

# DEVELOPING LISTENING PROCEDURAL TEXT MATERIAL CONTAINING FUN ACTIVITIES

## The Case of the Eighth Graders of Junior High School To Strengthen the Character Education

Ina Rosita Arumsari      Dwi Anggani Linggar Bharati  
ina\_rose08@yahoo.com      dwi\_anggani@yahoo.com  
Public Junior High School 1 Kudus      Semarang State University

### ABSTRACT

The objective this study was to develop listening procedural text material containing fun activities. It was made for the eighth graders to strengthen character education. The design used in this study was Research and Development (R&D) proposed by Borg and Gall (1983: 775). The subject of this research was the eighth graders of Junior High School. The data would be analyzed through triangulation using three kinds of instruments, namely observation sheet, interview, and questionnaire. The result of the data analysis is that the students gave the good opinions about the developed material. All of them liked the material very much. The results of assessments were very satisfying and student's attitude improvement ran smoothly. It showed that students' comprehension of procedure text was improving. It could be seen from the result of the post test. The eighth graders of *SMP 1 Kudus* got 97.03 for the average, while *SMP 3 Bae Kudus* could reach 95.32. The listening material containing fun activities called "I Love How to Do" and the "WhisbledWhizzle" game are completely good. This implies that developing listening of procedural material containing fun activities is effective for the eighth graders of junior high school.

**Key Words: Character Education, Fun Activities, Procedural Text**

### INTRODUCTION

Listening is one of important skill to learn language, especially in this case English. When someone was on the early age who cannot speak yet, he or she needs to listen first before he or she can speak. If someone never listens, he or she will never learn anything new. According to Harmer (2007: 133), "Listening is good for our students' pronunciation in that the more they 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". So, by giving listening material in the English teaching is necessary to give the model to the students to speak in appropriate pitch and intonation. The selection and use of input is the central aspect of teaching listening as stated by Rost (2002: 122). How we identify sources, select among them and construct tasks around them are the most salient decisions in the teaching of listening. He states that the one of important notions in the teaching of listening is examining the notion of genre, how it relates to teaching listening. The genre that is being taught in the eighth

graders of Junior High School is procedure text based on the recent curriculum, namely 2013 curriculum. Procedure text is a text that gives instructions to do something based on Larson (1984: 366). Another condition of procedure text is to explain how something works through a sequence of actions or steps and also deals with human behavior.

According to Harmer (2007: 56), within education, the term *children* are “used for learners between the ages of about 2 to about 14”. By examining their characteristics, teachers can choose the most suitable methodology or media to apply. Teachers need to be creative in selecting or even developing activities to make the students eager to learn English. English teachers need to apply various kinds of activities they used in class to motivate their learners. So, the English teachers need to apply sort of some kinds of fun activities to create the enjoyable atmosphere to make the students eager to learn English, especially in this case listening material to the genre text, especially the procedure text. Hopefully, through fun activities, it can enhance the students’ motivation to learn listening of procedure text material and strengthen character education of the students.

Given the existence of the fact that most of the young people tend to do the opposite things such as doing pre-marital sex, abortion, addicted to pornographic films, consuming psychotropic substances, etc., then the integration of character education in the learning process should be realized within the lesson plans, materials and evaluation. After conducting the preliminary research, the other fact is most of the English teacher in Junior High School in Kudus less applied fun activities in the

process of teaching and learning. They only used the text book in teaching and most of them are rarely to teach listening through fun activities. They usually used traditional textbook and used traditional teacher centered approaches when taught listening without inserting fun activities that can enhance the knowledge and English skills as well as strengthen students’ character education. As a result, the students often feel bored, especially when their teachers teach the listening material of genre text, especially in procedure text. The teacher only read the text to them and asked them to listen without any kind of enjoyable and fun activities.

Based on the background of the study and the theory given above, this study aims to develop listening procedural text material containing fun activities to the eighth graders of Junior High School to strengthen the character education. Hopefully, besides the teachers can give the knowledge and English skills to their students, they can also insert and enforce character education for the students based on 2013 curriculum. Therefore this research will be appointed the topic of “Developing Listening Procedural Text Material Containing Fun Activities to the Eighth Graders of Junior High School to Strengthen the Character Education of the Students”.

## **METHODOLOGY**

In this study, the writer use research and development (R&D) proposed by Borg and Gall (1983: 772). The purpose of this study is to find out what types of listening procedural text material were used by the eighth graders and the teachers’ opinion about the existing listening material, what the listening procedural text material was needed by the eighth graders, how the listening procedural

text material containing fun activities was developed to the eighth graders, how effective the listening procedural text material containing fun activities to the eighth graders based on the expert validation, and which part of the listening of procedural text material containing fun activities will strengthen the character education of the eighth graders of Junior High School.

The subject of this research is the eighth graders of Junior High School, namely eighth graders of SMP 3 Bae Kudus and SMP 1 Kudus. The data would be analyzed through triangulation using three kinds of instruments, namely observation sheet, interview, and questionnaire. The procedure of data collecting started from finding what were needed by the eighth graders in listening procedural text material, planning, developing, doing first revision, trying out, doing second revision, and producing final product.

## **RESULTS AND DISCUSSION**

### **Result of Need Analysis**

The writer interviewed an English teacher of SMP 1 Kudus and an English teacher of SMP 3 Bae Kudus to know about what types of listening material (focus on procedural text material) used by them to teach the eighth graders of Junior High School, to know what the students' need in listening procedural text material, and to know whether fun activities is necessary to teach listening procedural text material or not based on the English teachers' opinion.

Based on the result of the data, the highest score of activities based on need analysis is fun activities. So, the writer decided to develop listening of procedural text material containing fun activities. There

are some fun activities proposed in this study, but the in this case, the writer will use three kinds of fun activities from the highest score, namely jumbled text game, puzzle game, and whisper game.

### **Result of Planning**

The researcher decided to make fun activities in the form of fun games which can be played outside the classroom or in the classroom while students are studying. The game is called "WHIBLED WHIZZLE" (Whisper, Jumbled game and Puzzle). After determining the content standard, the researcher developed the lesson plan based on the core competence and basic competence determined. The researcher then elaborated the activities in the class room and outside the classroom through the lesson plan. It consists of the identity of the subject, the objectives, the material, steps of the meeting, the activities, evaluations and assessment.

### **Result of Material Development**

The result of developing the products consists of two products, namely the teaching material and the multimedia game.

### **Material**

Before developing the teaching material, the writer created the model of listening procedural text material containing whisper, puzzle, and jumbled text game which was based on the scientific approach. The model of the teaching material contained the purpose, core and basic competence, materials, practices, and the games. The games were created both of manually and digitally. So, there are some guidance and the rules of how to play the "Whibled Whizzle" game manually and digitally in the teaching material entitled "I Love How to Do".

### **The Digital Puzzle Game**

The Digital Puzzle Game is the material and game in the form of VCD entitled “Whibled Whizzle” game. It can be used by the teacher when teaching listening in the classroom. The researcher created the game based on the students’ needs as well as the syllabus. The game provides four levels of difficulties, which enable students to have challenging experience in learning language.

### **Result of the First Revision**

The products were evaluated and validated by some experts, before the researcher tried them out in class. The study involved three lecturers in the revision of the products.

The teaching material and the game were revised based on the judgments and suggestions from the experts. In the first revision for *the teaching material*, the writer revised a complicated instruction became the simpler one. It should be a clear, shorter instruction, and communicative given for eighth grade of Junior High Student in order to be understood clearly by the students. The researcher added questions at the beginning of the material, considering that it is important for student to have the brain storming before studying. In addition, the researcher also added some dialogues in teaching material to help the students easier to understand the material. The experts recommended that that it was needed to edit the instructions in teaching material in order to be clear, understood and communicative. For *the digital puzzle game*, it was no sound available within the game. In fact, the music will encourage students to study happily while the condition will result an optimal achievement. The second part of the revision is about the pictures which are illustrated the procedure done. Some of

them were revised since the pictures did not represent the real condition.

### **Result of the Try Out**

It showed that students’ comprehension of procedure text was improving. It could be seen from the result of the pre and post test. The pre test of the eighth graders of SMP 1 Kudus could reach 89,62 and the post test could reach 97,03 for the average, while the pre test of the eighth graders of SMP 3 Bae Kudus could reach 77,09 and the post test could reach 95,32. It meant that the teaching material “I Love How to Do” and the VCD entitled “Whibled Whizzle” game were completely good.

### **The Students’ Opinion about the Developed Material**

The researcher found that the game brings some pleasures or enjoyments in listening of procedural text material containing fun activities. It was known that there were 25 students of SMP 1 Kudus and 21 students of SMP 3 Bae Kudus who choose the “c” option of the questionnaire. While most of the students answer that from the point of practicality, they feel that the game is not a complicated one. It is very simple and easy to play.

Those three options have different points, as each of them has its own criteria which could be described as follow:

Options	Meaning
A	Low
B	Medium
C	High

### **Result of the Students’ Assessment**

During the process of Field testing in the classroom, the researcher and English

teacher observed students' attitude by using the observation check list. The character values which were going to be developed here are honest, communicative, confident and discipline. The '*honest*' when the student really whisper to the other students and doing the activity or exercise without cheating, '*communicative*' when they can deliver the understandable message to the other students in playing "Whibled Whizzle" game, '*confident*' when they feel confident in pronouncing some difficult words, '*discipline*' when students are very pleasurable to be involved in the process of teaching and learning actively and can do the assignments at the target time.

The writer found that student's attitude improvement run smoothly. There were no significant obstacles on it. The result is that the honest, confident, and discipline of the eighth graders of SMP 3 Bae and SMP 1 Kudus become a habit, communicative of the eighth graders of SMP 3 Bae start to develop and eighth graders of SMP 1 Kudus become a habit. They involved in the process of teaching and learning actively.

The pre test was conducted by playing Whibled Whizzle game manually. It was proven by seeing the average score they got. SMP 1 Kudus got the average point of 89,62 and SMP 3 Bae Kudus obtain 77,09.

The post test was the time for students to play Whibled Whizzle digitally. There were two kinds of assessments conducted. The first was accuracy assessment and the second was written assessment. The result of the post test was very satisfying. It showed that students' comprehension of procedure text was improving. It could seen from the result of the post test of the eighth graders of *SMP 1 Kudus* got 97,03 for the average, while the eighth graders of *SMP 3 Bae Kudus* could reach 95,32.

The skills which were required for the goal of learning procedure text here were writing and speaking. The researcher took a note of any progress or changing of students' activities in the class. The writer needed to know whether the game existents in class could give good impact on their skills. Based on the observation, the researcher concluded that students' skill of writing and speaking were going up, which can be implemented in their daily life. It can be shown that most of the assessment result of eighth graders' skill of SMP 3 Bae Kudus and SMP 1 Kudus both of writing and speaking skill are "good".

### **Result of Doing Second Revision**

The one expert stated on his comment that there is no room for pronunciation in the Curriculum of 2013. He also explained some differences of pronouncing some words; which are sounded almost similar. For this reason, the writer tried to emphasize the pronunciation to be employed in the classroom as well. In addition, it was recommended by the expert to edit the instruction of the game. The objective was simplifying how to play the game.

### **The Final Product**

The writer started to produce the product, both the teaching material and the VCD of "Whibled Whizzle" game. The teaching material is in a form of text book, entitled "I Love How To Do". The VCD is entitled "Whibled Whizzle" game. The final activity is producing a simple procedure or manual both of in written and spoken. It is shown in the module as the goal of the lesson plan arranged as well as the objective of the game. Hopefully by using this module and the digital "Whibled Whizzle" game will increase student's listening skill to compose a procedure.

## CONCLUSION AND SUGGESTION

First, what types of listening procedural text material used to teach the eighth graders of Junior High School were based on the result of interview and observation showed that they used monologue and dialogue when teaching listening of procedural text and used one textbook provided by the government but sometimes they searched the material from internet such as a video. When using the monologue of procedural text in English textbook, they only read and students listened it and when using the dialogue of procedural text, they asked the students to read alternatively. After listening of the procedural text in the dialogue or monologue form from their teacher or other students, it would be continued to the discussion, question, and answer method. In my opinion, it was very bored because there are no engaged or fun activities that will make them eager to learn. In addition, the school provided limited facilities and medium in teaching. The teachers said that there is no cassette or CD in the textbook provided by government to teach listening. So, they only provided the listening material using textbook or video which searched their self without inserting fun activities in their teaching. The students were just asked by the teachers to listen and discuss together in listening material. In accordance with the purpose of the 2013 curriculum, the teachers thought that the listening material containing fun activities is necessary for students to provide a new nuance for students, increase students' interest in learning to improve students' character.

Second, what students need in listening of procedural text material to the eighth graders of Junior High School was based on the result of questionnaire given to the

students. From the result of the need survey through questionnaire, we could see the highest score of the activity on each item. Based on the result of the data, the highest score of activities based on need analysis is fun activities. So, the researcher decided to develop listening of procedural text material containing fun activities. In this case, the researcher will use three kinds of fun activities from the highest score, namely jumbled text game, puzzle game, and whisper game.

Third, the material was developed into a teaching material, entitled "I Love How to do" and the VCD entitled "Whibled Whizzle" game. The teaching material was developed as well as the lesson plan given through the flow of learning process, which was implemented as the field testing in class. It is in a form of hand book or module. It is completed with the activities for each stages of scientific approach. Starting from the apperception, as the early step to build students knowledge of the material discussed. The Module has some pictures come with the questions as the stimulus of brain storming. For this purpose the book is completed with colorful grids, pictures and digital feature as the media of playing the game. These were all validated by the experts. In developing listening of procedural text material containing fun activities for the eighth graders of Junior High School, I used Borg and Gall's model and the steps are possible to be modified when running the program. The steps are conducting need survey, planning, developing material, doing first revision, trying out, doing second revision, producing final product.

Fourth, in knowledge assessment, both of the result of accuracy and written assessment are good. It showed that

students' comprehension of procedure text was improving. It could be seen from the result of the post test. SMP 1 Kudus got 97,03 for the average, while SMP 3 Bae Kudus could reach 95,32. This implies that developing listening of procedural material containing fun activities is effective and appropriate for the eighth graders of junior high school. In addition, through doing observation, the writer found that students' skill of writing and speaking were going up, which can be implemented in their daily life.

Finally, the researcher found that student's attitude improvement run smoothly. There were no significant obstacles on it. The character values which were going to be developed here are honest, communicative, confident and discipline. The result is that the honest of the eighth graders of SMP 3 Bae and SMP 1 Kudus become a habit, communicative of the. Eighth graders of SMP 3 Bae start to develop and eighth graders of SMP 1 Kudus become a habit, confident of the eighth graders of SMP 3 Bae and SMP 1 Kudus become a habit, the discipline of the eighth graders of SMP 3 Bae and SMP 1 Kudus become a habit. They involved in the process of teaching and learning actively. The material was developed into a teaching material, entitled "I Love How to Do" and the VCD entitled "Whibled Whizzle" game could strengthen the character education, such as 'honest' when the student really whisper to the other students and doing the activity or exercise without cheating, 'communicative' when they can deliver the understandable message to the other students in playing "Whibled Whizzle" game, 'confident' when they feel confident in pronouncing some difficult words, 'discipline' when students are very pleasurable to be involved in the process of teaching and learning actively

and can do the assignments at the target time.

The English teachers can use this product "I Love How To Do" and "Whibled Whizzle" game to encourage the students to study listening of procedural text in fun ways and at the same time, it can strengthen the character education, such as "honest, communicative, confident, and discipline". They should know how to use this product first, because there are modified techniques to teach listening of procedural text.

Finally, the English teachers can conduct further study to develop listening procedural text material containing fun activities for the eighth graders of junior high school to strengthen the character education.

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