

**DEVELOPING INTERACTIVE LISTENING COMPREHENSION  
MATERIALS IN SELF-LEARNING CENTER (SLC)  
FOR THE STUDENTS AT IAIN KEDIRI**

**Fakrurriana<sup>1</sup>**

***Abstract***

*This research and development (R&D) study is conducted to develop Interactive Listening Comprehension Materials in Self-Learning Center (SLC) for the Students at State Islamic Institutes (IAIN) Kediri. The research involves the students of basic level of the university students, SLC advisor, and four experts. The instruments in needs survey consist of questionnaires, an interview guide, and field notes. The data from the students is calculated in percentage and those from the SLC advisor and from the field notes are described in qualitative way. The data from needs survey is used as the basis for the materials development. A validation form is used to collect the experts' judgment on the materials. The experts validate the materials in terms of the program and the content of language. The data from the experts are analyzed in percentage and also described qualitatively.*

***Keywords:*** *developing, interactive listening materials, Self-Learning Center, IAIN Kediri.*

Understanding what is being said in spoken language is undoubtedly very useful for students of foreign language. It is easy to see that if one can not understand what has been said, it is impossible to respond intelligently. In order to understand, one must get the message the speaker is trying to convey – the intention and the nuances – and it needs to be done accurately and almost instantly. To do this successfully, the listener requires a certain level of knowledge and thinking ability. If the listener has been reasonably able to grasp the meaning of what has been said, then it is not unduly difficult to respond even if it is done in a difficult way.

To gain the ability to communicate in English, foreign learners should be aware that understanding what is heard is probably the most important skill to be required before reasonable communication can be achieved. Morely (2001) noted

---

<sup>1</sup> Dosen STAIN Kediri

that listening is the most frequently employed skill in daily use. Research result vary slightly, depending upon the group studied, but on the average, time spent in communicating divides into approximately 50 percents listening, 25 percents speaking, 15 percents reading, and 10 percents writing.

A communication cannot be successfully undertaken without the ability to listen. Therefore, a certain degree of listening competence is needed before one can truly experience real communication. Listening should, in fact, be considered at least as important as speaking. However, many teachers and students equate foreign language competence with the ability to speak it. Improving listening comprehension before pushing speaking skill would surely help those who are really trying to go in acquisition of a foreign language.

Listening Comprehension courses in State Islamic Kediri or *Institut Agama Islam Negeri (IAIN) Kediri* divided into two courses, they are Intensive Listening and Academic Listening. Intensive Listening is for the second semester students after they got Intensive Course program in the first semester. It is the prerequisite for Academic Listening. Each Listening Comprehension course has 2 credits which mean that it has only 100 minutes a week. It seems not enough for the students to get Listening Comprehension materials in the real class. The solution is that they have to go to the Self-Learning Center, the place where they can study independently.

Concerning with material, Chen (2005) studied the barriers to acquiring listening strategies for EFL learners and their pedagogical implications. The subjects of his study are the fourth level students learning English as a foreign language and taking the English course at the tertiary level in a junior college in Taiwan. For material barrier, he suggest that the learners be more likely to practice strategies with text that do not present too much difficulty in terns of vocabulary, grammar, topics, spoken features, or length of sentences or texts. Instructors have to be cautious about the selected materials being appropriate to the learners' language level.

Due to the importance of outside class study in Foreign Language Learning that the student centered learning is crucial, the researcher consider self-instruction very helpful. It supports the teaching program, especially using the computer. The use of the new communication technologies cannot be sub-utilized, especially the tools that constitute the software of joyful learning and discussion lists dealing with autonomous learning. Its best use, therefore, would require looking at the place such as Self-Learning Center as a cooperative environment rather than as a supplement of instructional tool.

Nowadays there are many colleges and universities facilitate their students with such kind of Students Self-Learning Center. For example in State University of Malang (UM) and State Islamic University (UIN) Malang it is called Self Access Center (SAC). In Bina Nusantara University (Binus) Jakarta the Self-Learning Center is named Self Access Language Learning Center (SALLC). While in State Islamic Institute (IAIN) Kediri it is called Self-Learning Center (SLC).

Self-Learning Center (SLC) at IAIN Kediri is a language centre managed by the academic staff of the English Language Program and is free to all students at the State Islamic Institute (IAIN) Kediri to access. The SLC provides the services on the Open Learning Advisory Service and the SLC Assistants for the students.

The Open Learning Advisory Service aims to help students: to find out about the SLC (access to resources, effective use of resources, etc); to start a self-study program; to know which resources are most appropriate; to discuss learning progress; to know how to use particular resources or equipment ; to get some general or specific advice on language learning strategies. After a preliminary talk where the students can find out more about their learning needs and styles, they (together with the advisor) can negotiate an individual language learning program to be followed independently. If the students wish, they can be monitored by coming to the advisor regularly. However, it should be noted that no teaching is

involved on the part of any advisor. The assistant was solely help the students on the learning program and strategies used independently.

In the SLC, students also have the opportunity to practice on: university course material: textbooks, past test papers and EFL tests: First Certificate English (FCE), Certificate in Advance English (CAE), Certificate of Proficiency in English (CPE), etc. The material in the SLC is constantly enriched and updated with the provision of new articles related to the students' fields of study, e.g. Economics, Business Informatics and Web sites of interest that the SLC have come across.

Apart from face-to-face assistance, the SLC provides a range of facilities for students to learn on their own. They can study language independently. Cotterall (1995) believed that autonomy in language learning is a desirable goal for philosophical, pedagogical and practical reasons. But she pointed out that even for ESL teachers who claimed to believe in autonomy, many of them regularly subverted that goal by excluding learners from decisions about planning, pacing and evaluating classroom tasks.

Ho and Crookall (1995) suggested that learner autonomy should be exercised within the context of specific cultures and teachers should take that into consideration when suggesting the students to study independently outside classes. For instance, they may design a simulation to change the learning environment, to offer chances for students to make decisions and to override the notion of authority which makes students passive receivers of knowledge.

The problem arises when we talk about fun independent learning. Ideally, SLC should provide the program for fun and enjoyments to have the students learn autonomously and interactively; especially for Listening Comprehension material. Unfortunately, in SLC IAIN Kediri, the available materials are in the form of tape cassettes, CDs, completed with the books of tape scripts. The materials can not make the students have interactive activities, because when they listen to the materials, they can read the script in the hand book, and find the

answers of the tasks in it. Furthermore, there are no visual materials for listening comprehension that the students can play in the computers available in the SLC.

Previous studies of listening comprehension done by Mulyani (1992), Zaenury (2008), and Yuana (2008) only focus on the materials and strategy for the use of teaching inside the classroom. They do not consider how the students have to improve, train and reinforce their listening comprehension outside the classroom independent and interactively.

Based on the fact that the interactive listening material in SLC IAIN Kediri is unavailable, it is necessary to develop an interactive material for the students in the basic level of listening comprehension. The development materials can be achieved by administering a research and development (R & D). In relation to this the researcher conducted a research entitled “Developing Interactive Listening Comprehension Material in SLC for the Students at IAIN Kediri”

The previous study almost the same as this study is done by Claudie (2006), it is about developing multimedia-based material for self-instruction. The study develops material for outside the classroom activity. It is a supplementary listening material to give students maximum exposure outside classroom context and help them to develop a sense of responsibility and independence to their own learning. It is said that the study strived to develop prototype of such materials to be used by students of intermediate and upper intermediate level of proficiency studying English in AZET Language Centre, Malang.

The similar study is also done by Wicaksono (2009), he conducted the study of Developing Listening Courseware for First Grade Students of SMA. On the other hand, what makes this study different from those studies is this study aims at developing interactive listening comprehension materials in SLC for the students at IAIN Kediri; it focuses on the basic level of the students for university level. This study is in the form of Macromedia Flash. All the differences above show that this area of research is worth venturing and, thus, this research is worth conducting.

## **METHOD**

In line with the procedural model of development applied in this study, it is the development of Interactive Listening Comprehension Material in SLC for the Students at *IAIN* Kediri. It consists of some stages. Firstly, needs survey and its result was used to develop the interactive material for Interactive Listening Comprehension. Then, when the material was ready, it was sent to the experts to be validated. After being validated, the materials were revised as suggested and its result was evaluated by try-out. The result of the try-out was used as the basis of the second revision and the second try-out. Finally, the product became the final product (see Figure 2.1).

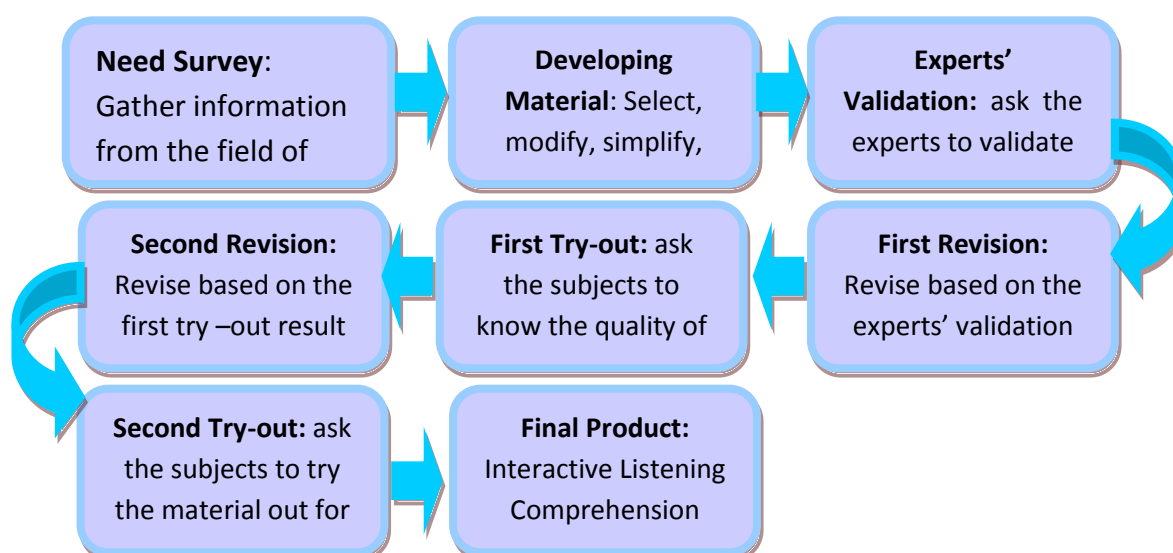


Figure 2.1 The Model of Development Adapted from Borg & Gall (2006)

In this study, the need survey was conducted to obtain as much information as possible in any given situation in a field. The information from the students and the SLC advisor related to the area of the study was needed to develop the materials. It was also to find out the availability or inadequacy of interactive listening materials in SLC *IAIN* Kediri. Then the material was analyzed to see their applicability and appropriateness with the need of the students.

The need survey used some instruments, such as questionnaire, interview guide, and field notes. This procedure was intended to obtain the information on the learners' independent learning, and their needs in learning listening comprehension.

Developing an Interactive Listening Comprehension Material for the Students of Elementary Level at SLC IAIN Kediri was the second procedure of this study. For this purpose, first, the researcher constructed the map of the materials. The map contained topics, main activities, and extension activities, the animations. Topics are based on the needs of the students from the needs survey result. Main activities were set up based on the topics of listening materials. And extension activities were added to relate the listening activities to the tasks follow. The animations are made to make the materials interact to the users; the users in this case the students of elementary level.

Second, based on the map of the materials, a number of available listening materials were collected. When the materials were already gathered, the recorded materials were played and listened carefully. It was administered to select the appropriate ones. The appropriateness of the materials was based on the needs survey.

Table 3.1 Materials Mapping

No	Menu	Kind of Text	Objectives	Main activities	Following task	Number of Topic
1	Easy	Descriptive Topics: - animals - baby stuffs - etc.	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to described picture (one person voice)	Choosing the right picture	30
2	Medium	- Narrative - Descriptive Topics: - breakfast	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to the text (descriptive/narrative) (two people's voice/dialogue)	Choosing the right answer. In form of pictures or phrase	20

		- comedy				
		- etc.				
3	Hard	- Narrative - Descriptive Topics: - Addiction - Date - Etc.	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to the text (descriptive/narrative) (two or three people's voice/dialogue)	Choosing the right answer. In form of pictures or phrase	10

To know the quality of the product, appropriateness, applicability, usefulness, effectiveness, efficiency, and attractiveness of the product was needed to be validated. There were two kinds of validation, they were validation from the experts namely experts' validation, and validation from the users, in this case the students, was by try out of the materials.

### **Experts Validation**

When the material was developed, experts were selected to help improve the quality of the product. The experts validate the materials in terms of the language, contents, and style of delivery, the design of the program and general evaluation about the material. There were four experts were asked to validate the material. Two programmer experts for validate the program, and the others were the experts on the content.

The first expert on the program was Moch. Agung Fakhruddin, S. Kom. He is a computer programmer and was graduated from UNAKI Semarang in 2003. He is an employee in CV Pro Reka Inti as system analyst. Once he worked at Muria University as an engineering lecturer. The second programmer was Adi Permadi. He was graduated from AMIK Bina Sarana Informatika in 2006. He is now working at CV. Repex Wahana Bekasi East Java as Associates as Web and Application Programmer in Research and Development Department since 2008.



To validate the contents of the material, the Dean of Tarbiyah faculty and the Dean of English department of *IAIN Kediri* were chosen. The Dean of Tarbiyah faculty is Dr. Mukhammad Abdullah, M. Ag. He was chosen as an expert on material content because he has been a Listening Comprehension course lecturer in *IAIN Kediri* since his debut career as a lecturer at *IAIN KEDIRI* in 1999. The second expert on content was Toyyibah, Ss. M. Pd. She is a Dean of English Department of Tarbiyah Faculty at *IAIN Kediri*. She was chosen as the expert on content under the consideration that she knew the students' competency level in learning English at *IAIN Kediri*.

Their quality comments were put in a validation form by giving a checklist to one of ranges, namely: good (score range: 71-100), fair (51-70), and poor (10-50).

To know the applicability, appropriateness, usefulness, effectiveness, efficiency, and attractiveness of the product to the users, it was needed to be tried out. By trying it out, the necessary data concerning the applicability of developed materials can be elicited. It also can reveal the advantages and the disadvantages of the materials.

## **FINDINGS AND DISCUSSION**

In this chapter, there were two finding data namely the developed material and the score of the students after learning by means of the developed material. The developed material is presented through the material mapping below.

The result of the developed materials was in the form of macromedia flash computer program. It was developed using software to modify flash file, namely SWISHMAX3. The developed program consists of three menus or levels of exercises; they were easy, medium, and hard. The grouping was based on the level of difficulties to do the task of listening comprehension materials. On this scene the user can choose the level of exercises he or she wants to do. In the easy level there were thirty topics, the medium level had fifteen topics, and the hard level

had fifteen topics. The topics chosen were based on the students interest data from the needs survey. The picture of the program menu can be seen in Figure 4.1.

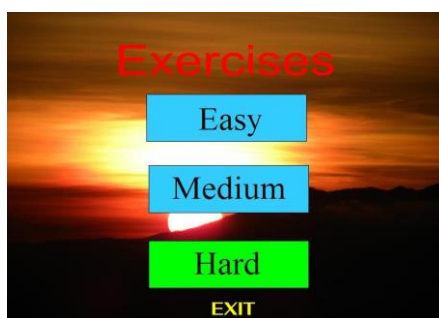


Figure 4.1 Program menu

Level easy had thirty topics. They are: Animal, Babies, Balls, Cars, City Tips, Clothes, Computers, Families, Favor, Flags, Fruit, Hairstyles, Holidays, Hotels, Job Center, Man Horse, Materials, Movies, My Daily Diet, Pets, Places, Say What, Sports, Stuffs, The Gift, The Sign, Things To Do, Two Lovers, Vehicle, And Winter Snow. Every topic had six descriptive recorded text followed by task. There were three pictures on the screen, the speaker described a picture then at the end of the description, the user should click on the right picture that the speaker had described. (see Figure 4.2)



Figure 4.2 Easy Level

Table 4.1 Mapping of the material

No	Menu	Kind of Text	Objectives	Main activities	Following task	Number of Topic
1	Easy	Descriptive Topics: - animals - baby stuffs - etc.	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to described picture (one person voice)	Choosing the right picture	30
2	Medium	- Narrative - Descriptive Topics: - breakfast - comedy - etc.	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to the text (descriptive/narrative) (two people's voice/dialogue)	Choosing the right answer. In form of pictures or phrase	20
	Hard	- Narrative - Descriptive Topics: - Addiction - Date - Etc.	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to the text (descriptive/narrative) (two or three people's voice/dialogue)	Choosing the right answer. In form of pictures or phrase	10

The second level is medium. In this level there were fifteen topics, they are: Breakfast, Collection, Comedy, Four Modes, France, Family Future, Halloween, Jeyong Travel, Job Options, Movie, Memory, Not Lost, Phone Call, Quake, Room Cost. There were two speakers' voice were talking in a conversation in this level. The tasks following the recorded conversation were in

the form of multiple choices. There were questions followed by three up to four possible answers. The questions can be seen while the conversations were played. (see Figure 4.3)



Figure 4.3 Medium Level

The last level was hard level. In this level, It is said the hardest task to do because there were more than two people talking in the record and the question came after the record or the conversation finished. There were fifteen topics and ten questions in every topic.



Figure 4.4 Hard Level

### Experts' Validation on the Program

According to the first expert on program, Agung Fakhruddin, S. Kom, the overall program was good enough, yet, the design need to be revised, since the color was not eye-catching. He focused on the scene of the menu. The design and the color were not matched each other. He also suggested that the sound effect need to be added to the program. Therefore, it should be revised.

The second programmer, Adi Permadi, contended that the program was monotonous. It needed to be revised to make it more interactive and more attractive. The background gradation of color from dark to light did not produce a set of good hue. Afterwards, he recommended adding more interactive model of fun game in the program.

Both the first and second programmers claimed that the program was good. However, it need more improvisation to make more interactive to make students or the users interested in the program then make them enjoy to learn independently.

### **Experts' Validation on the Content**

The two experts on content considered that the materials were good and appropriate to the students of IAIN Kediri. The clarity of recorded materials was good. However, it was too many topics presented in the program, especially in the easy menu. They suggested some topics in easy menu to be deleted to make it not to be monotonous and add some more model of interactive listening material.

The first expert on content, Dr. Mukhammad Abdullah, M. Ag, prompted to add some songs in the program. He believed that there were many interesting activities can be done through songs. The second expert on content, Toyyibah, Ss. M. Pd wanted the more varied program. She also suggested deleting the topics which were not appropriate to the Islamic department, she mentioned the topic was two lovers. Toyyibah, Ss. M. Pd judged the hard level should be deleted, since it was too difficult for the beginner students of IAIN Kediri. She suggested that the program could put some Islamic materials.

### **Revision**

Based on the experts' comments, judgments, and suggestion most of the materials, the program and some tasks need to be revised. The first revision was done on the program. There were two for revising the program. The first step was making the new map of the program and the second step was revising the program

based on the map made. The map revised of the program could be seen in the table 4.3

The map of the program was changed. There were four menus in the program revised. They were picture description, multiple choices, missing lyrics, and Islamic songs. The design of the scene menu was changed. It can be seen the difference before and after being revised in the Figure 4.5.



Figure 4.5. *Exercises vs. Menu*

On the first menu, that was picture description, it was almost the same as the program before being revised. What make it difference with the program before, the revised program had blue background color, and there only had fifteen topics in it. The other fifteen topics were eliminated regarding to the experts' suggestion. The fifteen topics chosen were: Animal, Baby Stuff, City Tips, Clothes, Families, Flags, Fruit, Hairstyles, Movies, Pets, Places, Sports, The Gifts, Vehicles, And Winter Snow. The other fifteen topics were omitted. The differences between the programs before and after being revised can be seen in the Figure 4.6



Figure 4.6 *Easy Vs. Picture Description*

The second material for revised program was multiple choices. The content was the same as the material in the program before being revised. The different was in background color and design. (see Figure 4.7)



Figure 4.7 *Medium vs. Multiple choices*

The next step for revising the program was the next menu; it was omitting the hard level menu and changing it to be missing lyrics. The activities presented in this section were listening to the songs and filling the gab in the missing lyrics. There were three songs presented. The songs were chosen under the consideration that students were familiar with the songs and they were assumed to find them easy to listen to. The clarity of articulation of the songs sang were appropriate to the basic level of the students of IAIN Kediri. They were: You're not alone by Michael Jackson, Waving Flag by K'Naan, and You're So Vain by Brook White.



Figure 4.8 *Hard vs. Missing lyrics*

The activities which were there in the missing lyrics were listening and watching to the video of the song and type the missing lyrics in the right side of the video. The missing lyric/words were in the form of verbs and nouns.

The last menu in the revised program was Islamic Songs. The objective of this activity is that the users could imitate the singers' voice to sing the songs since the video of the songs displayed the song lyrics while the song video played, so that the users could know the right way to pronounce the words. The program inserted Islamic songs for the reason of the target of the field of study was at the Islamic institution.

Table 4.3 Program mapping revised

No	Menu	Material (Topic)	Objectives	Main activities	Following task	Number of Topic
1	Picture Description	Descriptive Topics: - animals - baby stuffs - etc.	- Listening for gist - Listening for specific information	Listening to described picture (one person voice)	Choosing the right picture	15
2	Multiple Choices	- Narrative - Descriptive Topics: - breakfast - comedy - etc.	- Listening for gist - Listening for specific information - Listening for pleasure	Listening to the text (descriptive/narrative) (two people's voice/dialogue)	Choosing the right answer. In form of pictures or phrase	15
3	Missing Lyrics	Song lyrics: - You're not Alone - Waving Flag - You're so vain	Listening for pleasure	Listening the songs	Filling the gap	3
4	Islamic Songs	Islamic songs with lyric	Listening for pleasure	Listening the Islamic songs	Imitating the songs	5

After finishing the program, it was sent to the experts for the second time. The experts on the program appreciated the changes. It could be more interactive and the design was better than before. Meanwhile, the experts on program also said that the program was good and it was appropriate to the students at beginner level in SLC STAIN Kediri. They said that the program could be tried out in SLC.



## **The Try out**

The try out was carried out in the Self Learning Center STAIN Kediri after class hour in order not to disturb the regular teaching and learning process. During the try out, the researcher observed the process of the students doing the tasks in interactive listening materials. It was done to find out whether the materials were applicable, appropriate, useful, effective, efficient, and attractive to the students' independent learning.

A number of important things which showed that the materials were effective for the beginner students of STAIN Kediri was shown as follows: (1) all of the participants were seriously joining the try out session, (2) in the process of doing the tasks, the students could play the program easily, (3) the students learned the materials independently without asking to the advisor or assistant because the instructions in the program was already clear (4) when the try out was completed, they said that they wanted to have more interactive listening comprehension like that.

The students were asked to answer the questions about the materials in terms of clarity of the recording, attractiveness, and speed of delivery of the program after having finished doing all of the tasks in the interactive listening comprehension program.

The result of the data showed that the listening materials were appropriate for the students. No students considered that the materials were poor. Pertinent to the clarity of the recording on Picture Description Menu, 52% of the students considered that the materials were very good, 39% considered them good, and 8% considered them fair.

In relation to the attractiveness of the Picture Description menu, 25% of the students considered that the materials were very good, 59% considered them good, and 17% considered them fair. Concerning the speed of delivery of the

Picture Description menu, 24% of the students considered that the materials were very good, 44% considered them good, and 32% considered them fair.

From the result of the students' tasks, it was found out that most of the materials have achieved the criteria of the appropriate materials for the students in terms of difficulty level. Only one topic was considered too difficult for the students. It was in Missing Lyrics part entitled *You're So Vain* by Brook White. The topic considered too easy was also only one. It was also in the Missing Lyric part. It was *You're not Alone* by Michael Jackson. According to the students, *You're So Vain* was so difficult to do because the singer's voice did not have clear articulation; it made them could not catch the words from the lyric she sang. While *You're not alone* was considered as too easy tasks since they have already familiar well with the song and most of the students can sing it, so that it was easy to fill the gap.

### **Revision**

Based on the data obtained from the try out, it could be considered that the materials did not need revising in terms of clarity of the recording, attractiveness, speed of delivery, practicality, and effectiveness. In term of the difficulty level, however, Missing Lyrics menu need to be revised.

The revision was done changing the video song and the tasks. *You're not alone* song was changed by *Stay the Same* sang by Joey McIntyre. It was chosen to substitute the song before because it was considered not too easy for them. For the song is the song from the 90's year. The other song should be changed was *You're so Vain*, it was replaced by *Trouble is a Friend* by Lenka. Lenka's song was chosen to make it easier to do the tasks, because it has slower articulation and more easy listening than before. The changes can be seen in Figure

### **The Second Try out**

The second try out was carried out only for missing lyrics after they were revised. The try out was conducted on July, 2010. The result of the try out

indicated that most of the students already enjoy with the learning. They could do the task 60% correctly. It means that the materials were not too easy and not too difficult to do.

### The Final Product

After being validated by the experts, revised based on the suggestions and comments from them, tried out, and revised accordingly, the final product was presented. The product is for the beginner students of STAIN Kediri, they are who were in the first or second semester. The product is for the students who want to study independently in Self Learning Center at STAIN Kediri.

The final product is in the form of flash for computer program. It was placed in the CD. The program has four menus; they are Picture Descriptions, Multiple Choices, Missing Lyrics, and Islamic Songs. There were instructions in every view; it makes the program easy to use and to operate. (see Figure 4.10)



Figure 4.9 Before and After Revision

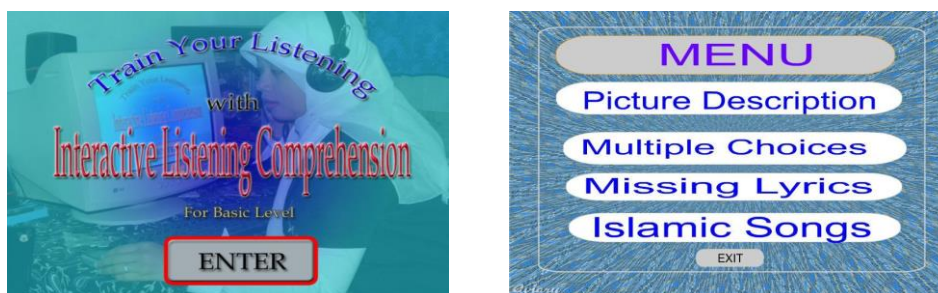


Figure 4.10 *Cover and Menu*

### **Picture Description**

In this menu the presented fifteen topics; they are Animal, Baby Stuff, City Tips, Clothes, Families, Flags, Fruit, Hairstyles, Movies, Pets, Places, Sports, The Gifts, Vehicles, and Winter Snow. Every topic has six recorded segments followed by task. The tasks are in the form of choosing one right pictures from three pictures displayed. There are six instructions to do this section. The instructions appear in every displayed topic.

### **Multiple Choices**

This section presented fifteen topics. In every topic there were two or more speaker have a conversation. When the audio is played, the user can see the multiple choices of the answers. There are five instructions for each topic in this part.

### **Missing Lyrics**

This section the program presented three songs with missing lyrics. In every song, there are ten missing words. When the title of the song was chosen, automatically it will run the video song, on the right side of the video there is a lyric of the song, with ten blank spaces in it.

The first song is a song by Joey McIntyre entitle *Stay the Same*. The missing words in the lyric of the song are in the form of verbs. The second song is *Waving Flag* by K'Naan, the missing words are in the form of nouns. The last

song is *Trouble is a Friend* by Lenka. The missing words in this song are in the form of verbs.

### **Islamic Songs**

The last section of the program menus is Islamic songs, this activities train the user to imitate the singer. Since the song lyric can be seen in the video, the user can sing along with the singer. The objective of this activity is to introduce the user to the Islamic words. there are five songs in this part. The first song is by Yusuf Islam, the title of the song is Bismillah (I am a Moslem). The second song is by Zain Bikha, the title is Give thank to Allah. The third song is Subhanallah by Kamal Uddin. The fourth song is Insyah Allah by Maher Zain. The last song is Mother By Sami Yusuf.

### **CONCLUSIONS**

This chapter presents the conclusions and recommendations derived from the result of research and development. The conclusion is focused on the final product of the study. It also deals with the students' response toward the use of interactive Listening Comprehension materials, the strengths and weaknesses of the applied product as well as the improvement of the students' listening comprehension independent learning. Meanwhile, the recommendations are directed to the follow up action based on the research significance of the study.

#### **Conclusions**

Based on the result of research and development in the previous chapter, the conclusions are the formulated as follows:

First, the final product is in the form of flash for computer program. It was placed in the CD. The program has four menus; they are Picture Descriptions, Multiple Choices, Missing Lyrics, and Islamic Songs. The product has instructions that can make it easier to operate and use.

Second, the product of interactive listening comprehension materials is considered as an appropriate product to train the listening comprehension for the

basic level of students at IAIN Kediri. It can be seen after the try out of the product in two cycles compared the students' enthusiasm in listening comprehension independent learning. Compared to the preliminary study, most of the students get difficulties in finding and using listening materials in SLC IAIN Kediri. It makes the students have low motivation and interest in learning listening comprehension in SLC.

Third, the students have positive response toward the use of interactive listening comprehension materials. According to the students, the impacts of using interactive Listening Comprehension materials have given them a good chance learn listening comprehension independently, to train their listening ability, and to help them improving their vocabulary.

Finally, apart from the strengths shown by the use of interactive Listening Comprehension materials in improving the students' listening comprehension, the limitation of the product that specified to the basic level of the students are the weaknesses of the product.

## REFERENCES

- Borg, W.R & Gall, M.D, 2006. *Educational Research: An Introduction* (8<sup>th</sup> ed), New York: Longman Inc.
- Chen, J. Y. G. (2005). *The influence of strategy use on comprehension and recall of authentic English listening texts by Chinese EFL students in Taiwan*. Unpublished doctoral dissertation, University of Minnesota, MN, USA.
- Claudie, P, 2006. *Developing Multimedia-Based Listening Material for Self-Instruction: Material-Centered Approach*. Unpublished Thesis. State University of Malang
- Cotterall, S. 1995. Developing a course strategy for learner autonomy. *ELT Journal*, 49/3, 219-227.
- Ho, J. and Crookall, D. 1995. Breaking with Chinese cultural traditions: Learner autonomy in English language teaching. *System*, 23/ 2, 235-243.
- Morley, J. 2001. *Aural Comprehension Instruction: Principles and Practices*. In M. Cele-Murcia (Ed.). *Teaching English as a Second or Foreign Language*. (3<sup>rd</sup> ed.). USA: Heinle & Heinle.
- Mulyani, R. 1992. *Kajian mengenai Bahan Pengajaran Menyimak untuk Mahasiswa Semester I IKIP Malang dan IKIP Sana Dharma Yogyakarta*. Unpublished Thesis. Malang: IKIP Malang.
- Wicaksono, A, 2009. *Developing Listening Courseware for First Grade Students of SMA*. Unpublished Thesis. State University of Malang.
- Yang, N. D. 1998. Exploring a new role for teachers: Promoting learner autonomy. *System*, 26, 127-135.
- Yuana, E. 2008. *Improving the Listening Ability of the Second Year Students of MTs Negeri Jember I through Running Dictation Game*. Unpublished Thesis. State University of Malang.
- Zaenuri, M. 2008. *Developing EFL Listening Materials for the Seventh Grade Students of MTS Negeri Mojokerto*. Unpublished Thesis. State University of Malang.