


Developing Listening Materials for Information and Enjoyment Based on Local Wisdom

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A B S T R A C T

This study aimed to develop listening materials for information and enjoyment based on local wisdom. The research employed an R&D approach using a pre-experimental design with a One-Group Pre-test Post-test model. The participants were second-semester students of the English Language Education Department at STKIP PGRI Trenggalek in the 2024/2025 academic year. The research procedures included needs analysis, reviewing relevant educational theories, developing the product, expert validation, and field testing. Data were collected through questionnaires and tests, then analysed descriptively and statistically. The needs analysis results showed a score of 78 percent, indicating that students agreed with and supported the development of the material. Field testing demonstrated a significant improvement in students' scores from the pre-test to the post test after using the developed materials. These findings suggest that the developed local-wisdom-based listening materials contribute positively to improving students' English listening skills.

Keywords: *Listening Material, Local Wisdom, Material Development*

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INTRODUCTION

Listening is a two-way interaction between the speaker and the listener. Listening is one of the most challenging language skills for non-native speakers. According to Permatasari, Syam & Sastrawati (2023) found that listening is a complex activity that requires the listener to fully understand the information they hear, contributing significantly to effective communication. Furthermore, Hardiyanto, Tanjung & Suharjono (2021) state that listening demands considerable concentration and focused attention, making it the most difficult language skill in some classroom contexts. Therefore, listening comprehension remains a complex and challenging activity for students.

Students face various difficulties in listening comprehension, which can be categorized into internal and external factors. Internally, students often forget what they hear immediately, fail to recognize familiar words, misunderstand intended meanings, or struggle to visualize auditory information (Yılmaz & Yavuz, 2015). Externally, factors such as material quality, speaker characteristics, environment, and speaking style also affect listening performance (Pratiwi & Andriyanti, 2019). Moreover, current listening materials are often general and lack contextual relevance to students' environments. This contradicts the assertions made by Richards, Renandya & Zahra (2022), that assert the effective teaching materials must incorporate language within meaningful contexts.

To address these challenges, several solutions have been proposed, including providing students with authentic listening materials and adapting real language use in classroom settings (Dewi, 2018). Furthermore, Manurung, Kawatu & Wahyudin (2009) emphasize the role of creative teachers in designing instructional materials that connect students' needs with innovative and contextual teaching approaches. Integrating local

wisdom into teaching materials is one effective strategy to make learning more meaningful and engaging, as it relates directly to students' real-life experiences and environments (Anggramayeni et al., 2018; Dewi & Primayana, 2019).

Therefore, this study aims to develop listening materials for the Listening for Information and Enjoyment course by integrating local wisdom and utilizing a book creator as a media tool to package the materials. This research is important because existing listening materials remain general and lack contextual relevance to students' environments, which affects their engagement and comprehension. By focusing on local wisdom and innovative media packaging, this study seeks to provide more effective, meaningful, and engaging listening materials tailored to the needs of second-semester English Department students.

METHOD

This research utilized Research and Development (R&D). According to Basuki (2017) research and development (R&D) is research carried out by educational practitioners to get findings that are beneficial to design and develop new products/procedures/materials such as curriculum, syllabus, products/procedures/materials are systematically field tested, evaluated, revised, and refined until they meet specified criteria of effectiveness, quality, or similar standards. Moreover, this research is also a pre-experimental research design with the One Group Pretest Posttest approach, where in this study the sample is given a pretest first before being given the developed material, then a posttest is carried out (Imron, Syadza & Surur, 2023).

Respondents

The researcher conducted the research from March 2025 to May 2025 in STKIP PGRI Trenggalek. It is located at Supriyadi Street, number 22 Trenggalek. This research used purposive sampling, and the subject is second semester students of English Department, STKIP PGRI Trenggalek in 2024/2025 academic year, with the total of 17 students. Purposive sampling is creating sample from population without considering strata, random or area but based on particular objective (Arikunto, 2013 in (Mukti & Basuki, 2020).

Instruments

In this research, the researcher used questionnaires and tests. The questionnaires used in students' needs analysis and tests are used in field-testing the product. Questionnaires for collecting data in need analysis used to complete the students' needs. Closed-form questionnaire requiring respondents to select an answer from a set of choices (Krosnick & Presser, 2010). Moreover, this questionnaire used close-form questions that contain 15 questions with five alternative answers. It is given to the respondents before the development of the product. The results of these closed-form questions were analyzed using a Likert scale. Syofian et al. (2015) stated that Likert Scale mostly has five points scale to express the level of agreement with following statement; strongly disagree, disagree, neutral, agree, and strongly agree. Furthermore, the test instrument consists of two types; they are pre-test and post-test.

Procedures

The procedures of Research and Development carried out in accordance with the development steps adapted from (Mukti & Basuki, 2020). This procedure consists of 5 steps, they are Need Analysis, Studying Recent Theories of Educational Product Development, Developing Educational Product, Validating the Product to Expert and Field Testing the Product. That will be shows in figure below

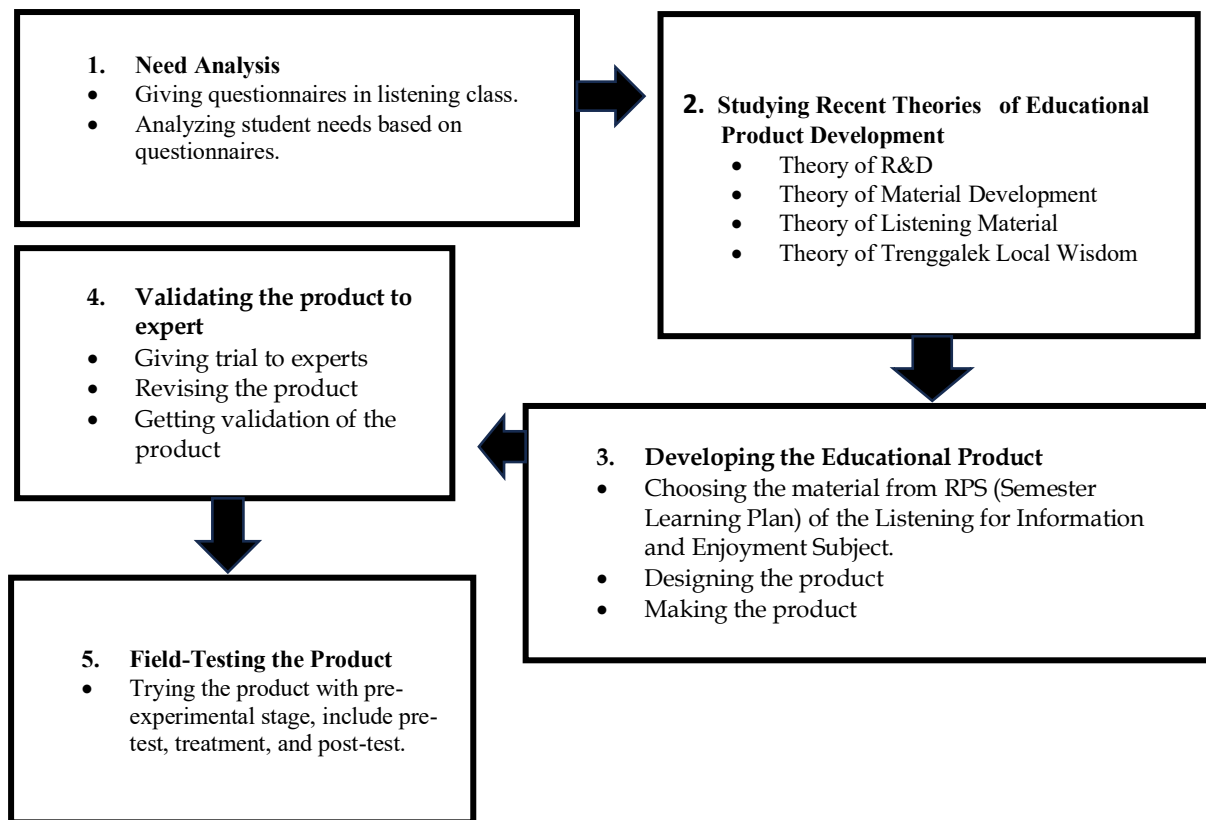


Figure 1. Development Steps of Product

Data Analysis

The data collected from questionnaire was analysed quantitatively by using Likert scale and test analysed quantitatively by using SPSS software. Likert Scale data can be analysed by summarizing the respondent's score, and then find its criteria (Syofian, Setiyaningsih & Syamsiah, 2015). Further, the researcher analysed the pre-test and post-test data with a normality test. The data was analysed using IBM SPSS 25 for Windows to perform this test. The Likert scales are given score as follows; 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) (Syofian et al., 2015).

FINDINGS AND DISCUSSION

This section discusses the results of research including finding of needs analysis, finding of expert validation, and finding of product field-testing.

Finding of Need Analysis

Finding of students' needs questionnaire collected from 17 respondents, the total score is 998. To interpret the data, the researcher counted maximum score ($5 \times 15 \times 17$) = 1275, minimum score ($1 \times 15 \times 17$) = 255, score range ($1275 - 255$) = 1020 with class interval $1020 / 5 = 204$ and the results are below:

Table 1. Total Score Interpretation of Student's Need Analysis

Score	Interpretation
1075 - 1275	Strongly agree
870 - 1074	Agree
665 - 869	Neutral
460 - 664	Disagree
255 - 459	Strongly disagree

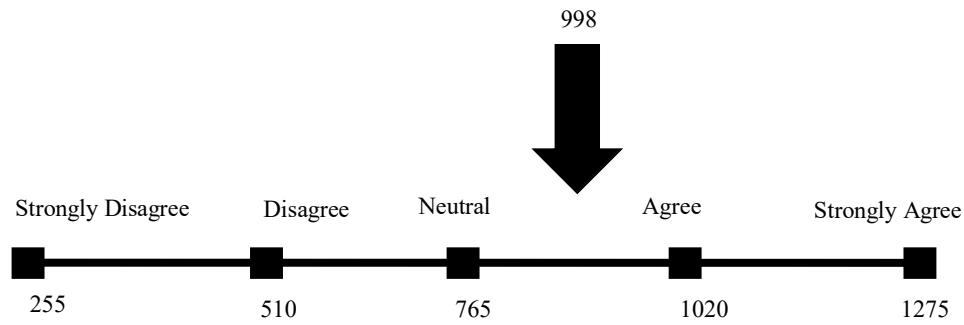


Figure 2. Continuum Diagram of Student's Need Analysis

From the questionnaire contributed to the students' response of the developed material showed that the total score was 998, which is approximately 78% of the maximum possible score. This result was between the ranges 765 (Neutral) and 1020 (Agree). Accordingly, this result indicated that the most of students in class Agree the developed material.

Finding of Expert Validation

Before field-testing the product, the researcher validated the product to the experts. The researcher validated the product with listening material expert and media expert. Table 2 suggestions from material expert and Table 3 from media expert. Here are the specifics:

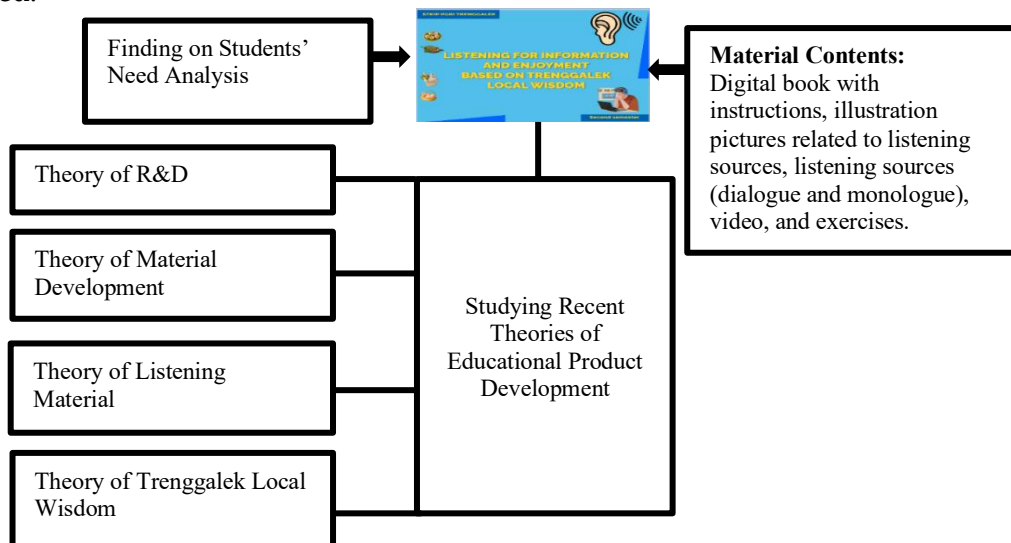
Table 2. Product Comparison Before and After Validating to the Material Expert

Material	Before	After
Eating Out	Without revisions	Without revisions
Shopping	In the used name of event and journal are not in accordance with the context of material.	Replace the name of event with correct spelling and remove the journal.

Table 3. Product Comparison Before and After Validating to the Media Expert

Material	Before	After
Eating Out	Illustration pictures used animation, it should change to real human or object.	Change the illustration pictures to real object.
Shopping	The font size is too small.	Replace the font size accordingly.

The following figures show the characteristics, and contents of the product developed.



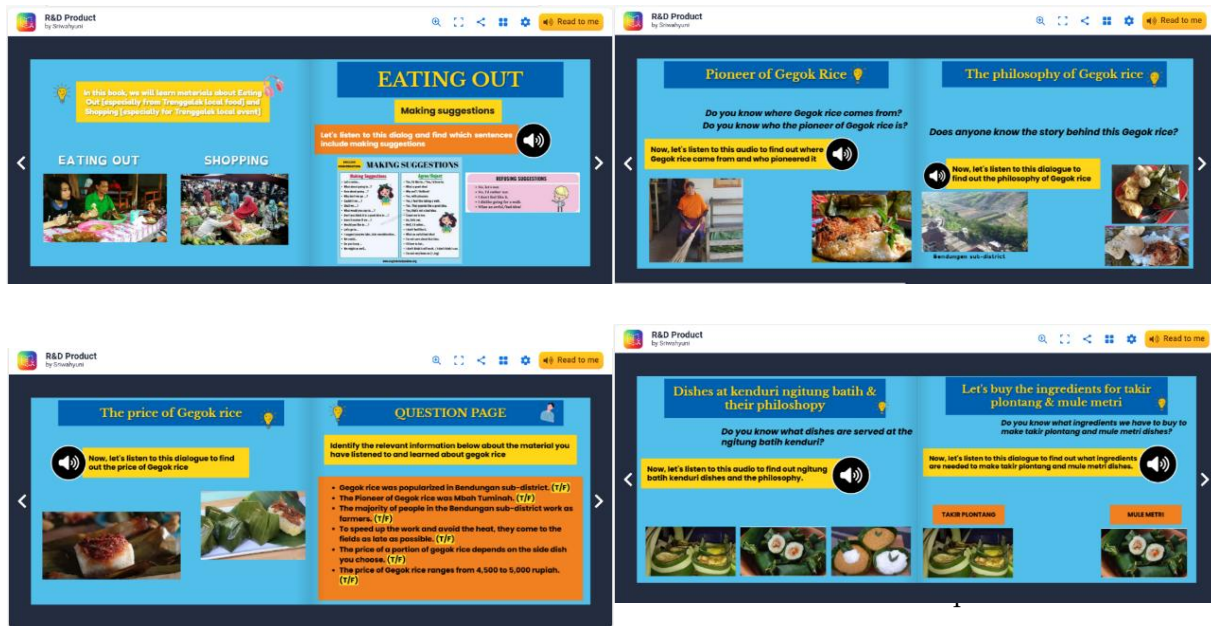
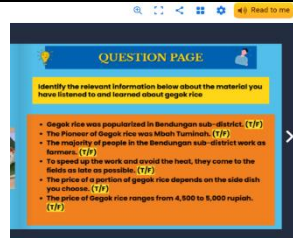


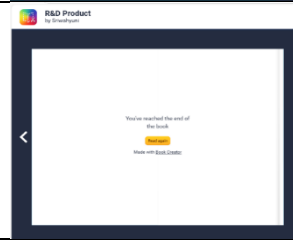
Table 4. Product usage instructions

No	Instructions	Features
1.	Access or click this link:	https://read.bookcreator.com/RpLeqnZ5kLZQGHDrkF68LicpeBz1/J-0OfnoBRhiv3wLmqOUOg
2.	After clicking the link, you will enter the digital book page or listening material developed with the integration of local wisdom.	
3.	To open a new page or move to the next page, you can click or swipe the icon marked >. If you want to go back to the previous page, click or swipe the icon marked <.	
4.	To play the audio, simply click the black audio icon.	
5.	To play a YouTube video, just click on the video section and it will play automatically.	
6.	This digital book has an interesting feature: if you don't feel like reading, you can use the "read to me" feature. Just click "read to me" and the book will be read aloud to you automatically.	

7. The practice questions in this product or digital book are in the form of True or False. If you answer True, you will get a score of 10. If you answer False, the score is 0.



8. When you reach the end of the book, you will find a white slide that says "You've reached the end of the book." If you want to read it again, just click "read again" and the book will automatically return to the cover page.



The product specifications referred to this research are teaching materials that are packaged digitally mediated by Book Creator Website. This teaching material contained Listening for Information and Enjoyment for two sub-themes, they are “Eating Out” and “Shopping”. The researcher developed this product based on Trenggalek local wisdom to help students learn English more effectively, and be easier to understand. This product can be accessed via smartphone, laptop or computer, and it can be accessed when you are connected to the internet. Users enable to enjoy learning with interactive media along with texts, pictures, audios, and many more. This product is equipped with several learning material components such as a dialog or monolog audio as listening sources, and some exercises.

Finding of Product Field-testing

The figures below are the results of students' finding of pre-test and post-test scores before and after using the product. Pre-test value before using the product and post-test value after using the product.

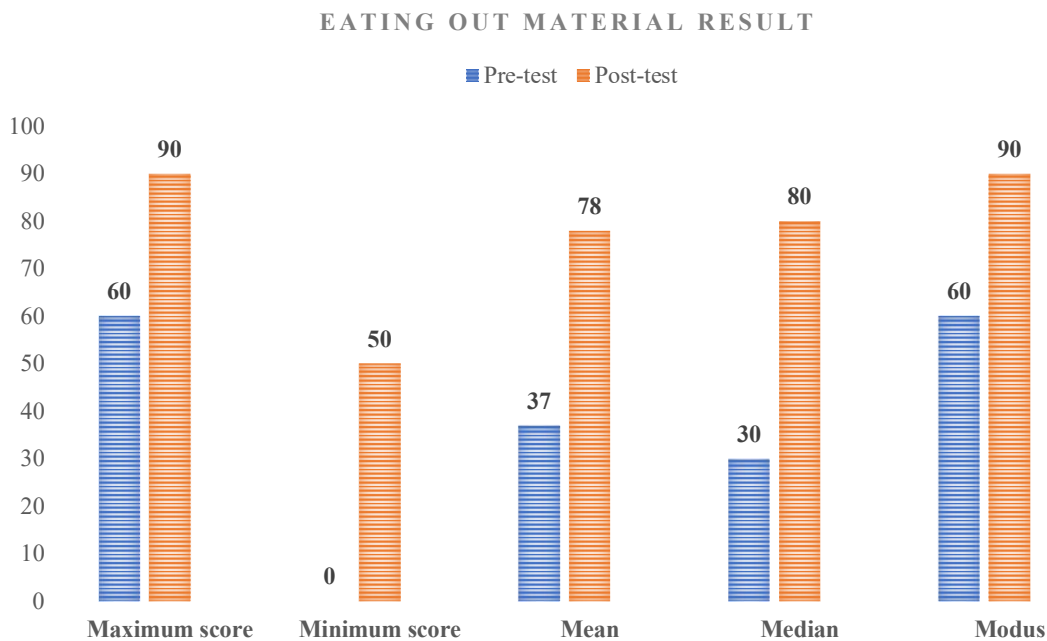


Figure 4. Finding of Eating Out Material

SHOPPING MATERIAL RESULT

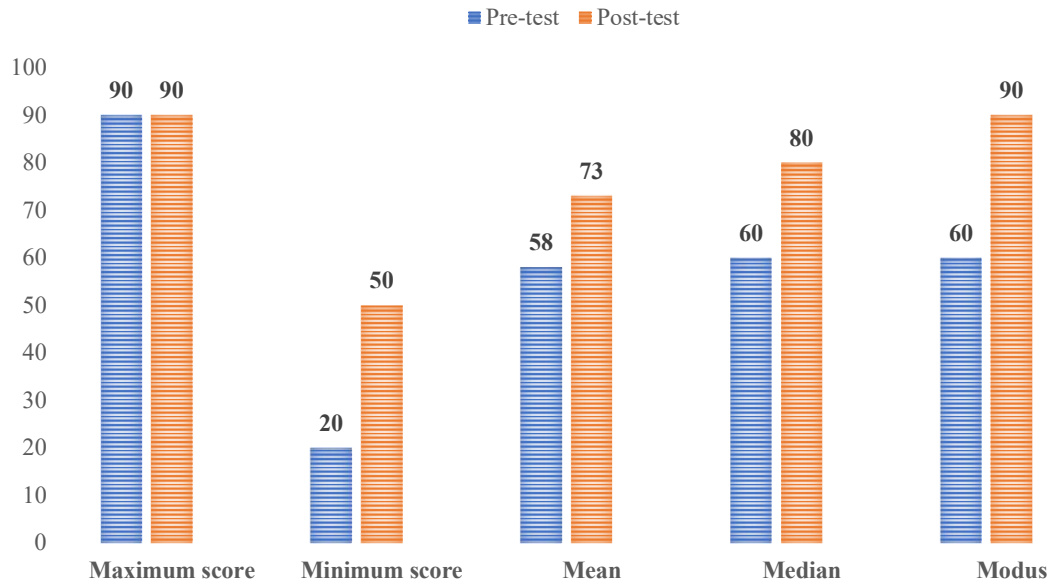


Figure 5. Finding of Shopping Material

Based on the charts above, before students used the product their pre-test scores were lower than the post-test scores after using the product. Before students used the product, in figure 4, the mean value of the pre-test Eating Out was 37 while after used the product, the mean value of post-test Eating Out was 78. This indicated a significant improvement in value. Furthermore, in figure 5, the mean value of pre-test Shopping was 57 while after used the product, the mean value of post-test Shopping was 73. This also indicated a significant improvement in value. To make sure that the data have equality or in same condition, the researcher conducted Wilcoxon test with the help of SPSS version 25 to investigate the effectiveness of the product in real condition. Before using the Wilcoxon test, the researcher has checked the normality test of the pre-test and post-test data of Eating Out material and Shopping material. In testing the normality test, data is said to be normally distributed if the significance value is more than 0.05 (sig. > 0.05) (Fiandini, Nandiyanto, Husaeni & Ijost, 2024). Moreover, the researcher employed Shapiro-Wilk because the total sample less than 50. The Shapiro-Wilk test is more appropriate method for small sample sizes <50 samples (Mishra, Pandey, Singh, Gupta, Sahu & Keshri, 2019). The results of the normality test for the pre-test and post-test are as follows:

Table 5. Eating Out Result of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST EATING OUT	.169	17	.200*	.895	17	.057
POST-TEST EATING OUT	.263	17	.003	.844	17	.009

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 6. Shopping Result of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST SHOPPING	.169	17	.200*	.941	17	.328
POST-TEST SHOPPING	.201	17	.066	.874	17	.026

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on these results, it is known that the significance value (Sig.) of the Shapiro-Wilk test for the Eating Out pre-test values is 0.057 > 0.05, it can be concluded that the data is normally distributed. However, the significance value (Sig.) of the Shapiro-Wilk test for the Eating Out post-test values is 0.009 < 0.05, it can be concluded that the data is not normally

distributed. While Shopping material showed the results that the significance value (Sig.) of the Shapiro-Wilk test for pre-test values is $0.328 > 0.05$, it can be concluded that the data is normally distributed. However, the significance value (Sig.) of the Shapiro-Wilk test for the Shopping post-test values is $0.026 < 0.05$, it can be concluded that the data is not normally distributed. The Wilcoxon test provides an alternative to the paired sample t-test when the normality assumption is not achieved (Fiandini et al., 2024).

Based on the results of the normality assumption test indicate that the post-test score data of Eating Out and Shopping are not normally distributed. Therefore, non-parametric analysis of Wilcoxon test is employed to evaluate the pre-test and post-test data. The statistical method employed to assess the average difference between pre-test and post-test score (Banuwa & Susanti, 2021). Fiandini et al. (2024) stated the following factors are used to determine whether to use the Wilcoxon test:

- (i) H_0 is not accepted, if the Sig. (2-tailed) < 0.05 .
- (ii) On the other hand, H_0 is accepted if the Sig value (2-tailed) > 0.05 .

Table 7. Eating Out Result of Wilcoxon

Test Statistics ^a	
	POST-TEST EATING OUT - PRE-TEST EATING OUT
Z	-3.529 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks	

Table 8. Shopping Result of Wilcoxon

Test Statistics ^a	
	POST-TEST SHOPPING - PRE-TEST SHOPPING
Z	-2.555 ^b
Asymp. Sig. (2-tailed)	.011
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

According to Table 7, the output result of the Sig. (2-tailed) test calculation is $0.000 < 0.05$, meaning that H_0 is rejected. Thus, there is a difference in the Eating Out pre-test and post-test scores. While Table 8, the output result of the Sig. (2-tailed) test calculation is $0.011 < 0.05$, meaning that H_0 is rejected. Thus, there is a difference in the Shopping pre-test and post-test scores.

Given the research findings elaborated above, the discussion is highlighted this research's content focuses on listening that integrate with local wisdom. Regarding the product development steps in this research, the researcher followed five steps as outlined by (Mukti & Basuki, 2020). These steps are: conducting a needs analysis, studying recent theories of educational product development, developing the educational product, validating the product to experts, and field-testing the product. Regarding to the form of the product developed listening material integrate with local wisdom on this research was in line with student's needs. The developed material was digital book with instructions, illustration pictures related to listening sources, listening sources (dialogue and monologue), video, and exercises. Regarding to the applicability of the product that was tested in pre-experimental design to know the effectiveness of the developed material for the student's listening ability before and after using the product. According to Hakimah (2023), this pre-experimental research design provides insightful information into the effectiveness of developed material to enhance students' listening abilities.

CONCLUSIONS

This study successfully produced digital listening materials that integrate local cultural values using Book Creator. Developed through student needs analysis and expert validation, the materials provide clear instructions, authentic illustrations, audio sources, videos, and exercises rooted in local wisdom. Classroom implementation showed strong effectiveness, with students' listening scores rising from 37.06 to 78.24 (Eating Out) and 57.65 to 73.53

(Shopping). Students also demonstrated heightened motivation and engagement throughout the learning process. These results confirm that incorporating local wisdom significantly enhances both listening comprehension and learning experience. Thus, this development offers a practical and impactful model for creating culturally listening materials for second-semester students in the English Language Education Study Program at STKIP PGRI Trenggalek.

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