DESIGNING AND DEVELOPING AUTHENTIC AUDIOVISUAL TEACHING MATERIALS FOR INDONESIAN FOREIGN LANGUAGE (IFL) STUDENTS IN INTERMEDIATE AND ADVANCED LEVEL

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Abstract

This study aims to (1) construe the needs of authentic audiovisual teaching materials for intermediate and advanced IFL (Indonesian Foreign Language) students, (2) develop authentic audiovisual teaching materials for IFL students in intermediate and advanced levels, (3) outline the assessment of authentic IFL audiovisual teaching materials. This research utilizes Research and Development (R&D) approach which is carried out in three stages. After analyzing the needs of the IFL students and instructors, we identified that there is a need of IFL audiovisual teaching materials, which are able to motivate learning interests, are not mundane and are able to be adopted to hone the four language skills. Based on the results of this analysis, several prototype audiovisual teaching materials were developed by utilizing an exercise section for students and a teaching guide for instructors. The results of the assessment from IFL experts and IFL users demonstrated that the intermediate and advanced authentic audiovisual teaching materials of IFL are considered to be compatible to be used in the class. This teaching material product has the potential to be one of the requirements of the IFL teaching materials which enable to hone the language skills of IFL students at intermediate and advanced levels.

Keywords: Authentic teaching materials, audiovisual aid, IFL (Indonesian Foreign Language), intermediate and advanced level

1. INTRODUCTION

Teaching Indonesian for foreign speakers is different from teaching Indonesian for native speakers. It is appropriate that the teaching approach utilized here is also related to teaching and learning foreign languages. This approach is implemented to achieve the goal of language learning which the purpose is for the achievement of students' communicative competence. Communication competence can be defined as the ability of foreign language learners to communicate by taking into account the social, cultural and pragmatic implications (Brown, 2007: 218).

Currently, the IFL network in Indonesia has reached 62 institutions and most of them are *Darmasiswa* scholarship program students who are from other countries to study Indonesian in Indonesia. Meanwhile, the IFL network abroad has spread across 36 countries around the world in more than 130 institutions. The passion of foreign speakers in learning Indonesian and the demands for achieving communication competence are often not accompanied with resourceful teaching materials that are in line with the requirement of the foreign speakers when studying Indonesian. This could be clearly seen from the fact that there are only a few IFL-related textbooks and supplementary materials.

The limited teaching materials is a prevalent problem that is often encountered by many IFL teachers and students. The lack of IFL teaching materials may reduce the student's interest in learning Indonesian. There are only a few textbooks that enclose non-printed material such as audio recordings (listening) as well as video recordings. Some examples of teaching materials that provide easily accessible video recordings, for instance, are in the book series of "*Sahabatku Indonesia for School Children*" (Muliastuti, 2016a; Muliastuti, 2016b; Maesaroh, 2016; Artyana, 2016; Meilinawati, 2016; Chandrasari, 2016) and online instructional media (online) "Warung Sinema" developed by Ulrich Kozok and Ellen Raferty.

If the audiovisual teaching material in IFL projects more attention, teaching Indonesian as a foreign language will be more attractive to the students. Authentic audiovisual text materials such as from films, video clips of songs, news broadcasts, documentary, and television commercials have tremendous potential to be used as a topic of discussion in class or as supplementary material for Indonesian language learning. Authentic text material is physical material, produced by native speakers for native speakers with the aim of conveying messages (Gilmore, 2007: 100). This type of teaching material was initially not intended to be made for language learning; however, it allows to be designed and developed into the teaching support materials.

There are three researches that speak explicitly about the use of audiovisual media as authentic material for teaching Indonesian for foreign students or IFL students. (1) Sa'diyah's research (2017) that discusses about the development of

film as an authentic teaching material for four Indonesian language skills; (2) experimental research from Jehseng (2015) explains about the practice of using film media for Indonesian language learning for Patani Malay students from the Southern province of Thailand; and (3) classroom action research from Lestari (2011) which utilizes Indonesian documentary films as one of the teaching materials aimed at IFL students at Trisakti University, Jakarta.

The objectives of this study are to (1) describe the need of authentic audiovisual teaching materials for intermediate and advanced IFL students from the point of view of foreign speakers and IFL teachers, (2) develop authentic IFL audiovisual teaching materials for intermediate and advanced students and (3) describe the result of assessment of authentic IFL audiovisual teaching materials.

2. METHOD

This research can be categorized as research and development (R & D) on learning media. Gall and Borg (2003: 270) explain the four main characteristics in research and development, namely (1) studying research findings relevant to the product to be developed, (2) developing products based on existing findings, (3) conducting tests or validation related to the use of these products, and (4) revising to correct the deficiencies found. Meanwhile, in this study, the learning material development model that will be utilized is more focused on the Hannafin and Peck (1988) model which consists of three stages: (1) the first stage: need analysis; (2) the second stage: design; (3) the third stage: development/implementation.

This study utilizes research data sources which consist of two categories. First, the data source derives from the need analysis of authentic audiovisual teaching materials for IFL. Second, the data source derives from the assessment and validation of the material prototype for intermediate and advanced IFL students.

The data source of the need analysis was obtained from two parties, the first part was acquired from six IFL students in the *Darmasiswa* program at the Teachers and Education Science Institute (IKIP) Saraswati Tabanan, Bali, and the second part was from two IFL teachers at IKIP Saraswati Tabanan.

The data sources for the assessment and validation of the IFL audiovisual teaching material prototype were obtained from experts and users of teaching materials. The experts who provide the product assessment and validation provides IFL material experts and IFL media experts, while the users of teaching materials related here are IFL teachers and students.

The data collection technique utilized in this study was questionnaire. There are two types of questionnaires in this study, the need analysis questionnaire and the prototype validation questionnaire Both form of the questionnaires refer to a Likert scale with five scoring scales (strongly agree / good = 5 scores, agree / good = 4 scores, quite agree / good = 3 scores, disagree / good = 2 scores, and highly disagree / good = 1 score).

To calculate the final score from the validation results of experts and users, the following formula is utilized.

$$Final\ Score = \frac{Total\ score\ of\ response}{Total\ score\ maximum} \times 100\ \%$$

After obtaining the final score from the validation process, the score is converted into the following table to determine the eligibility of the audiovisual teaching materials.

Table 1. The conversion of the achievement level and the eligibility of the audiovisual teaching materials

Achievement Level	Qualification	Eligibility
81 – 100 %	Very good	Very eligible
61 – 80 %	Good	Eligible
41 – 60 %	Good enough	Eligible enough
21 – 40 %	Not very good	Less eligible
0 – 20 %	Not good	Not eligible

The data that has been gathered are analyzed and grouped into two parts: (1) the data related to the need analysis obtained through questionnaires from IFL students and teachers, and (2) the data from the assessments of prototypes. The data analysis technique utilized in this study is descriptive statistics in which the data obtained from a questionnaire

are gathered and grouped based on variables and types of the respondents. The next step is to tabulate the data and perform calculations to draw the conclusion.

3. RESULTS AND DISCUSSION
3.1 Result

The Ministry of Education and Culture of the Republic of Indonesia published a series of IFL teaching books "*Sahabatku Indonesia for Children*" (Muliastuti et al., 2016) aimed for IFL students from A1 to C2 CEFR (The *Common European Framework of Reference* for Languages) levels. These books contain a total of ten video links where there are only five links currently accessible. In practical use, this audiovisual teaching material is still very limited, only for listening skill.

In order to design and develop authentic audiovisual teaching materials that are capable to answer all the learning needs of IFL students, this research forms (1) the need analysis of IFL authentic audiovisual teaching materials, (2) prototype of audiovisual teaching materials, and (3) assessment and validation of IFL teaching materials for intermediate and advanced levels.

3.1.1 The Need Analysis of IFL Audiovisual Authentic Teaching Materials

Analyzing the needs is one of the most crucial activities in developing learning materials. This activity is in line with the objectives to develop the learning material, which is to fulfill the student's learning necessities. The need analysis activities are usually placed as the first activity to be conducted in any learning material development model.

Table 2. The result of need analysis questionnaire.

No. Resp.	Questionnaire Item Number									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1	4	3	4	1	4	3	3	3	4	3
2	4	4	4	4	5	4	4	3	3	3
3	4	4	4	4	5	2	4	2	3	4
4	4	3	2	2	4	3	3	2	3	3
5	5	3	2	2	5	1	4	1	3	4
6	4	3	2	2	5	4	4	2	3	4
7	4	3	3	2	5	3	2	3	4	5
8	4	4	4	4	5	3	2	5	4	4
Total Score	33	27	25	21	38	23	26	21	25	30

From Table 2, it could be seen that the results of the questionnaire illustrate that: (1) 82% of the eight respondents strongly agree on the use of audiovisual teaching materials which develop the listening skills, (2) 67% of the respondents agree on the use of audiovisual teaching materials to train the speaking skills, (3) 62.5% of the respondents agree with the use of audiovisual teaching materials to practice the reading skills, (4) 52% of the respondents fairly agree with the use of audiovisual teaching materials to develop the writing skills, (5) 95% of the respondents strongly agree with the use of teaching materials that are engaging and not mundane, (6) 57.5% of the respondents fairly agree with the enhancement of the teaching materials from Indonesian films, (7) 65% of the respondents agree with the enrichment of teaching materials from video clips of Indonesian songs, (8) 52% of the respondents fairly agree with the teaching materials from the news broadcasts pertaining to Indonesia, (9) 62.5% of the respondents agree with the examples of teaching materials from reports / documentaries, and (5) 75% of the respondents agree if the examples of the audiovisual teaching materials could be easily found outside of the classroom.

3.1.2 Audiovisual Teaching Materials Prototype

After doing the need analysis, four prototypes of IFL authentic audiovisual teaching materials were formed in this research. Each prototype consists of several teaching materials: (1) audiovisual material from electronic media; (2) the material for the students in the form of exercise   sheets; (3) the material for teachers in the form of teaching guide sheets; and (4) audio transcript from audiovisual material.

As this material displays images and sounds, it could be implied that the first language skills trained here are listening skills. The existence of images in audiovisual material - in most cases -, may help the students understand what they are listening to. The themes in the video are also adjusted to the level of language competence of the IFL students.

The audiovisual material could be the preliminary catalyst for the IFL classroom which utilizes this audiovisual program. The short duration of the video (between 3 minutes and 5 minutes) could support the students to understand the message conveyed.

Furthermore, each student has an "Exercise Sheet for Students" which contains a series of exercises related to the information on the audiovisual material. This material focuses on four language skills: listening, speaking, reading and writing skills. There are three or four activities / exercises that are related to one another. Each skill cannot be considered as a separate entity.

The next material is "Teaching Guide Sheet". This material is utilized as a guide or guideline for teachers to deliver audiovisual materials to the students. In this sheet, there are several things such as: (1) a technical description related to the theme, level and target of students, duration of teaching and video sources; (2) an explanation of the learning objectives which consist of communication/pragmatic objectives, linguistic objectives and Indonesian cultural and knowledge objectives; and (3) detailed explanations of teaching method from one activity to another, including the micro skills in which every activity wants to achieve, answer keys to exercises and other related things that the teacher needs to pay attention when correcting student assignment.

Next, the last supporting material is an audio transcript of the audiovisual material. This material is required to facilitate students to understand the message in the video. IFL teachers could also utilize it as supporting material to train students' reading skills where necessary.

3.1.3 Assessment and Validation of IFL Audiovisual Authentic Teaching Materials

After the audiovisual teaching material prototype has been formed, the next step is to demonstrate it to the experts and users for validation and evaluation. The validation process of designed audiovisual teaching materials aims to check the validity of the content of the learning material, the form of media used and the aspects of the use of the teaching materials. It is expected that the results of the assessment of the validation could meet the criteria of eligible or highly eligible from the experts and users.

As the prototype developed is aimed to teach IFL at two levels (intermediate and advanced), the experts and the users provide different assessments and validations for the two different levels. This was performed to get more detailed and focused responses at each level.

Table 3. Assessment and Validation from IFL Teaching Material Expert

Criteria	Intermediate teaching material		Advanced teaching material	
	Score	Max. Score	Score	Max. Score
Content	16	25	16	25
Construction	19	25	16	25
Language used	20	25	16	25
Total	55	75	48	75

Based on Table 3, the results of the validation questionnaire originated from material expert, it can be concluded that intermediate and advanced teaching materials have both met 64% of the content criteria which include five indicators: (1) ease of understanding the learning material, (2) the ability of the content of the material teaching to train listening skills, (3) the ability of the content of teaching materials to train speaking skills, (4) the ability of the content of teaching materials to train reading skills, and (5) the ability of the content of teaching materials to train writing skills.

Material experts determine that authentic audiovisual teaching materials have met 76% of the construction criteria for intermediate level teaching materials and 64% for advanced levels. This construction criterion consists of five indicators: (1) the suitability of the learning materials with the level of students' competences, (2) clarity of learning objectives in teaching materials, (3) systematic preparation of teaching materials, (4) order of presentation in learning materials, and (5) the ability of teaching materials to give the learning motivation.

In terms of the language used, material experts consider the intermediate level authentic audiovisual teaching materials to have met 80% of the criteria while for the advanced level, it has met 64% of the criteria. Five indicators that become an assessment in terms of language used include: (1) clarity in providing information / instructions, (2) effective and efficient use of language, (3) use of language that is easy to understand, (4) use of communicative language, and (5) use of language according to the rules.

Fig. 1. The Result of Assessment and Validation from IFL Material Expert
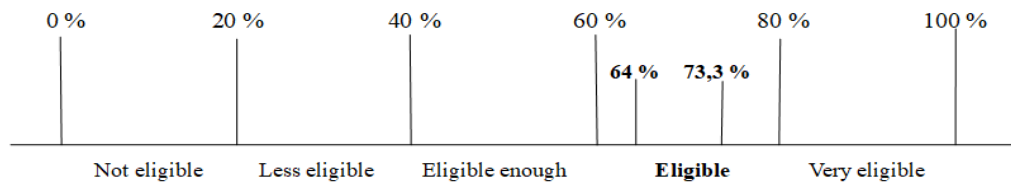

Table 4. Assessment and Validation from IFL Media Expert

Criteria	Intermediate teaching material		Advanced teaching material	
	Score	Max score	Score	Max score
The choice of authentic audiovisual teaching materials	25	25	25	25
Quality of audiovisual teaching materials	23	25	25	25
Quality of layout of printed teaching materials	23	25	21	25
Total	71	75	71	75

Based on the validation questionnaire, media experts argue that the choice of authentic audiovisual teaching materials at both intermediate and advanced levels has met 100% of the criteria proposed, which is seen from: (1) the diversity of choices of authentic audiovisual teaching materials, (2) the attractiveness of teaching materials , (3) the suitability of the choice of teaching material with the social context, (4) the use of clear themes, and (5) the diversity of themes.

From the criteria quality of audiovisual teaching materials, media expert affirm that the intermediate level teaching materials have met 92% of the criteria while advanced teaching materials have met 100% of the criteria. The assessment criteria include five indicators: (1) clarity of image quality of audiovisual teaching materials, (2) clarity of sound quality of audiovisual teaching materials, (3) narrative/dialogue that seem natural, (4) ease of understanding video content, and (5) Sufficient duration of audiovisual teaching materials.

Meanwhile, from the quality of layout of the printed teaching materials (exercise sheets, teaching guide sheets and audio transcript), intermediate level teaching materials have met 92% of the criteria and advanced teaching materials have met 84% of the criteria according to media experts. These criteria consist of five indicators: (1) ease of letter-reading, (2) consistency of layout, (3) suitability of images, colors and font writing, (4) understandable composition of the material, and (5) the attractiveness of printed teaching materials as a support source.

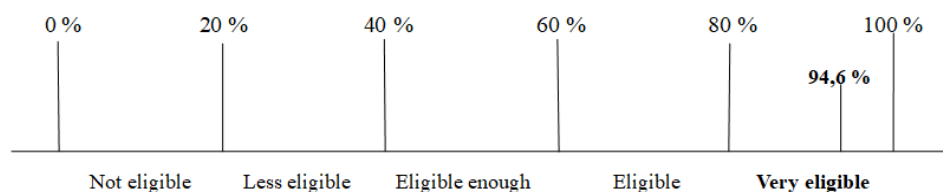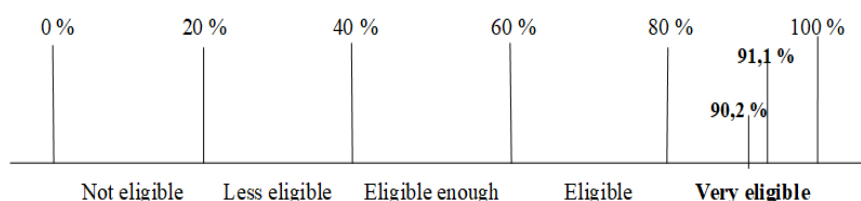**Fig. 2. The Result of Assessment and Validation from IFL Media Expert**

Table 5. Assessment and Validation from IFL users

Criteria	Intermediate teaching material		Advanced teaching material	
	Score	Max score	Score	Max score
Use	69	75	69	75
Content	65	75	68	75
Functions and benefits	71	75	66	75
Total	205	225	203	225

Based on the assessment questionnaire given to five users of IF teaching materials consisting of a teacher and four IFL students, it can be perceived that the audiovisual teaching materials at intermediate and advanced levels have both met 92% of the criteria for usage. There are five indicators of use criteria in this questionnaire: (1) ease of use of student sheet materials, (2) ease of use of teaching sheet materials and transcript sheets, (3) assisting Indonesian pronunciation practice, (4) assisting to introduce the language variations, and (5) helping to introduce the emphasis, tone of voice and intonation of the Indonesian language.

For the content aspect of authentic audiovisual teaching materials, IFL teaching material users consider that the intermediate level teaching materials have met 86% of the assessment criteria while for the advanced level, the teaching materials have met 90.6% of the criteria. This criterion is obtained from an assessment of five indicators: (1) the ease of understanding the material, (2) the content of teaching materials that develop listening skills, (3) the content of teaching materials that develop speaking skills, (4) the content of teaching materials that develop reading skills, and (5) the content of teaching materials that develop writing skills.

From the functions and benefits criteria of the authentic audiovisual teaching materials, the results of a questionnaire from users of IFL teaching materials illustrate that the intermediate level teaching materials have met 94.6% of the criteria and for the advanced level they have met 88% of the criteria. This acquisition is based on five indicators: (1) easier delivery of teaching materials, (2) the ability of teaching materials to attract learning interest. (3) the ability of audiovisual teaching materials to enrich cultural and general knowledge about Indonesia, (4) attractive visual appearance which could help to understand the narrative / dialogue, and (5) the function of audiovisual teaching materials as an entertaining source of learning.

Fig. 3. The Result of Assessment and Validation from IFL Users

3.2 Discussion

Teaching second and foreign languages with audiovisual aid is not a new thing in the language education. In 1960-1970s, audiovisual media was very popular in France which were used to learn French as a foreign language (*Français Langue Etrangère* / FLE). Puren (1988: 192) explains that audiovisual language teaching is "*integration didactique autour du support audiovisuel*", "language teaching that integrates audiovisual media as part of teaching method". What is meant by audiovisual teaching media itself is referring to media that combines images and sounds together or simultaneously.

Audiovisual language teaching in the digital era may still be used, moreover, various forms of audiovisual media have now been developed compared to the previous era. Today, digital technology provides the big possibility to combine various modes for various purposes, including language teaching. Bezemer and Kress (2008: 171) define "mode" as a source of teaching and learning originating from images, writing, layouts, speeches, moving pictures and socially and culturally meaningful. The use of different modes in teaching is also called a multimodal approach (Gilakjani, et al, 2011: 1325).

Berk explained that audiovisual teaching materials contain various type of intelligence that could be utilized in teaching including: (1) verbal / linguistics which could be obtained through reading, writing, speaking, listening, debating, discussing and playing words, (2) visual / spatial that could be obtained by seeing, imagining, drawing,

decorating, coloring, and (3) musical / rhythmic which could be obtained by singing, listening to music, mumbling and following the rhythm of a song (2009: 3). In addition, with this material, teaching a language also takes into account the expression of feelings and emotions in the language, which was not previously considered as much. Thus, language learning is carried out by ear, sight and other senses (Puren, 1988: 213-224). The "various intelligence" stored in this type of teaching material enables the teacher to explore the learning strategies as each student has their own learning strategy and character.

IFL students may learn to use Indonesian in real terms in the society through the context of conversations presented in audiovisual teaching materials (Zaenuri & Yuniawan, 2018: 64). This is in line with what Zheng has expressed that by using authentic audiovisual teaching materials, students may develop cultural competencies that enable them to interact appropriately according to the setting, status of the interlocutor, goals, context and agreed social norms by native speakers (2009: 202).

Meanwhile, one of the disadvantages of the authentic teaching materials is the relatively high level of language difficulty. The use of authentic teaching materials is not highly recommended for beginner students because for them this teaching material could make students not interested and even "traumatized" to learn foreign languages (Aslim-Yetis, 2010: 10).

For beginner level of IFL, the form of authentic audiovisual teaching materials may seem too complicated. This is due to two circumstance. First, native Indonesian speakers often use a wide variety of non-formal languages that are rarely found in basic IFL teaching. Secondly, the duration of audiovisual media that could be found in electronic media is mostly more than 3 minutes, lengthy and difficult for beginner students. Therefore, this type of teaching material is more suitable for students at intermediate and advanced levels. It is hoped that by using authentic teaching materials, students could move to a higher level of language proficiency.

IFL students at the intermediate level are assumed to be able to speak Indonesian both verbally and in writing, although it is still limited to daily life materials. However, for more complicated matters, such as dealing with personal problems, work, school and other environments, they still encounter many challenges. Therefore, in developing IFL teaching materials, it is highly recommended to choose video material content that projects topics that are more interesting and relevant to the learning objectives (Mediawati et al., 2019: 81).

Some of the topics that could be discussed in intermediate level authentic audiovisual teaching materials such as: (1) about work, education, hobbies, leisure time, experiences, events, dreams, hopes and life goals; (2) personal opinion; (3) explanation of weaknesses as well as strengths of the actual theme or an idea, and (4) other general related problems. The language and vocabulary used in the intermediate level videos already include certain difficulties and are not as simple as the beginner level which mainly talks about the daily routine.

For advanced IFL students, usually they already have fluency in speaking and writing in Indonesian, but for work or higher educational purposes, they may still need a lot of practice. Therefore, for advanced level, video material contents related to social, academic and / or professional topics are considered relevant to improve the language skills of advanced students. The language and vocabulary used in the advanced level videos are certainly more difficult than the intermediate levels which talk about general matters and problems.

4. CONCLUSION

The results of the need analysis show that both IFL teachers and students have the same need for the existence of authentic audiovisual teaching materials that boost learning interest and for those who are also able to practice the four language skills (listening, speaking, reading and writing). It is hoped that audiovisuals authentic teaching materials have various forms, for example those from music videos, documentaries, films and so on.

After going through need analysis, design and a series of development stages, there are four prototypes of IFL authentic audiovisual teaching materials aimed at intermediate and advanced levels. Each prototype consists of: (1) a video clip from electronic media; (2) Transcript Sheet; (3) Exercise Sheet for students; and (4) Teaching Guide Sheet for teachers. Next, the entire prototype obtained validation from IFL experts and users.

From the results of the validation, it was concluded that the intermediate level audiovisual teaching materials developed were: (1) good and suitable for use according to material experts because they had fulfilled 73.3% of the criteria seen from the aspects of content, construction and language used; (2) very good and very feasible to use according to media experts because it has met 94.6% of the criteria seen from the choice of authentic audiovisual teaching materials, quality of audiovisual and layout of printed teaching materials; and (3) very good and very feasible to use according to the users because it has met 94.6% of the criteria for teaching materials seen from the aspects of use, content, function and benefits.

Concurrently, for advanced audiovisual teaching materials that were developed, the results were: (1) good and suitable for use according to material experts because they had fulfilled 64% of the criteria seen from the aspects of content, construction and language used; (2) very good and very feasible to use according to media experts because it has met 94.6% of the criteria seen from the choice of authentic audiovisual teaching materials, quality of audiovisual and layout of printed teaching materials; and (3) very good and very feasible to use according to users of teaching materials because it has met 88% of the criteria seen from the aspects of use, content, function and benefits.

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