DEVELOPING SUPPLEMENTARY MULTIMEDIA-BASED LISTENING MATERIALS FOR THE SEVENTH GRADERS

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Abstract*:* The purpose of this study was to develop supplementary multimedia-based listening materials for seven grade students in second semester using scientific approach Curriculum of 2013. The research design of this study adapted the framework of developmental model by Dick and Carey (2001) with the multimedia-based materials development model by Kinney and Bruck (2009). The final product of this study was in macromedia flash file attached inside CDs/DVDs. The result of product evaluation and try-out showed that the materials were interestingly presented in terms of topics, listening activities and animations. Moreover, it was also able to motivate students to learn listening.

Keywords: multimedia-based listening materials, scientific approach, listening activities

Abstrak: Penelitian ini dilakukan untuk mengembangkan materi menyimak berbasis multimedia sebagai materi tambahan untuk siswa kelas VII SMP pada semester kedua yang menggunakan *scientific approach* Kurikulum 2013. Penelitian ini mengadopsi model pengembangan Dick dan Carey (2001) dan model pengembangan materi berbasis multimedia oleh Kinney dan Bruck (2009). Produk akhir dari penelitian ini berupa macromedia flash yang dapat diakses melalui CD/DVD. Hasil dari validasi produk serta try-out menunjukkan bahwa materi yang disajikan menarik dari segi topik, ragam aktifitas menyimak dan animasi. Selain itu, materi juga dapat memotivasi siswa untuk belajar menyimak.

Kata kunci: materi menyimak berbasis multimedia, *scientific approach*, aktifitas menyimak

The teaching of English in junior high school level in Indonesia has revolutionized to a new Curriculum of 2013. Based on the Ministerial Decree No. 103/2014 about learning in primary and secondary school level, the goal of teaching English is to enable students understand and produce spoken and written texts in four language skills, namely: listening, speaking, reading and writing. All the four skills should be taught equally to develop the students' competence and achieve the goals of teaching English.

Even though the four skills should be taught in balanced, Nation and Newton (2009:37) claim that students who learn English as a foreign language spend over fifty percent of their time to listening activities in order to function the language well. Listening is much needed to provide input to develop students' language proficiency. The input acts as a vital model of spoken language that can be acquired by the students. A greater efficiency of language acquisition will be achieved if the students are prepared by a large amount of listening practices before speaking activities. Therefore, listening should be prioritized in the teaching and learning process to improve students' language development.

Nevertheless, improving students' language development in listening skill has always been neglected by the teachers. Generally, the quality of teaching listening in some schools is poor and the students' listening skill is still low. This condition also occurs in SMP Negeri 1 Bangil, Pasuruan. Based on the interview with the English teacher of the seventh graders, the listening sessions were reduced due to some factors. First, there were too many based competences to be covered before the semester ended. Second, the time allocation was insufficient to wrap up all the materials whereas the students need to achieve minimum passing grade. Third, the choices of the listening materials were improper to suit the objectives of learning.

Most of the listening materials at the school were in the form of mp3 format and videos from Youtube or the teacher herself narrates the scripts. The teacher usually plays the listening materials in the classroom by using LCD and audio speaker. Sometimes, when there is a blackout the LCD and audio speakers cannot be used. As a result, the listening activities are postponed and replaced by reading activities. According to the students of grade seven in SMP Negeri 1 Bangil, the listening materials were less interesting because they only have a chance to listen and do the exercises. They prefer to have multimedia listening materials to help them understand better and reduce their anxiety.

The students' anxiety contributes to the struggles in teaching listening skills. This fact about teaching listening skills contradicts to the emergence of listening. Nation and Newton (2009:37) argue that listening in the second language acquisition should be given in the early stages of language learning. Through the listening activity students can obtain information that is needed to build up knowledge for using the language. In another word, listening is the basic skill for the other language skills such as speaking, reading and writing. The students need to be exposed to the correct model of the target language to finally be able to produce the language orally and written. Therefore, the role of listening materials is very important to the students for their language development. Besides, providing comprehensible and interesting listening materials for the students can trigger their interests to learn the target language.

There have been some studies researching on the students' learning the target language by using supplementary materials. The studies also show the students' improvement in listening skills. Some of them concern on measuring the use of audio visual materials such as movies (Ismaili, 2013), dialogues and stories (Peńa and Sarmiento, 2012) and materials containing Islamic messages on ELTIS website (Rohmah, 2012) to present language in a more natural and communicative learning. They find out that the audio visual materials attract the students' eagerness to learn the target language by doing the follow-up listening activities with their peers and groups. Furthermore, studies on the effectiveness of using supplementary materials were done for tertiary levels of education for example Taiwanese college students (Chuang, et al, 2010) and students' training program (Le and Thi, 2014). The two studies promote the effective use of supplementary materials to enhance the students' strategy in listening and independency.

In relation to the use of listening strategy and students' independency, other studies by Firdaus (2013) and Rakhmawati (2013) in supplementary listening materials turned out to trigger the students' eagerness to do the exercises with less helps from the teachers. Firdaus (2013) developed courseware-based for the eighth graders whereas Rakhmawati (2013) developed paper-based supplementary listening materials for the seventh grade students. Both studies were done to fulfil the gap on the syllabus of English curriculum 2013 and materials used to teach listening skills. Moreover, the findings of the studies revealed that the supplementary listening materials were able to improve students' listening skills and motivation on learning the target language.

Enhancing the students' listening skills and motivation is closely related to the implementation of Curriculum 2013. To support the implementation of the curriculum, the teachers need to provide sufficient materials for English learning including the listening materials. The result of the interview between the researcher and an English teacher in SMP Negeri 1 Bangil shows that the seventh graders have difficulties in listening skills. The teacher uses an English textbook that is suggested by the government entitled "*When English Rings a Bell Grade VII*" as a medium in the teaching and learning process. This book presents the materials based on the core and basic competences of the 2013 Curriculum that is issued by National Education Standards Board (BSNP). In addition, static objects like texts and colorful pictures are provided in the textbook. The listening materials are modeled by the teacher as the input of the language.

The language input that was taken from the paper-based supplementary listening materials which were developed by Rakhmawati (2013) also gave a positive impact to the students' listening comprehension and learning motivation. However, both of the English textbooks suggested by the government and the supplementary materials developed by Rakhmawati (2013) did not offer moving objects such as videos or animations to learn listening but the recording and colorful students' worksheet. The students only have the opportunities to listen and answer the questions based on the recording they hear. They simply observe the dialogues along with the static pictures.

Using a textbook with static pictures or audio recording as the main source of materials to present the target language will make learning and teaching process less effective. Either textbook or audio recording is monotonous. The task is listening to the recording and repeating after the teacher or recording as in the textbook of "*When English Rings a Bell Grade VII*" on page fourteen. The instruction states that the students need to play the roles of the speakers in the pictures and say the speakers' sentences correctly and clearly but beforehand the students must repeat after the teacher. Students will easily get bored to continue learning and focus on what they listen to, especially when the lesson is conducted in the last period. As a result, they do not do the listening exercises seriously, less motivated and get a low score in the task. Thus, the goal of teaching and learning process is not achieved.

Seeing the importance of achieving the teaching goals, learning process, role of listening skill in the teaching and lack of suitable listening materials as the sources of learning and students' needs of interesting listening materials, therefore, this study is intended to develop the supplementary multimedia-based listening materials for the seventh graders that conform to the core competence and basic competence of 2013 Curriculum to teach the seventh graders. Using supplementary multimedia-based gives an alternative solution to overcome the problems in teaching listening skill as it has many advantages for both students and teachers.

The first advantage is the students can practice listening by using audio and technology. This is in line with the Ministerial Decree No. 65/2013 to employ information, communication and technology to increase efficiency and effectiveness of teaching and learning in junior high school. Second, multimedia-based listening materials provide buttons to select based on the students' interest on a particular topic. This button feature obviously promotes the autonomous listening activity and guides the students to be independent learners as they have a full authority to discover the listening materials. Henceforth, this study attempts to facilitate the students of grade seven to develop their listening skill through supplementary multimedia-based listening materials.

METHOD

This study employs research and development (R&D) design which aims to develop supplementary multimedia-based listening materials for the seventh graders in the second semester. The researcher adapts Dick and Carey (2001: 2-3, cited in Borg et al., 2007:589) model due to the limited time, financial matter, accessibility and feasibility. The procedure of this study involves (1) conducting instructional analysis, (2) developing the instructional materials, (3) designing and conducting formative evaluation, (4) revising instructional materials and (5) conducting summative evaluation or product try-out. The research procedure can be seen in figure 1 below.

The first stage of this study is conducting instructional analysis or needs analysis. At this stage, the researcher conducted a needs analysis from market survey to see the existing listening materials in some bookstores. Then, the needs analysis is done to check the students' point of view by playing the existing listening materials developed by Rakhmawati (2013). After that, the students are given a questionnaire to know the students' wants and needs on the materials that are going to be developed. The questions in the students' questionnaire were developed based on some relevant theories.

Next, the English teacher of SMP Negeri 1 Bangil was interviewed to know the gap between the availability of listening materials and syllabus demand to teach the seventh graders. In addition, the textbook *When English Rings a Bell Grade VII* was also evaluated to find the mismatch between the textbook and syllabus demand. The textbook evaluation focus on some aspects such the availability of listening materials, listening types, language aspects including grammar, vocabulary and the suitability with the students' needs. The result of the needs analysis, the interview and textbook evaluation are used as guidelines to develop the multimedia-based listening materials for grade seven.

The researcher modified the phases of designing the multimedia listening materials proposed by Kinney and Bruck (2009, cited in Frey and Sutton, 2010) into three stages that are pre-development, product development, final product. Moreover, after completing the prototype design, the researcher needs to do the expert validation to evaluate the content of the materials from the language expert's point of view and also multimedia-based of instructional material's expert to see the effectiveness of multimedia-based features.

The procedures of development involve three phases, namely: pre-development, product development and final development. The first stage of pre-development procedure is to identify the goals of learning listening skills from the syllabus and determine in which levels the students are by evaluating the coursebook. The result of the coursebook evaluation will be the basis of the materials development.

The second stage is to review and investigate the existing listening materials that were used by the teacher to teach listening skills. The main resource of learning English for the seventh graders was a textbook published by the government entitled *When English Rings a Bell Grade VII*. The textbook evaluation was taken into a consideration to develop the supplementary multimedia-based listening materials. The result of textbook evaluation led the researcher to develop the supplementary multimedia-based listening materials on oral short functional texts, namely: instructions and descriptive texts.

To determine the content and listening activities in the supplementary multimedia-based listening materials, the researcher designed a general map of the materials to put in the flowchart. The flowchart was made first before the storyboard. The flowchart is the whole design of the media in the general map. The general map contains information about what kinds of topics presented in the form of text, listening activities and audio. When the topics were selected, the audio was recorded using online software.

The next step is to choose the most appropriate videos or images from the Internet. After that, the storyboard was made based on the flowchart. The story board is the design on each slide of the multimedia-based listening materials. The researcher also put the kinds of texts, audios and videos based on the topics in each scene of the media. Then, the researcher reviewed some theories to develop the instrument for the expert validation on every aspect of supplementary multimedia-based listening materials such as the materials appropriateness, language use, screen appearances, navigations and other aspects.

The storyboard was inserted to the computer programs, namely: Macromedia Flash CS6 and Audacity. The compilation of the texts, audio, videos and images were gathered into two units of prototype focusing on instructions and descriptive texts. Then, the prototype was integrated into the multimedia-based file format by adding background colors, texts colors and animations. To get the final product, product was validated by the language expert and also multimedia expert. The comments and suggestion from the experts were used to revise the prototype of the multimedia-based so that the researcher could finalize the product.

The data collected were classified into three categories, namely: (1) the result of needs analysis, (2) result of validation stage, and (3) result of the try-out process. The first data were obtained from the market survey, analysis of the students' questionnaire, textbook evaluation and an interview with the English teacher in SMP Negeri 1 Bangil. Then, the second data was the outcomes of the evaluation process by the expert including the comments and suggestions for materials improvement. The third data was the students' comments from the students gathered after the process of utilizing the materials.

The instrument to collect the data of the expert validation was in the form of checklist and students' questionnaire following product try out. To obtain the expert validation, the researcher provided a checklist that includes four components of materials evaluation, namely: the materials content, presentation, language used, and the audio recording. There was also one open-ended question for giving general comments and suggestions for materials improvement. In addition, the usability and quality of the multimedia was evaluated by the multimedia expert. The result of the product try out was the students' judgment

about the materials layout, content, level of difficulty and the benefits for the students. There were two open-ended questions asking about the students' comment after utilizing the materials, critics and suggestion.

The data collected from market survey was presented descriptively. Then, the students' questionnaires were analyzed quantitatively by using frequency and percentage. The highest percentage was considered as the representation on the students' condition. The next data was obtained from the textbook evaluation. The result of textbook evaluation was presented descriptively. After that, an interview with the English teacher was conducted. The suggestion and comments were analyzed descriptively to determine the content of the listening materials. The third data came from the expert's judgment on the materials presentation. The result of the expert validation was analyzed quantitatively through descriptive quantitative. The result of the calculation then converted into descriptive analysis that is proposed by Suharto (2006:52) as seen in Table 1 below.

Table 1. Quantitative Data Conversion

Scales	Interval	Categories
4	$3.25 \leq x \leq 4$	Very good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

FINDINGS

The developed material or product is in the form of multimedia-based listening materials. It can be accessed easily from CD/DVDs or flash disk. It can also be played without installing additional software to the computer. Therefore, it is quite accessible for the students and teacher. Adapting the Delphi model to develop the multimedia-based listening materials, the researcher involved three phases in the product development. The first phase is developing the flowchart and storyboard. The second phase is developing evaluation strategies, criteria and instrument to evaluate the multimedia-based materials. The third phase is developing a prototype out of the storyboard.

Before the prototype was created, the researcher conducted the first phase of development that was making flowchart and storyboard. The phase started by drafting the topics and listening activities. The supplementary multimedia-based listening materials consist of two units which have different lesson focus. The units were developed mainly based on the result of needs analysis. The needs analysis guided the researcher to develop listening materials for the seventh graders in the second semester using 2013 Curriculum. Due to the time constraint and urgency of the materials, there were only two developed units. Unit 1 talks about oral instruction text. Unit 2 discusses oral descriptive text. When the dialogue list and lesson focus each unit has been chosen, the researcher continued to draw the flowchart. The next step is to sketch the storyboard for overall multimedia-designed.

Finally, to complete the developing flowchart and storyboard phase, the researcher narrated the audio from the dialogue script by using *Text to Speech* software. The software can be accessed online from https://www.ivona.com/us. Varieties of sounds from different speakers are offered in the website. Since the listening materials are intended for the seventh graders, so the researcher chose a little girl and boy sound. Moreover, the speech sound rate is also adjusted into the normal speed around 175 wmp. Zhao (1997:49) stated that the normal speed can possibly give positive impact toward the students' listening comprehension. The dialogue scripts from the draft were put in the software and the sounds were produced to be recorded in mp3 file. The mp3 files were combined into one by using *Audacity* software. Later, the sound recorded were put into the Macromedia Flash software. The product of this research can be shown in figure 2.

Figure 2. Multimedia-based Listening Materials

Before finalizing the listening materials, the researcher conducted the next research procedure that is formative evaluation or product evaluation. Since the product was created for the seventh graders in the second semester and also multimedia-based listening materials, content validation and multimedia validation were carried out. The content validation stage was intended to evaluate the suitability of the listening materials with the syllabus of Curriculum 2013. The next validation stage was multimedia validation which was aimed to check the usability of multimedia features in the materials.

There were some aspects of materials content to be evaluated by the expert of instructional English materials. The first aspect is the content relevancy to the syllabus of Curriculum 2013 for teaching English in the seventh graders. There are eleven criteria for the first aspect. The second aspect is the suitability of language usage in the materials to the students' proficiency. There are two criteria to examine the language usage. The third aspect is audio quality which has two criteria. Each criterion is rated by using four different scales, namely: (1) poor, (2) fair, (3) good, (4) very good.

The first aspect of listening material content validation is the relevancy to the English syllabus of Curriculum 2013 to teach English for the seventh graders in the second semester. The total score for this aspect reaches 3.3 in scale which is categorized in Very Good criteria. Unit 1 and 2 of the listening materials met the syllabus demand number 3.9, 4.10, 3.10 and 4.12. Unit 1 focuses on the instruction oral text and Unit 2 covers the descriptive oral text. The topics in the materials are also relevant to the students' daily life such as playing game in the school yard (Unit 1) and popular artists in the world (Unit 2). Besides that, the materials meet the objective of learning listening skills because it provides listening activities with various topics and tasks. The topics and tasks in the materials include vocabulary lists which are introduced in the beginning of the materials in the form of pronunciation activities. The following activities in the materials consist of listening practices and grammatical forms introduction which allow the students to recognize meaning of sentences. The listening practices in Unit 1 are related to giving instruction in various settings such as playing ball, using washing machine, getting familiar with body parts and situations around the house. The grammatical form which is introduced to give instruction is imperative sentence using basic form of verb. Unit 2 deals with description text which mostly talks about famous people around the students such as singers and athletes. The grammatical pattern in Unit 2 is simple present tense using to be and adjectives. The lesson focus of each unit can be seen in Table 2.

Table 2. Lesson Focus for Unit 1 and Unit 2

Units	Scientific Approach	List of Dialogues	Lesson Focus
Unit 1	Observing	Pronunciation	Listening&Pronunciation
	Formulating	Playing ball	Listening&matching
	Collecting	Washing machine	Listening&multiple choice
	Communicating	Body parts	Listening&Practicing
	Creating	House Situation	Listening&creating
Unit 2	Observing	Pronunciation	Listening&Pronunciation
	Formulating	Favorite Singer	Listening&multiple choice
	Collecting	Cristiano Ronaldo	Listening&completion
	Communicating	Fernando Alonso&Cristiano Ronaldo	Listening&Practicing
	Creating	Close Friend	Listening&writing

The two units in the multimedia-based listening materials are developed to enable students learn independently and create autonomous learning environment with minimal guidance from the English teacher. The materials are good enough for the purpose of autonomous learning because most of the materials let the students do the listening tasks independently and check the answer keys. However, there are some parts in the Creating stage the students need to collaborate with their classmates to share their ideas. Moreover, they also need to give their work to their teachers to have it checked.

The second aspect of listening material content validation is the language usage. The language usage includes the instruction of the listening activities, script of the monologues and dialogues that are narrated by the speakers and also the language that is used in the questions of the listening tasks. The expert's judgment in the language usage in total is 3 or good. The language is clear and understandable for the students of seventh grade. In addition, it is also suitable to the language proficiency of the students. When the students read the instruction, listen to the audio recording and do the listening tasks, they will easily get the ideas on what to do.

The third aspect of listening material content validation is the audio quality of the recording. The audio quality consists of two criteria such as speech rate suitability with the students' proficiency and clarity of the recording. The total score of this aspect is 3.5 or very good. The script was inserted online to a website called www.ivona.com/us/ then the engine narrated the script to mp3 files. Even though the sound does not sound natural, the speech rate was already suitable for the students of seventh graders. The students could hear the recording and answer the listening tasks correctly. Overall, the total score from the first to the third aspect of multimedia content is 3.53 which is classified into good category.

The supplementary multimedia-based listening materials were also evaluated by an expert of ICT in ELT to see the effectiveness of the multimedia features. There are three aspects of multimedia features validation which are multimedia design, audio quality and screen appearance. The multimedia design has ten criteria to be evaluated, two criteria for audio quality aspect and eight criteria for screen appearance aspect. Every criterion is rated by using four different scales, namely: (1) poor, (2) fair, (3) good, (4) very good. The result of the expert's judgment on multimedia features can be seen on Appendix 3.

The first aspect of multimedia features validation is the design of its multimedia-based listening materials. The total score of this aspect is 3.7 or very good. There is a user guide for the students to use the media and navigation features to move around the slide grids in the media. Moreover, the media file is easy to run because there is no modification needed to PC system. Yet, there are few navigation features in Unit 1 and 2 that do not function well and need to be revised such NEXT and GO BACK buttons to replay the animations' talk.

The multimedia design aspect also includes one-click access to help, exit and main menu. The students can easily get help if they find any trouble in operating the media in the taskbar at the top by clicking the help button. They can also close the media whenever they want by clicking the exit button in the very right corner. The main menu is also provided and easily seen from the content menu, learning objectives and the stages of scientific approaches that provide listening activities inside it. All of the help accesses exit and main menu can be obtained with one-click process.

Besides one-click process, the multimedia-based listening materials also offer interactivity to engage students with the topics they listen to. The interactivity can be seen from the students' participation to actively control the flow of the multimedia they are playing with. Their eagerness to listen the topics, finish the listening tasks and finally get to see their score actually reflects the interactivity of the multimedia-based listening materials. In addition, the interactivity is also represented by process of actively taking notes every time the audio recording is played by the students to be able to complete the follow-up listening activities.

The students' ability to complete the follow-up listening activities somehow is influenced by the quality of audio recording. The expert's judgment toward the audio quality as second aspect of the multimedia design is very good. It is already clearly heard when the audio is played with or without headphone. Since the audio was obtained from the online software narration as if it was spoken by native speakers from the United States, there was a little less appropriates to the students' proficiency level. The sound is then edited by Audacity software to suit the speech rate with the students' listening skill.

The third aspect is the screen appearance. The expert's judgment on the screen appearance is 3.25 or very good. The criteria that support the screen appearance is animations, background color, fonts size, answer key's boxes and also the summary section. According to the expert, the screen appearance is interesting because of the use of moving animations. However, it can be more attractive for the students of seven grade if the background color is more colorful and softer than blue. Soft green background color can be applied for Unit 2 to make it more attractive and the students will not get bored to play the next unit.

A minor revision on the supplementary multimedia-based listening materials was done for the betterment of the multimedia-based listening materials. The experts' feedback on the content and multimedia design was taken into a consideration to revise the listening materials. There were some parts needed to be revised such as the grammar focus in the observing texts, speech rate in the audio recording, navigation features, answer keys and creating activities in unit 1.

The last research procedure was to conduct the product try-out after the revision. The product try-out was carried out to check the usability of the multimedia-based listening materials. There were fifteen students of SMP Negeri 1 Bangil involved in the product try-out. They were all in the seven grade but from two different classes. They played Unit 1 and 2 from the laptops that were provided by the school. The headset was also used to help the students listen to the audio in the media clearly. After they played the media and tried to do the listening exercises, they were asked to give response on the questionnaires and suggestions.

The use of animation which could visualize the topics kept the students' curiosity about the listening materials. Their attention to every detailed movement of the animation and audio recording dragged them to finish until the end of the listening materials. The navigation features such as EXIT, PAUSE, NEXT and GO BACK also help them a lot to explore the materials independently. Yet, they could still communicate the information they got from listening activities with their friends and had their project checked by their English teacher.

The students were excited to use the media and complete the listening exercises. Even though they have little difficulties deal with the speech rate of the animations' talk, they were eager to answer the listening tasks and check their answers in answer keys. The answer keys assisted them to clarify their answers. The students also found the scoring box as something like reward for them. They were happy when they got a good score. Moreover, all of the students (100%) thought that ranges of different kinds of listening exercises were beneficial for them to motivate them to sharpen up their listening skills.

DISCUSSION

The multimedia-based listening materials were developed to supplement the main textbooks of English using Curriculum 2013 for seventh graders that had no listening practices. The listening practices in the form of multimedia-based eased up the burdens of the teachers to provide listening extracts for the students that were matched with the syllabus demands in the Curriculum. Howard and Major (2005:101—109) stated that effective English language materials should be imparted with the curriculum. Once the materials go hand in hand with the curriculum, it will likely meet the objectives of learning. In another word, the materials will not only beneficial for the teachers but also students.

The use of multimedia-based materials also reduces the teacher's burden in presenting the materials taught on the whiteboard and doing much talking to explain. Gilakjani (2012:57—66) suggested that multimedia-based materials were highly efficient. It replaces the traditional way of teaching in this modern era. The students no longer need to spend much time listening to the teachers' explanation and get bored in the classroom. The multimedia-based listening materials can be accessed outside the classroom and played as much time they want to comprehend the listening topics in a fun way like playing games.

The students nowadays better learn in multimedia environment. Vandergrift (2007:191—210) emphasized the use of multimedia-based listening materials in the classroom to improve listening ability and also facilitate vocabulary learning. Through multimedia-based listening materials, the students hear the listening extracts better by seeing the animations and visual images that illustrate the listening topics. They easily grasp the information from the listening extracts and complete the follow-up exercises. Furthermore, students can also practice listening to vocabulary lists that are used in the dialogues. This practice allows the students to acquire some new vocabulary items. Multimedia-based listening materials simply help students practice their listening skills and accommodate vocabulary learning.

The state of students being able to use the target language for communication meaningfully can be created through engaging materials and interesting topics. Alijani, *et al.* (2014: 151-156) found out that topics of the students' interest such as their favorite singers, hobbies or things related to their real life could increase the degree of students' ability in listening as well as motivation toward the listening materials. The students tend to get more excited when they learn about something they like. Thus, interesting materials to learn can catch the students' interest into the learning stage and finally be able to use the target language.

Answer keys to the correct answers which also has score box for students to see how many questions they get the answers correctly to some extends also motivate them to learn. The role of getting to see the score is also similar to get feedback from the teacher. Phing and Kian (2007: 28—37) stated that a good design of multimedia-based materials should provide informative feedback on the students' performance. The feedback can be very detail information on the students' performance or the short version like providing answer keys. The feedback is very important to reinforce the learning process. Therefore, the motivation in keeping up with the topics in the multimedia is aroused when the students can check their answers. They keep on trying to get the answers correctly.

RECOMMENDATIONS

The development of the supplementary multimedia-based listening materials was intended to accompany the main textbooks to teach listening skills for seventh graders in the second semester. It can be used by the students outside the classroom activities with minimal guidance of the teacher. It is also recommended for teachers to use the materials for classroom listening activities.

Moreover, the tasks in the materials can also be used to teach integrated skills by the teaching. For example, teaching listening and speaking at once using oral descriptive text which talks about popular athletes. The students may share their own favorite athletes with their classmates to practice their speaking ability after they listen to the audio recording. This activity can grow the students' confidence to share their ideas to other. Another possibility is to teach listening and writing. After listening to the examples of popular artists in the listening materials, the students might be asked to complete the personal's identity of the popular artists.

Since the supplementary multimedia-based listening materials were found fruitful to help students develop their listening skills, the materials should be widely disseminated through the online media or teacher's workshop such as MGMP. The file can be uploaded in the Google Drive. The link then can be shared on Facebook, Line or WhatsApp so that everyone can download the file easily from the Google Drive Link. For further development of this product, the materials might be put in the website so it can be accessed online by everyone. In addition, the sounds can be obtained from the real person who is native to English if there is an access to the native speakers.

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