

**DEVELOPING A WORKBOOK OF BASIC
LISTENING COURSE FOR THE THIRD
SEMESTER STUDENTS OF ENGLISH
DEPARTMENT AT IAIN ANTASARI
BANJARMASIN**

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Abstract

Work book is one of the principal necessities in the process of teaching and learning second language. A comprehensive work-book will work as step-by-step guidance both for the teacher and students; teacher will know what to do to transfer the knowledge effectively within very limited time constraint; and students will be provided clear clue to comprehend required materials and acquire the necessary skills. Without work book, teacher will have to think and work harder in every meeting to measure their students' needs and adapt the materials to their comprehension capacity.

Third semester students of English Teaching Department of IAIN Antasari Banjarmasin can be classified as beginning learners of English. For most students who live in a non-speaking English country such as Indonesia, listening skill is difficult to comprehend.

Listening skills is seen not only as something valuable for its own sake but as something that supports the growth of other aspects of language use, such as speaking and reading. The assumptions of teaching listening as comprehension are: listening serves the goal of extracting meaning from messages, the learners have to

be taught how to use both bottom up and top down processes in arriving at an understanding of messages, and the language of utterances used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages.

Students have problems to catch the actual sounds of the foreign language; understand every word which make them feel worried and stressed; understand fast, natural native-sounding speech; keep up with all the information they get and they cannot predict. To overcome these problems teachers can help students by teach them how to improve their listening through some skills and teach the students by using media.

Dealing with the purpose of this research in developing workbook for English listening class, the suitable design for this research is research and development (R&D).

Keywords: Workbook, Basic Listening Course, IAIN Antasari Banjarmasin

INTRODUCTION

Work book is one of the principal necessities in the process of teaching and learning second language. A comprehensive workbook will work as step-by-step guidance both for the teacher and students; teacher will know what to do to transfer the knowledge effectively within very limited time constraint; and students will be provided clear clue to comprehend required materials and acquire the necessary skills. Without work book, teacher will have to think and work harder in every meeting to measure their students' needs and adapt the materials to their comprehension capacity.

The keeping of a workbook is an administrative requirement. Learning a foreign language requires far richer input than what is being taught at class. Formal instruction at class mostly only provide theories that still need to be applied further and consistently in real life to internalize the knowledge the students have just learned into acquisition and language skill. Therefore, a good work book should

not work at class only, but also at home; it should serve the role of substitute teacher. It should not only give clues on how to understand the materials at class but how to implement it further in daily activities, especially when the students are living in a non-speaking English country.

One of the basic skills that should be possessed by every learner of English is listening. This skill is necessary to prepare the English learner to comprehend messages by other English speakers, especially to communicate in the context of social life. This is what has become the purpose of Listening Comprehension: to make sure that English learners are equipped with a basic skill that will help them understand English deeper as well as to make use of it in reality.

As any other English skill, Listening also has its own special characteristics that distinguish it from any other skills of English. Listening focuses on conveying messages through ears by means of audio media, which usually contains authentic materials. Through listening, the students are trained to make their ears familiar not only with English vocabularies, but also its stress, intonation, and tone at the same time. The students are usually given a clue on the worksheet the lecturer gives them inferring to the topic of what they will hear from the audio so that they can guess the answers requested. The clue can also come from the lecturer who explains from the beginning what will be discussed in the audio they are about to listen to.

Students' capacity to comprehend what they listen to during Listening Comprehension is dependent on their language exposure. The more English words, sentence, and context they are exposed to, the easier for them to convey the messages they get during Listening. For the students who live in non-English speaking country, it is not easy to get access to as much as possible English exposure or input. The only accessible English environment for most of the students might be their classroom. With that very limited hour of English learning, is it possible to improve their English skill significantly? Most probably no.

Therefore, the students need another effective input beside

their classroom learning and activity to improve their English. Learning English as a second language in a non-English speaking country demands more hard-work and creativity compared to the learning English as first language or in an English speaking country. In exchange to the authentic English environment which is considerably hard to access, the students of English need to have independent study at home beside their classroom lesson. They are supposed to make use of their ears and mouth to English wherever it is possible.

However, independent study might as well not work if the students do not have high determination to get themselves deeper into English. English movies might be one of good ideas of learning English from authentic materials. The students might be asked to watch English movies at home regularly after college hour, but there is no one who can guarantee that that activity will improve their English better. There are too many aspects—or distraction—about movie that might turns the students away from focusing on learning English and absorbing as much as input, despite the fact that the audio visual media does have very potential sides to improve their English skills.

Audio visual media provides pseudo-reality, context, and culture to help the students comprehend and get the messages. Single lexical item is not meaningful without context. And Learning English is far more effective if the students realize its function in reality, in real life context.

Third semester students of English Teaching Department of IAIN Antasari Banjarmasin can be classified as beginning learners of English. For most students who live in a non-speaking English country such as Indonesia, listening skill is difficult to comprehend. Rost (2001) added that many English learners complain that they still cannot improve their listening even after paying more attention to it, whereas listening is has been viewed as a primary vehicle for language learning.

For listening, some students only relies on what they study at class because they cannot understand the materials without teacher's guidance. Some materials are also too formal for them that are not really interested to relearn it at home. To address this problem, the

researchers believe an effective workbook that pays attention not only to the needs of the English learners but also to their interests is an important breakthrough, as we know that our latest generation of English learners are digital generations who are more familiar to gadgets, internet, movies, music, social media, and many other kinds of the latest technological products. The researchers, then, consider a more communicative workbook to serve this need, without leaving behind the principle requirements of how a workbook should be. Therefore, the researcher will conduct a reaseach at English Teaching Department of Faculty of Tarbiyah, IAIN Antasari Banjarmasin.

RESEARCH PURPOSE

This study is aimed at developing a workbook of Basic Listening course for the third semester students of English department at IAIN Antasari Banjarmasin. Through this study, it is hoped that an effective workbook can be developed to accomodate the need of beginning learners of English in comprehending Basic Listening Course and mastering basic listening skill.

THEORETICAL REVIEW

In making a workbook, instructional materials as essential tools in the English language classroom should be selected wisely. Materials should be examined for level of difficulty. They must be readable if they are to be truly accessible to students. It is also important to conduct an evaluation of the materials to ensure that there are suitable. Evaluation is widely acknowledged as a powerful means of improving the quality of education.

Listening is very important receptive skill in foreign language classrooms and the first skill to master by students when they want to understand English because it provides input for the learners; by listening the students can produce language such as speaking and writing using vocabulary that they have obtained. It is foundation for all aspects of language and cognitive development that plays a life-long role in the processes of learning and communication essential to productive participation in life. For most people, being

able to claim knowledge of a foreign language means being able to speak and listen in that language.

Listening is good for students' pronunciation because the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. The students get not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on ability to speak but also on the effectiveness of the way of listen (Harmer, 2007:134). There is a real distinction between merely hearing the words and really listening for the message. When listening effectively, listeners understand what the person is thinking and feeling from the other person's own perspective.

Listening is the source of language input for language learners from beginning to advanced level. For beginning stage, listening help the learners to build awareness of the interworking language system at various level and thus establish a base for more fluent productive skill. For intermediate level, listening can be use to stimulate awareness of detail and to promote accuracy. For the advanced level, listening can extend learners vocabulary and use of idiom and build their appreciation for cultural nuance (Peterson, 2001: 88).

Listening skills is seen not only as something valuable for its own sake but as something that supports the growth of other aspects of language use, such as speaking and reading. The assumptions of teaching listening as comprehension are: listening serves the goal of extracting meaning from messages, the learners have to be taught how to use both bottom up and top down processes in arriving at an understanding of messages, and the language of utterances used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages.

In classroom materials a variety of strategies and techniques are used to practice listening for comprehension. These include predicting the meaning of messages, identifying key words and ignoring others while listening, using background knowledge to facilitate

selective listening, and keeping the broad meaning of a text in mind while listening.

The pre-listening phase prepares the students for practice in listening comprehension through activities that involving activating prior knowledge, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises which require selective listening, gist listening, and sequencing. The post-listening phase involves a response to comprehension and requires students to give opinions about a topic.

According to Thompson (2003), the process of listening comprehension is the listeners actively receive and process the aural input, compound the information and then interpret it. O'Malley, et.al. (1989) view listening comprehension as an active and conscious process, in which listeners focus their attention on selecting the important information from the speakers' aural input, try to comprehend the meaning of the input, and finally combine what they hear with the contextual information and previous knowledge to create oral output. Listening comprehension is a process-oriented activity in which listeners need to deal with the input actively step by step (Jinhong, 2011:6).

There are three main characteristics of listening comprehension (Liu, 2007). First, listening comprehension is an active activity. Listeners do not receive information passively but actively. They are not only actively applying their phonetic, grammatical and prosodic knowledge, but also recall the stored background knowledge to assist the understanding of input. Second, listening comprehension is a creative activity. Listeners construct or assign meanings based on the given information or their experience and background knowledge. Thus, it can be implied that different listeners have different understandings of the same conversation. Third, listening comprehension is an interactive activity as both speakers and listeners are involved. That is, during the listening comprehension process, speakers and listeners exchange information, as an interactive process.

According to Vandergrift and Tafaghodtari (2010) there are distinct processes involve in listening comprehension. Listeners use

“top down” processes when they use background knowledge to understand the meaning of a message. Listeners use content words, the situation or context, the text type, the language, and contextual clues to form hypotheses in an exploratory fashion. These background knowledge activities is a set of expectations that help the listeners to interpret what is heard and anticipate what will come next. The example of top down strategies include: listening for the main idea, predicting, drawing inferences, and summarizing.

Listeners also use “bottom-up” processes when they use linguistic knowledge to understand the meaning of a message. Bottom up strategies are text based in which the listeners relies on the language in the message, the combination of sounds, words, phrases, and grammar that creates meaning. Bottom up strategies include: Listening for specific details, recognizing cognates, and recognizing word-order patterns.

Listening comprehension is the result of the interaction between “bottom-up” and “top-down” listening skills. In class, the teacher provides listening lesson with before-, during-, and after-listening to allow learners to use their top down skills and to develop their bottom-up skills (Rost, 2002; Flowerdew and Miller, 2005; Ur, 1996; Saricoban, 1999; Nunan, 1999) as cited in Kurniawan (2012:17).

Brown (2001: 256) studies the micro and macro skills of listening comprehension, as follow:

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.

8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive devices in spoken discourse.
12. Recognize the communicative functions of utterances, according to situations, participants, and goals.
13. Infer situations, participants, and goals using real-world knowledge.
14. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesics', body language, and other nonverbal clues to decipher meanings.
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension.

Teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio and using dictation, etc. The teacher attempts to use the appropriate technique to make the students understand more about their lesson and they can use it for producing other skills in English, such as speaking, reading, and writing.

Teaching is an activity of the teacher to give knowledge and skills to the students, so that they are able to master and use language skills well. It also means teacher's effort to bring the students to a conducive or stable environment and the teacher is also the guide or counselor for students in their adaptation to their environ-

ment.

Teaching listening is one of the most difficult tasks for any teacher. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules like in grammar teaching. This is not to say that there are not ways of improving listening skills; however they are difficult to quantify.

The tendency of many teaching methodologies and techniques on listening is to draw on theory, objectives, and skills more established in the other language modes. The interest in empathy may ultimately distinguish a listening model from those of the other language modes; on the other hand, it is not yet clear why empathy would not also be relevant to reading. The neglect of listening may, in fact, be most efficiently remedied by transferring what is practiced in developing reading, writing, and speaking proficiencies and skills.

The importance of listening in second and foreign language learning is summarized as follows (Nunan&Miller, 2002: V):

18. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
19. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impediment, not an obstacle, to interaction and learning.
20. Authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually use it.
21. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language. Listening is essential not only as a receptive skill but also to the development of spoken language proficiency.

Listening is good for students' pronunciation because the more the students hear and understand English being spoken, the more

they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening texts are good pronunciation models, and the more students listen, the better they get not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on ability to speak but also on the effectiveness of the way of listen (Harmer, 2007: 134).

There are two reasons why teachers are teaching listening for students, The first is that the main method of exposing students to spoken English after the teacher gives them example and then through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts, poetry reading, plays, pop songs with lyrics, speeches, telephone conversations and all manner of spoken exchanges. Teachers can imitate these, but good tapes are far more powerful.

The second reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. Exposure to language is fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch, and stress.

According to Bowen and Marks in their book entitled *English Teaching Professional*, there are recommendations for teaching listening, as follows:

22. Devote plenty of time to listening work. It is difficult and it is doubly important because it gives practice in listening skills and provides raw material for language input.
23. Make plenty of use of 'live' listening, with natural speed, delivery and pronunciation but tailored to the learners' interests in terms of content, and graded to some extent in terms of linguistic complexity. Give learners practice in using 'active listener' signals, and being effective conversational participants.
24. Gradually introduce some recorded material. It should be naturalistic, but whether it's actually 'authentic' is probably less im-

- portant than whether it's interesting and accessible to the learners. Use video where possible and appropriate.
25. Teacher give learners plenty of preparation and support for listening, especially in the early stages, but also gradually begin to give them some practice in 'jumping in at the deep end' and listening without any preparation.
 26. Teacher give the students practice in listening for different purposes: sometimes for understanding, sometimes for language input, sometimes for pronunciation study, for example: purposes relevant both to their interests as learners of English and to their needs as prospective users of English (Bowen and Marks, 1994: 16).

In Listening classes, students are usually given practice in listening but they are not actually *taught* listening. Practice is not enough. Research and case studies proved how listening should be taught. But often, this knowledge has not made the jump into classroom practice. While many classes are based on the idea of giving students lots of practice with English, research tells that teacher need to teach listening.

The problem with most listening classes is that students get stuck at number too many classes concentrate on teaching the language system and miss the skills of language, in this case listening.

There are a number of orthodoxies propagated in writings about the teaching of listening, and in the treatment of listening on teacher training courses. These include:

27. Use plenty of recorded material.
28. Prepare the learners for listening by setting the scene, introducing the characters, pre-teaching vocabulary etc.
29. Before the learners listen, set a listening task which directs them to an overall 'gist' understanding of the passage.
30. Check the answers to this task, playing the recording again if necessary.
31. Set a further task, or tasks, which direct learners to a more detailed understanding.
32. Only use the tape script (if there is one) as a last resort.

33. Make the recording, and the tasks, as 'authentic' as possible.

Students should be able to determine what their purpose should be in any given listening situation. In addition to giving students plenty of listening practices. Teachers should also break the skill of listening into micro-skill components and make sure that students are aware of what they need to know to understand how to listen to English. Teaching Listening does not to teach only English, but also need to teach how it is used.

Listening makes special demands on the grammatical as well as the lexical skills of the listener from the foreign learner, because which is less able to predict the pattern of a sentence through its initial grammatical signals. This necessary ability to hold a line of thought in learner's head whilst listening may also be impaired by the difficulty he finds with cohesive and discourse markers, those items which bind sentences together and indicate the structure of the discourse. Perhaps because linguistics has not yet learned how to handle discourse effectively, very little attention has been devoted to what may prove a crucial area in aural comprehension (Byrne, 1980: 102).

Teachers usually find lecture the most effective method of communicating listening skill information and they may reinforce and evaluate student listening techniques through quizzes and performance monitoring. When monitoring, teachers need to make clear that students' listening performance is being rated for each class. Teachers can use these skills to help students change from passive to active listeners. (A syllabus, student report forms, and a selected bibliography are appended).

Students need to apply the same approach to listening skills. Teachers encourage students to get a film, or listen to an English radio station, but not to watch an entire film or listen for two hours. Students should often listen, but they should listen for short periods - five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, students must not expect improved understanding too quickly. The brain is

capable of amazing things if given time; students must have the patience to wait for results. If a student continues this exercise over two to three months their listening comprehension skills will greatly improve.

In listening to English as a foreign language, the most important features can be defined as:

34. Coping with the sounds,
35. Understanding intonation and stress,
36. Coping with redundancy and noise,
37. Predicting,
38. Understanding colloquial vocabulary,
39. Fatigue,
40. Understanding different accents,
41. Using visual and environmental clues.

For the teacher, while planning exercises, listening materials, task and visual materials should be taken into consideration. The teacher should produce a suitable discourse while using recordings. A preset purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the things considered while preparing the task. Visual materials are useful for contextualization. And also categorize the goals of listening as listening for enjoyment, for information, for persuasion, for perception and lastly for comprehension and lastly to solve problems.

By doing so, the student progresses from short conversations through longer conversations to mini talks, gaining experience in listening to stimulations of the examination. Extensive practice consists of watching a daytime drama on television, listening to a local radio program, or auditing a class. Creative teachers everywhere have developed strategies for checking student progress such as requiring a summary of the plot or a prediction of what will happen the following day on the drama; a one-sentence explanation of the radio program, as well as the name of the speaker, sponsor of the program, and two details; a copy of student notes from the audited class (Barron, 2005: VII).

Classroom listening is not real-life listening. So it is very impor-

tant to provide students with training in listening comprehension that will prepare them for effective functioning outside the classroom. Activities should give learners practice in coping with at least some of the features of real-life-situations. They will be more motivating and interesting to do than contrived textbook comprehension exercises. Penny Ur said,

Putting aside, for the moment, the criterion “nearness to real-life listening”, let us consider these guidelines from the point of view of practical classroom teaching. [...] one pedagogical advantage of “real-life” listening situations as a basis for comprehension exercises is that these are motivating to do. [...] a disadvantage of the guideline ‘single exposure’ is that it might conflict with your desire to let your students more than once in order to give them more practice, prevent frustration and give them another chance to succeed in doing the task (Ur, 1996: 109).

Students have problems to catch the actual sounds of the foreign language; understand every word which make them feel worried and stressed; understand fast, natural native-sounding speech; keep up with all the information they get and they cannot predict.

To overcome these problems teachers can help students by teach them how to improve their listening through some skills. The listener employs a number of specialized skills when listening and his success in understanding the content of what he hears depends to a large extent of his expertise in these specialized skills, as follows:

42. Predictive skills. The efficient listener predicts what he is going to hear and the process of understanding the text is the process of the text matches up to these predictions as he continuous to listen his predictions will changes he receives more information from the text.
43. Extracting specific information. Very often the listener is involved in the use of receptive skills for the sole purpose of extracting specific information (scanning). In other words, the listener will hear at a piece of the language not in order to understand it all, but for the purpose of finding out only one or two facts.

44. Getting the general picture. Learners often read because they want to get a general picture. It is the main points they are interested in, not the detail. Indeed the skill of listening in order to get the general picture presupposes the reader's ability to pick out the main points and discard the irrelevant or what is only detail. The listener is able to skim rapidly over information that is repeated more than once. It is a vital ability to discard redundant irrelevant and over- detailed information.
45. Inferring opinion attitude. The ability to infer opinion and attitude is largely based on the recognition of linguistic style and its use to achieve appropriate purposes.
46. Deducing meaning from context. Even native speakers often come across words in written and spoken texts that they do not understand. The fact that a word is unknown to them does not cause any particular problem. The point is that the deducing of meanings is important for a language user who will often meet unknown words and will try to train students in the same way to guess the meaning of unknown words. It should be said of course that for a native speaker or a foreign language user there is a point at which they are not able to deduce meaning from context where there are a great number of words that they do not understand.
47. Recognizing functions and disclosure patterns and markers. It is important to know for example which sentence then backs up that generalization with evidence. It is also important to be able to recognize devices for cohesion and understand how a text is organized coherently.

Most students are able of listening to different things in different ways in their own language / languages. Teacher's job is to help them become adept at this kind of multi skilling when listening to English. However, sometimes they find this exceptionally difficult (Harmer, 2007: 135). Finally, teachers need to reshape some of listening lessons to encourage the students to write down the words they understand, to form and discuss inferences, to listen again and revise their inferences, then to check them against what the speaker

says next. In doing this, not only give the students practice in the kind of listening they are likely to do in real life; but also ensure that guessing is not seen as a sign of failure but something that most people have to resort to when listening to a foreign language. So it will not simply provide practice but produce better and more confident listeners.

Teacher should provide students' chances to form and discuss inferences, to check the inferences against what the speaker says, and help the students simulate real life as well as encourage guessing of new words from the contexts or the ending of a story. Besides, teachers should change the methodology, to give less teacher inference, but more students' independence.

RESEARCH METHOD

Dealing with the purpose of this research in developing workbook for English listening class, the suitable design for this research is research and development (R&D), for this method is used to develop certain product. Borg and Gall (1983: 772) describe educational research and development as a process to develop and validate educational products. They argue that educational research and development (R&D) is relatively new in education. It also appears to be the most promising strategy for improving education. This statement is supported by Sugiyono (2007:297) that defines research and developments as a method of research used to develop certain products and to examine the effectiveness of those products.

The designed were chosen because it is relevant with today's study as it aimed at developing a product and it covers the needs when developing a material or workbook. It is implemented also because it is simpler in terms of the steps and easy to be followed yet sufficient with the purpose of the research.

MODEL OF DEVELOPMENT

As developmental design used in this research, the model of development by Borg and Gall is adapted. The activities in the proposed models which are good in term of developing materials are simplified which consist of carrying out the need analysis, refer-

ence study, material/workbook development, validating it with the expert and trying it out in the field. Due to the limit and the use of product, dissemination and implementation step were not conducted. Another reason for choosing these two models is they have detailed and complete step compared with other models. The adaptation model is simplifies but still sufficient with the development of the workbook because it carried out the essential of research and development; the coverage of needs assessment, the involvement of experts to validate the product, and the try-out to find out the acceptability, usability, and utility.

The whole procedure is described in Figure 1 as the follows:

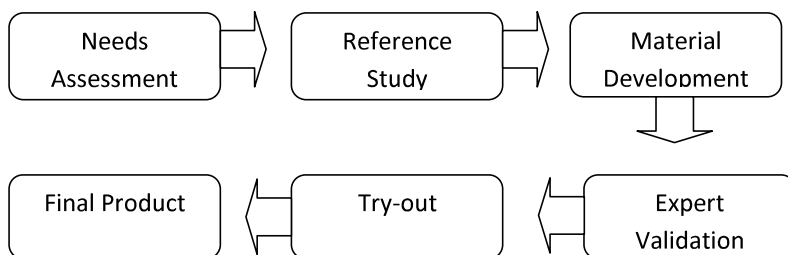


Figure 1 : Design of Current Study (Sources: Adaptation from Borg and Gall)

PROCEDURE OF DEVELOPMENT

In developing the workbook for English listening class, the model proposed by Borg and Gall is adapted. The model involves the following steps (1) needs assessment, (2) reference study, (3) material development, (4) expert validation, (5) try-out, and (6) final product, as follows:

NEEDS ASSESSMENT

At the first stage of development, needs assessment is planned to be made in order to get information in terms of topic and kinds of exercises related to the proportion of the workbook for drama class. The subjects of the need analysis are the lecturer of and the students of Basic Listening class. There are some activities should be done in this step; first, informal observation is conducted in order to see the teaching of listening in English department at IAIN

Antasari Banjarmasin, what kind of source material used by students, and what kind of workbook or worksheet used by students as supported tools. These activities will be done by observing the teaching of listening in the classroom and having question and answer session with the students to get the information. This activity is also intended to get information about the learning situation and relevant workbook for the students. Second activity in this stage is distributing checklist to collect information directly from lecturer and students of listening class about whether or not they have workbook to help them in listening class. The next activity is interviewing the students related to checklist they fill on the previous activity. This activity is aimed to check and clarify students' respond in the checklist. The researcher will also interview the lecturer of listening class related to the need of workbook for the students.

REFERENCE STUDY

Some references which were intended to give theoretical bases of the workbook development are studied in this stage. This stage is aimed at deciding the topics discussed in the drama course and develop the activities for the topics available. The following step of this research is reviewing the existing material used in the classroom, the instructional goal based on syllabus, and the course outline. The course outline of Basic Listening class in English Department at IAIN Antasari Banjarmasin will be used as the reference study.

WORKBOOK DEVELOPMENT

In this development stage, the content for the workbook is developed. As workbook contains with material and exercises, the activities in this stage will deal with them. The first stage, dealing with developing material for the listening, involves the activity of changing existing material so that they become more suitable for specific learners, teacher, or situation (Tomlinson and Matsuhara, 2004; Tomlinson, 1998). The collected material is adopted, adapted, and organized based on the availability of existing materials and resources.

Aniroh (2009) applied several activities in this stage by reviewing literature, classroom observation, and preparation of report of state of listening. These are initially aimed at identifying learners' learning needs (Morrison, Ross, and Kemp, 2001; Smith and Ragan, 1993). The result of these activities determines the content of the workbook. Reviewing literature of the workbook development is conducted by formulating the general instructional objectives based on the course outline for English listening class in English Department at IAIN Antasari Banjarmasin.

After the general instructional objectives are formulated, the specific instructional objectives will be formulated. The specific instructional objective will create indicators that will be used to develop the workbook. The next step for developing the workbook is designing the material based on the topics based on the course outline. After presenting the material, the next step to be carried is developing exercise related to the material. The development of exercise relates to the design of the instrument. In this research, the design will follow the model proposed by Hutchinson and Waters (1987:108-109) which involves input, context focus, and task.

The stages in developing the exercises are clear and they are very helpful for the beginner product developer to give insight and knowledge of how exercises are developed. Input relates to the form of listening exercises. It might be in form of monolog and short dialogues. It provides a stimulus for thought, discussion, new vocabularies, and opportunities for information processing for students to use and built on prior knowledge.

Content focus is in the form of specification of topics, situation, information, and other linguistic and social context of language. Content focus should cover both information of language and social context. Relating to the task, material should lead toward communicative and contextual aspects. Therefore, the task will not only cover the demand of course outline, but also the up to date topics in society.

EXPERT VALIDATION

Validation is needed to evaluate whether or not the materials

are rationally effective and applicable to facilitate certain activities for students in listening class to improve students' speaking ability.

The development of workbook is given to the expert to be validated to get valuable input from the feedback given. The feedback given by the expert is used to revise the workbook. There will be two experts involve in this stage. The first is the expert in listening material and the second is the expert in education or lecturer. For the expert in listening material, the expert should teach listening in university for at least 3 years, has magister degree in education. The expert in listening material will validate the content of the workbook, including the design, layout, competence coverage, and other aspects. For the expert in education, the expert should teach in university for at least 5 years and has magister degree in education. This expert will validate the applicability of the workbook based on the criteria as it is presented in the checklist. Through the expert judgment, new insight related to strength and weaknesses of the workbook are identified and the content will be improved. The criteria of the expert's validation include cover design, letter, typing, spacing, lay-out, organization of content, instructional objectives, topics, grammar review, tasks, instruction, coverage theories (material), and language.

TRY-OUT

Try-out is carried out to know the applicability of the workbook in terms of acceptability, usability, and utility of the workbook. Try-out will be conducted in the drama class by asking at least 10 students to use the workbook in the classroom. The subjects of the try-out are both lecturers and students of listening class in English Department of Lambung Mangkurat University. In the try-out, students will be taught by using the workbook. The data from the try-out will be collected by using observation form for English teacher and questionnaire for students.

The data from needs analysis, expert validation, and try-out are analyzed and evaluated by considering the objective of the course to see whether the development of workbook works effectively or not.

FINAL PRODUCT

The final product is the workbook for listening class students of English Department at IAIN Antasari Banjarmasin. It is in the form of book that consists of practice and project based on the goal and objective required in the course outline.

TYPES OF DATA

There are three forms of data collected based on the procedure of development. The data are gathered from needs assessment, expert validation, and try-out.

The first data from the needs assessment is in form of qualitative data. The data consist of information on what students need for the listening workbook and what the students found interesting as topics of the listening workbook. The data are gathered from needs assessment related to a preliminary study, used for developing the material related to the needs of the students. The second data, dealing with expert validation is also qualitative. The data is taken from expert validation, related to the evaluation, comment, and suggestion from the expert in designing the material in the work book, and the third is qualitative data taken from result of the try-out, that is collected by using field note and observation form to the teachers using observation from each meeting. It contained points of how applicable the product is in the field. As to the students, they are given a set of questionnaires on the materials they had done during the try-out.

TECHNIQUES OF DATA ANALYSIS

All the data from each step will be analyzed descriptively. For the data of preliminary study, the questionnaire and interview held will be the subject of the analysis. The questionnaire and interview result will be analyzed by ranking the answered questions from questionnaire and written down all the result of the interview. The result of the questionnaire and interview will be used as the foundation of the need of workbook for students.

In the needs assessment stage, the result of the instrument will be reported in form of number of highest option chose by students.

The result of interview of lecturer and students will be reported descriptively. The result is in form of conclusion of all answers.

In the expert validation stage, the data gathered from the experts will be reported by numbering how many aspects in the rubric fulfilled. The comments from the experts are also taken as additional information. The product which is developed will be evaluated and revised for many times based on the data gathered from discussion, questionnaire, and consultation with the expert. The final comments and suggestion from both experts will be used as guidance for revising the product.

In the try-out stage, the researcher will analyze the checklist and see how many aspects that have been fulfilled during the try-out. The analysis result of this step will define the applicability in terms of clarity, difficulties, and attractiveness of the developed workbook and it will be useful to make revision.

CONCLUSION

The final product is the workbook for listening class students of English Department at IAIN Antasari Banjarmasin. It is in the form of book that consists of practice and project based on the goal and objective required in the course outline. There are three forms of data collected based on the procedure of development. The data are gathered from needs assessment, expert validation, and try-out.

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