learning process and asked suggestions for improvement of the quality of the teaching and learning process.

The product was developed based on the result of activities in the research and information-collecting stage. The researchers started to find videos that fit the content of the curriculum for the subject of Listening for General Purposes. After compiling the videos, the researchers determined the materials included in the textbook and CD. After developing the first draft, the researchers conducted preliminary field testing by showing the product and testing it on three students taking the Listening for General Purposes subject. Then, the researchers asked the participants to comment on the product by filling in a questionnaire. The result of preliminary field testing was used to develop the second draft of the product. After the draft was developed, the

researchers conducted main field testing. This was done in a classroom, where the first researcher became the teacher, teaching a part of the product to students, and the second researcher became the observer who observed the activities of the students during the teaching and learning process. After the class finished, the researchers asked the students to comment on the developed product by filling out a questionnaire.

After the main field testing was conducted, the final version of the product was developed and then validated by two experts. There were two kinds of Validation used in this research, i.e., content validation and media validation. The content of the product was validated by an English lecturer who mastered two fields (Linguistics and Education), and the media (videos) were validated by an English lecturer who mastered IT and taught ICT subjects in an English study program. The validation testing results were used to finalize the product. Finally, for the data analysis, the researchers grouped the data into three parts. The first is data from the need analysis collected by distributing a questionnaire to students. The second is data from the preliminary and main field tests. The last is data from the expert validation. All data were analyzed quantitatively and qualitatively. The quantitative data were

analyzed using the Excel program. The researchers administered all answers and calculated the percentage of each item, while the qualitative data were analyzed using a thematic analysis proposed by Braun and Clarke (2006).

RESULTS AND DISCUSSION

The section is divided into five parts. They are (1) the result of the preliminary study (need analysis questionnaire), (2) the result of the preliminary field testing, (3) the result of the main field testing, (4) the result of the validation testing, and (5) the discussion of the strengths and the weaknesses of the developed product.

The Results of the Preliminary Study

The result of the preliminary study (need analysis questionnaire) showed that all participants thought that the subject of Listening for General Purposes was important for them. In the teaching and learning process, the participants preferred discussion as the teaching technique that should be applied by the -lecturers. In addition, most of them liked to have videos as learning media. Furthermore, they liked to have more dialogues than monologues in the videos. In choosing the topics, most participants chose topics relating to daily activities, describing

people, and food and drink. In addition, the components of language that should be included were pronunciation and vocabulary by integrating listening, speaking, and writing skills. Most participants chose to have quizzes, assignments, and final tests as the final evaluation components. Next, for the exercises, they preferred to do them individually (61.19%), in pairs (49.3%), and in groups (40.3%).

The last part of the questionnaire was suggestions from the participants for improving the quality of the teaching and learning process. Most of the participants suggested their lecturers use various techniques and videos as the media in teaching Listening for General Purposes subjects. They also liked their lecturers to give more exercises and provide interesting topics using simple language. In addition, it was hoped that the lecturers would be able to teach in more comfortable ways and use songs as an intermezzo.

Based on the result of the need analysis questionnaire and the documentation, the researchers developed the teaching materials for the Listening for General Purposes subject in the form of a video-based textbook. The aspects of the textbook included content, material instruction, and language. The aspects considered in choosing the videos were content,

duration, and the quality of the audiovisual. The content of the textbook and the videos were fitted to the student's needs and interests, as well as the English study program curriculum for Listening for General Purposes. The topics of the textbook related to daily activities such as greetings, education, food, and drink. The materials were from videos taken from the internet that were edited to make them fit the student's needs, the level of their listening ability, and the curriculum. In addition, the researchers included three steps of instruction in the developed textbook. They were warm-up, main activity, and follow-up activities. Meanwhile, for the level of language ability, the researchers chose intermediate. This is in accordance with the content of the English study program curriculum for the subject of Listening for General Purposes.

The Results of the Preliminary Field Testing

After developing the product, the researchers conducted preliminary field testing. It was conducted by involving three students taking the Listening for General Purposes subject. The result of the test was positive. All participants said that the video-based textbook was readable, the quality of the audio and visuals was good, the videos showed

suitable teaching materials, and the visuals were interesting. Therefore, it can be concluded that the quality of the face of the developed product is good.

Most participants had the same answers for the contents and the instructions of the developed product. Most of them strongly agreed with most of the statements in the questionnaire. All participants (100%) strongly agreed with the statements "The content of the textbook relates to daily activities," "The textbook contains exercises that focus on listening skills," and "The material instructions in this textbook encourage me to concentrate when listening, "The existence of the audiovisual makes me more interested in learning," "The use of videos helps me to understand what I am listening better, "The videos do not violate the norms and culture of Indonesia," "The duration of the videos is adequate, not too short nor too long," "The instructions of materials in each unit are presented chronologically," "No ambiguous sentences/expressions used in this textbook," "I can understand sentences in this textbook well," "The questions in the exercises in this textbook fit the videos used." For statements "If I have a problem(s) when learning the Listening for General Purposes subject using this textbook, I will ask the lecturer," and "The audio of the videos is clear," 2 participants agreed, and 1 participant strongly agreed.

For the beneficial aspect, the researchers provided four statements. All participants strongly agreed with the four statements ("I learn better using this textbook," "I'm interested in using this textbook with the videos," "If the lecturer uses this textbook, I will be more interested in learning a listening subject," "I am interested in learning using this textbook and the videos," "I will study more diligently if the lecturer uses this textbook"). Finally, for the suggestion in the last part of the questionnaire, only one participant answered it by stating that it was better for the lecturer to use speakers when teaching using this textbook in the classroom. We followed this suggestion by using good speakers when we conducted the main field testing.

The conclusion of the preliminary field-testing result is positive. All participants were interested in using this developed product. All participants said that the developed product was good to be used in Listening for General Purposes classes.

The Results of the Main Field Testing

Having positive results from the preliminary field testing, the researchers continued conducting the main field

testing. It was conducted in a class where the researchers acted as the lecturer, teaching a part of the textbook using videos to English students taking Listening for General Purposes subject and the observer. The results of this testing were data from a questionnaire about students' perception of the face, contents and the instructions, and advantages of the developed product and data from observation during the teaching and learning process.

The questionnaire consisted of 19 close-ended statements and two open-ended questions. The 19 statements were about the face, contents, instructions, and advantages of the developed product. The open-ended questions were about suggestions for improvement of the developed product and the evaluation of whether or not the product is good to be used for the Listening for General Purposes subject.

For the face aspect, there were five statements. For those statements, 70.6 % of participants strongly agreed, 29.4% agreed that the textbook was readable, 58.8 % strongly agreed, 41.2% agreed that the visuals were clear, 52.9% strongly agreed, and 41.2% agreed that the visuals were interesting. Only 5.9 % of the participants disagreed with that statement. Next, 88.2% strongly agreed, and 11.8% agreed that the videos fit the content in the textbook. Furthermore,

64.7% strongly agreed, and 35.3% agreed that the audio was clear.

Next, there were 14 statements in the questionnaire for the contents and instructions of the developed product. Of 17 participants, 76.5% strongly agreed, and 23.5 % agreed with the statement "The content of the textbook relates to daily activities," 76.7% strongly agreed, 17.6% agreed, and 5.9 % disagreed with the statement "The textbook contains exercises that focus on listening skills." Besides, 41.5% strongly agreed, and 58.8% of participants agreed with the statement "If I have a problem(s) when learning Listening for General Purposes subject using this textbook, I will ask the lecturer", and 88.2% strongly agreed, and 11.8 % agreed with the statement "The material instructions in this textbook encourage me to concentrate when listening". Then, 76.5% strongly agreed, 23.5% agreed that "The existence of the audiovisual makes me more interested in learning", 67.7% strongly agreed, and 32.3% agreed with the statement "The use of videos helps me to understand what I am listening better. In addition, of the 17 participants, 82.4% strongly agreed, 17.6% agreed that the videos do not violate the norms and culture of Indonesia, 47% strongly agreed, and 53 % agreed that the duration of the videos was enough, not too short or too long. The statement "The instructions of

materials in each unit are presented chronologically" yields 82.4% strong agreement and 17.6% agreement. Furthermore, 64.7% strongly agreed, 29.4% agreed, and 5.9 % disagreed with the statement "No ambiguous sentences/expressions used in this textbook," 58.8% strongly agreed, and 41 2% agreed with the statement "I can understand sentences in this textbook well," 76.6% strongly agreed, and 23.5% agreed that "The questions in the exercises in this textbook fit the videos used." Last, 58.8 % of participants strongly agreed, 53.3% agreed, and 5.9 % disagreed with the statement "I can follow the lesson step by step well."

For the beneficial aspect, there were four statements in the questionnaire. The results were 63.7% strongly agreed, 35.3% agreed with the statement" I learn better using this textbook," 82.4% strongly agreed, and 17.6% agreed with the statement "I'm interested in using this textbook with the videos," 82.4% strongly agreed, and 17.6% agreed with the statement "If the lecturer uses this textbook, I will be more interested in learning a listening subject," and 52.9% strongly agreed, and 47.1% agreed with the statement "I will study more diligently if the lecturer uses this textbook."

For open-ended questions, it was found that all participants were interested in studying the Listening for General Purposes subject using the developed product (Textbook with videos). 76.5% of participants stated that this product was very good, and 235% of participants stated that this product was good to be used in teaching and learning the Listening for General Purposes subject.

The result of the observation supported the result of the questionnaire. From the observation, it was seen that all participants (17 students) focused on the video when it was played and listened actively during the teaching and learning process. Additionally, most of them were very enthusiastic in answering questions given by the lecturer, giving comments, and were able to conclude the material well.

The Results of the Validation Testing

Having conducted the main field testing and obtained positive results, the researchers validated the developed product with two experts (for the content and media). The assessment for the contents included contents, material instructions, and language. Meanwhile, the assessment of the media (videos) involved content, duration, and quality of the audiovisual. The score scale used was from 1 to 4 (1= poor, 2= good enough, 3 = good, 4= very good). The

result of the validations was used to fix the developed product.

For the content aspect, four things were assessed. They were (1) the appropriateness of the contents with the competencies that should be achieved by students in the Listening for General Purposes subject as stated in the curriculum, (2) the appropriateness of the materials with the level of the students, (3) the appropriateness of the materials with the present era (4) the appropriateness of activities and exercises with the need of developing listening skill. The result of the Validation for this aspect can be seen in Table 1.

Table 1. The Results of Validation for the Content Aspect of the Product

Indicator	Statements	Choices			
		4	3	2	1
Contents	1. The contents fit the competencies that should be achieved by students in the Listening for General Purposes subject as stated in the curriculum.	V			
	2. The choice of the materials fits the level of the students.	V			
	3. The materials fit the present era.	V			
	4. The exercises and activities fit the need to develop listening skills.	V			

From Table 1, it can be seen that the expert who validated the content gave a score of 4 for all statements. The average score for this part was 4. Hence, it can be concluded that the contents of the video-based textbook for the Listening for General Purposes subject are very good.

For the material instructions, there were 12 things assessed. They were (1) the materials have been organized well, (2) the materials have been displayed chronologically, (3) the balance of the presentation of each unit is good, (4) the presentation of the first part (warm-up) of each unit has fitted the topics, (5) the presentation of the second part (main activity) of each unit has fitted the topics, (6) the presentation of the last part (follow up) of each unit fits the topic, (7) the instructions of how to use the materials fit the contents of the videos, (8) the videos fit the contents of the textbook, (9) the contents of the videos fit the norms and culture of Indonesia, (10) the duration of the videos is adequate, not too long or too short, (11) the audio is clear, (12) the visuals in the videos are clear. The results of the Validation for this aspect can be seen in Table 2.

Table 2. The Results of Validation for the Material Instruction Aspect of the Product

Indicator	Statements	Choices			
		4	**3**	**2**	**1**
Material instructions	1. The materials have been organized well	V			
	2. The materials have been displayed chronologically.		V		
	3. The balance of the presentation of each unit is good	V			
	4. The presentation of the first part (warm-up) of each unit fits the topic	V			
	5. The presentation of the second part (main activity) of each unit is fitted to the topic.	V			
	6. The presentation of the last part (follow-up) of each unit is fitted to the topic.	V			
	7. The instructions on how to use the materials fit the contents of the videos.	V			
	8. The videos fit the content of the textbook	V			
	9. The contents of the videos fit the norms and culture of Indonesia	V			
	10. The duration of the videos is adequate, not too long or too short	V			
	11. The audio is clear.	V			
	12. The visuals in the videos are clear	V			

From the table 2, it can be seen that the expert gave a score of 4 for 11 statements and 3 for 1 statement relating to the quality of the product's material instructions. The average score for this part is 3.9. Hence, it can be concluded that the material instructions of the developed product are very good.

Furthermore, there are two things assessed for the language aspect of the developed product. They are (1) the sentences used in this textbook are grammatically correct, and (2) the dictions fit the level of the students as stated in the curriculum. The results of the Validation for this aspect can be seen in Table 3.

Table 3. The Results of the Validation for the Language Aspect of the Product.

Indicator	Statements	Choices			
		4	3	2	1
Language aspect	1. the sentences used in this textbook are grammatically correct	V			
	2. The dictions are fit to the level of the students as stated in the curriculum (intermediate level)	V			

From the table 3, it can be seen that the expert gave 4 for all statements. The average score for this part is 4. Hence, it can be concluded that the contents of the developed product are very good.

Even though, as a whole, the expert gave a very good score for the quality of the developed product, she still gave some suggestions for improving it. The suggestions covered adding a *Listening Focus/ sub-skill* in *the book's map,* and the skills that become the focus of each topic should have more activities. The researchers then improved the quality of the developed product by considering the suggestions given by the expert. After that, the researchers asked her again to validate the product. Finally, the expert stated that the developed product could be used to teach the Listening for General Purposes subject.

Besides the content validation, the developed product is also validated by an IT expert who teaches ITC subjects in the English study program. The components of the developed product validation are the quality of audiovisual and the accessibility of the media.

For the quality of the media, there are eight things assessed. They are (1) the quality of the visual, (2) the quality of audio, (3) the clarity of the speaker's voice, (4) the quality of back sound, (5) the media is fit for students (6) The content of each video matches to the exercises/activities given to students (7) The color, texture, and symbols in the pictures are good (8) The materials can be used partially or as a whole. The results of the Validation for this aspect can be seen in Table 4 .

Table 4. The results of the Validation for the quality of the product.

Indicator	Statements	Choice				Suggestion
		4	3	2	1	
The quality of the media	1. The quality of the visuals			V		
	2. The quality of audio			V		
	3. The clarity of the speaker's voice	V				
	4. The quality of the back sound		V			
	5. The media is fit for students.		V			
	6. The content of each video matches the exercises/activities given to students.			V		
	7. The color, texture, and symbols in the pictures are good.	V				
	8. The materials can be used partially or as a whole.		V			

From the table 4, it can be seen that the expert gave a score of 4 for two statements (the clarity of the speaker's voice, the color and texture, and symbols in the pictures are good), a score of 3 for three statements (the quality of the back sound, the media fit students, and the materials can be used partially), and score 2 for three statements (the quality of visual, the quality of audio, and the media fit o students). The average score for this part is 2.88. Hence, it can be concluded that the media (videos) used for the textbook for Listening for General Purposes is good enough.

For the accessibility of the media, three things were assessed. They are (1) The component of the video is strengthened by the existence of the audio, (2) The media can be accessed with technology, and (3) The media is safe for students and lecturers. The results of the Validation for this aspect can be seen in Table 5.

Table 5. The results of the Validation for the Accessibility of the Product.

Indicator	Statements	Choice				Suggestion
		4	3	2	1	
Accessibility of the media	1. The component of the video is strengthened by the existence of the audio	V				
	2. The media can be accessed with technology	V				
	3. The media is safe for students and lecturers	V				

From the table 5, it can be seen that the expert gave a score of 4 for all statements. The average score for this part was 4. Hence, it can be concluded that the accessibility of the media of the video-based textbook is very good.

As a whole, the score for the media (videos) is 3.18. It means that the media used for the textbook is categorized as good. Therefore, they can be used as media to teach the Listening for General Purposes subject.

Even though the media used were good, the expert suggested better improvements for the developed product so that the media can be categorized as very good for teaching the Listening for General Purposes subject. The expert suggested the researchers create the videos by themselves to ensure uniformity in the quality of all videos. Besides, it was suggested that the researchers create more varied tasks for the students.

From the preliminary field testing, main field testing, and validation testing by two experts (for content and media of the developed product), the researchers conclude that the video-based textbook developed by the researchers for the Listening for General Purposes subject is categorized as good. However, there are several things that need to be improved to make the developed product be categorized as very good to be used for teaching the Listening for General Purposes subject.

The Strengths and Weaknesses of the Developed Product

The researchers have conducted this research by using a research design by Borg and Gall (1983). From the results of this study, the researchers have produced teaching materials for the Listening for General Purposes subject. The strengths and weaknesses of the developed product are discussed below.

The teaching materials for the General Purposes Listening subject developed are in the form of a video-

based textbook. With audiovisual support, these materials are expected to be able to help lecturers improve students' learning motivation. As emphasized by Alhamdawee (2022), "motivation plays a controlling role in the process of attempting to learn a certain division of study" (p. 901), including in learning a language.

By watching videos, the students are assumed to be more interested in learning, and it will be easier to understand what is being listened to because of the existence of the visual. In addition to the visuals, the contents of the videos relate to everyday life and use simple English. Hence, it will also be easier for students to understand what they hear. These videos load conversations and monologues from a variety of speakers who have various accents, so students can also learn to listen from a variety of dialects. The effectiveness of using videos instead of audio only has been revealed by a number of studies. Ampa (2015), who conducted an experimental study on the effect of interactive multimedia on teaching listening, revealed that the interactive learning media that involved videos effectively increased students' listening skills. In addition, studies by Qomariyah et al. (2021) and Chan et al. (2014) investigating the effect of using videos on students' listening comprehension performance showed

that videos had positive effects on increasing students' motivation to learn listening and helped them to increase their listening comprehension performance. Moreover, Alivi and Suharyono (2016) and Lee et al. (2015) reported that videos were helpful in decreasing students' anxiety and increasing students' listening comprehension scores, while Sarani et al. (2014) confirmed that the use of videos increased students' awareness and understanding on the authentic materials.

Furthermore, this video-based textbook contains very detailed instructions for lecturers in teaching the materials in each unit. In other words, the developed product presents a clear framework for teaching listening. The steps of teaching listening refer to what has been suggested by Vandergrift and Goh (2012) and Wilson (2008). They include conducting pre-, while, and post-listening activities. The three steps are crucial, and many listening teachers/lecturers often fail to do all the steps well (Graham et al., 2014; Hustarna et al., 2022). Therefore, the developed product can be used as guidance for lecturers to teach listening according to what has been suggested by the literature (Vandergrift & Goh, 2012; Wilson, 2008). Finally, the product also provides exercises accompanied by answer keys so that a busy lecturer is

also able to teach following the procedure despite a lack of preparation when going to class.

Besides the strengths, this developed product still contains weaknesses. The first is technical. Using these materials requires a means of supporting not only a speaker but also a projector. So, the existing video cannot be used if there is a power outage. To overcome this problem, lecturers can report the problem to the institution and ask policymakers to support the teaching and learning process by providing adequate facilities, including a smooth electricity supply.

The second is the videos. The videos used are compiled from the internet. Therefore, the quality of each video is not the same. In addition, some of the videos on the developed product focus more on speaking abilities, namely in the form of examples of phrases uttered repeatedly. The researchers keep using the videos because the student's English ability is mostly still low. By listening to the repetition of some expressions, it is hoped that the students can understand what they hear from the video better. In addition, the researchers also refer to the results of need analysis questionnaires from students (94.03%) who state that they need speaking and pronunciation skills integrated into the listening skills they learn.

CONCLUSIONS AND SUGGESTION

From the results and discussion, the researchers conclude four things. First, students agreed that Listening for General Purposes is an important subject. They hope that lecturers teaching this subject can teach using various attractive techniques and use videos as the learning media. In addition, they like to listen to topics relating to daily activities. Then, the component of language that should be integrated with listening skills is pronunciation. Second, in developing this product, two aspects are considered in choosing the videos, namely quality and accessibility.

Meanwhile, there are three aspects considered for developing the textbook. They are contents that relate to topics of daily activities, material instructions consisting of three activities (warm up, main activity, and follow up), and language. Next, the results from the preliminary field testing and main field testing are very good. In relation to the results of the first Validation, the researchers conclude that the developed video-based textbook for listening for general purposes is categorized as good and proper to be used as listening materials for university students. However, several things need to be improved in order to make the developed product categorized very

well, such as adding a listening focus/sub-skill in the book's map and providing more activities for each topic. Ultimately, despite its strengths, the developed product still has some weaknesses in terms of the electricity supply and the uniformity of the video quality. Therefore, further researchers might develop a video-based textbook with videos that they create themselves and develop similar video-based textbooks with activities that focus not only on listening skills but also speaking skills to accommodate lecturers who want to teach listening and speaking at once.

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