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Integrating Real-Life Contexts in The Development of Teaching Materials for Arabic Listening Skills

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Abstract

Teaching materials are a crucial component of the learning process. Their availability can significantly impact the achievement of learning objectives and students' understanding of the material. This study aims to develop audio teaching materials based on a contextual approach for *maharah istima'* especially at MTsN 6 Ponorogo, as well as to describe how the integration of the contextual approach is implemented in the developed teaching materials. The research method used is a research and development method following the Borg and Gall development model. The data collection techniques include interviews, observations, questionnaires, and documentation. The data analysis techniques used are Milles, Huberman and Saldana's qualitative data analysis and descriptive quantitative data analysis. The results indicate that the development of teaching materials in this study is based on four student needs related to Arabic language learning. These four needs have been realized in audio-based teaching materials, complemented by a workbook to support *maharah istima's* learning. Furthermore, aspects of real-life context in these teaching materials are integrated into four areas: media that align with the current context of technological development, materials and exercises that relate to students' real-life contexts, and learning activities that align with the seven principles of the contextual approach.

Keywords: Audio Teaching Materials, *Maharah Istima'*, Contextual Approach

A. Introduction

The availability of teaching materials is crucial in the learning process (Akbar et al., 2024). Without teaching materials that include learning content, the knowledge transfer between teachers and students will be less effective. Teaching materials represent the teacher's explanations, facilitating students' understanding of the presented content (Rustamana et al., 2023). In Arabic language learning, which consists of four language

skills, the presentation of material in the teaching resources should be balanced and comprehensive. This is essential to ensure that students gain learning experiences that allow them to master all language skills without neglecting any of them.

However, the reality is quite the opposite. In the Arabic language textbook published by the Ministry of Religious Affairs in 2020, there is a noticeable absence of content that includes listening skills (Cahyani et al., 2023; Khambali et al., 2023). Among the four language skills, *maharah istima'* (Arabic listening skills) is the one that should ideally be taught first (Taufik & Jannah, 2024). Naturally, the first means by which humans understand language is through listening. For this reason, when learning a foreign language, listening activities should be prioritized (Hermawan, 2018).

The unavailability of materials for *maharah istima'* may hinder the achievement of the learning objectives for *maharah istima'* itself. This lack of achievement in *maharah istima'* objectives can impact students' proficiency in other language skills. As noted by Thuaimah, the purpose of having teaching materials is to achieve learning objectives (Thu'aimah, 1986). Therefore, without teaching materials, the attainment of these objectives will also be impeded. Additionally, Dalman and Plonsky state that listening skills serve as the gateway to the development of other language skills (Dalman & Plonsky, n.d.).

Given its importance, *maharah istima'*, which has often been overlooked, should receive proper recognition and greater attention, especially in the educational field. One approach is to provide teaching materials that support listening activities. Teaching materials are essential components in the teaching and learning process (Hamid et al., 2019) that aim to facilitate the understanding of content established by the curriculum (Kosasih, 2021) and enhance learning effectiveness (Hamid et al., 2019). With quality teaching materials, Arabic language learning often considered challenging, can be made easier, as the content of teaching materials inherently comprises knowledge, values, attitudes, actions, and skills that convey messages, information, or illustrations, including concepts, principles, and processes within a specific subject, all geared toward achieving learning objectives. This suggests that learning objectives are closely linked to the quality of the teaching materials used (Zaki, 2021).

The contextual approach, which involves connecting lesson content to real-life contexts and is based on seven principles constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Nurdyansyah & Fahyuni, 2016), aligns with the characteristics of the Arabic language curriculum as outlined in

KMA 183 of 2019. Thus, developing materials using a contextual approach is expected to enhance the effectiveness of Arabic language learning (Agustian, 2021) and to increase student's engagement and interest in learning listening skills (Rosyad et al., 2023).

Several previous studies related to this research primarily focused on the development of learning media (Agustian, 2021), the development of teaching materials for *mufrodat* (vocabulary) learning ('Adzimah, 2023), *maharah kalam* (speaking skills) (Berliani et al., 2024; Muhith, 2024), and *maharah qiroah* (reading skills) (Fikri, 2023; Hamdy, 2023), the development of mobile-based teaching materials (Iman, 2021), the development of teaching materials for *maharah istima'* (listening skills) for university level (Rosyad et al., 2023), and the development of teaching materials based on local wisdom (Zahro & Khiyarusoleh, 2021).

This study has both similarities and differences compared to previous research. The differences lie in the aspects of the focus of the developed material, the form of the developed product, the target users of the product, and the basis used in the development of teaching materials. Meanwhile, the similarities are found in the type of research and the type of product developed. Therefore, the position of this study is to contribute new findings related to audio-based teaching materials for *maharah istima'* using a contextual approach, with two outputs: audio materials and printed book.

The purpose of this study is to complement previous findings related to teaching materials by developing *maharah istima'* materials based on a contextual approach. Additionally, it aims to describe how the integration of the contextual approach is implemented in the developed teaching materials

B. Method

This study employs the Research and Development method using the Borg and Gall development model, which consists of 10 steps: needs analysis, data collection, design, validation, revision 1, trial 1, revision 2, trial 2, revision 3, and production. The choice of this research method is based on the purpose to be achieved, it's developing a learning product in the form of audio teaching materials and textbooks for *maharah istima'* learning.

The approach used is a descriptive qualitative approach to describe the results obtained from the data, including the development process, the contextual integration in the developed teaching materials, and the suggestions and improvements provided by experts. Additionally, a quantitative approach is employed to calculate the percentage of feasibility assessments provided by experts.

The subjects of this research are eighth-grade students at MTsN 6 Ponorogo during the odd semester of the 2023/2024 academic year.

Data collection for this research utilizes observation, interviews, questionnaires, and documentation techniques. The qualitative data analysis technique used is the interactive model proposed by Miles, Huberman, and Saldana, which consists of three steps: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). The quantitative data analysis technique employed is a descriptive quantitative analysis with descriptive statistical test. The formula used is the percentage formula to determine the feasibility level of the teaching material. Subsequently, the numerical data obtained were described in words based on predetermined criteria.

1. Result and Discussion

The Development of *Maharah Istimah*' Teaching Materials Based on a Contextual Approach

a. Needs Analysis and Data Collection

The needs analysis and data collection stages were conducted alongside the data collection methods of observing learning activities and the teaching materials used, as well as interviews with students and teachers. Through this process, it was found that the teaching materials currently used do not include content for *maharah istimah*', and students have not previously studied materials based on audio for listening. Secondly, it was discovered that the vocabulary materials available in the textbooks are very limited and lack visual elements that could attract students' attention, in contrast to the readings that students are required to comprehend. Finally, it was found that the materials presented in the textbooks do not align with the real-life contexts of the students.

Based on these results, it can be concluded that there are four needs of eighth-grade students related to Arabic language learning at MTsN 6 Ponorogo: the need for audio materials, the need for a variety of vocabulary, the need for contextual-based materials, and the need for visual materials.

b. Design

In the design phase, the focus is on realizing the analyzed needs in a teaching material. The results of the teaching material design activities are presented as follows:

Table A.1 The results of an audio teaching material design based on a contextual approach.

Component	Content
Type of Teaching Materials	The primary teaching material consists of audio, supplemented by a workbook as a support resource
Workbook Title	التدريبات الصوتية في مهارة الاستماع على أساس المدخل السياقي
Learning Objectives	a. Students can identify Arabic sounds accurately. b. Students can differentiate Arabic sounds effectively. c. Students can summarize the information and knowledge they hear accurately. d. Students can understand conversations and respond appropriately. e. Students can retain the information they hear and use it when needed effectively.
Forms of Materials	There are five forms of materials or activities presented in this teaching material as follows: a. <i>Mufrodat</i> (vocabulary) materials are presented in audio format, accompanied by images that represent the meanings of the vocabulary, along with two vocabulary phrases—one correct and one incorrect in the workbook. b. Sentence materials in the form of conversations presented in audio, along with short questions related to the conversations. Images are provided as answer choices in the workbook. c. Exercises on dialogue materials consisting of audio questions that must be answered based on students' real-life experiences in the workbook. d. Text materials are available in audio format, accompanied by cloze texts in the workbook. e. Exercises consisting of questions related to the texts presented in audio format, with answer spaces provided in the workbook.
Tools to be Prepared	a. A mobile phone connected to the internet. b. A barcode scanner application or Google with access to scan barcodes. c. Sound equipment if necessary.
Steps for Usage	a. Open the workbook.

	b. Read the competencies and learning objectives expected to be achieved after the lesson. c. Read the provided learning guidelines. d. Choose the listening activity to be studied. e. Scan the barcode available above the listening activity to be studied. f. Read the instructions provided. g. Play the audio and listen attentively. h. Carry out the activities according to the instructions.
Themes of Teaching Materials	This teaching material consists of 6 chapters in accordance with the Arabic curriculum for eighth grade, including: a. الساعة b. يومياتنا c. الهواية d. الرياضة e. المهنة f. عيادة المريض
Specifications of Audio Materials	a. Each listening activity is presented in one audio material. Therefore, the number of audio files in each chapter is 5, resulting in a total of 30 audio materials. b. The audio materials are covered with images that correspond to the themes. c. The audio materials are available on Google Drive and can be accessed through the provided barcode. Teachers can download the materials before starting the lesson if the internet connection is considered unreliable.
Specifications of the Workbook	a. A5 size with green as the primary color. b. Contains a barcode located above each listening activity. c. Includes instructions for using the teaching materials, basic competencies, and learning guidelines. d. Utilizes cartoon images as media within the workbook.

	e. Includes vocabulary related to each theme. f. Features a notes page at the end of each chapter for students to take notes. g. Contains a glossary that is organized according to each chapter.
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c. *Validation*

The validation stages are conducted to obtain an assessment of the feasibility of the teaching materials before they are used in the field. This process is carried out by subject matter and language experts also media and design experts with the following scores:

Table A.2 The results of product validation assessment by experts

Expert	Score	Percentage	Feasibility
Subject matter and language	95	95%	Highly feasible
Media and design	64	94%	Highly feasible

Source: The questionnaire results on the feasibility assessment of the teaching materials by experts.

Subject Matter and Language Expert Suggestions	a. Add learning outcomes in the form of Basic Competencies presented in a table. b. Correct several errors in the writing of hamzah washal and qatha' that need to be fixed. c. Ensure that the audio matches what is written in the printed book. In the listening audio 1, the audio section of the chapter was removed because it did not correspond with what is in the book to avoid confusing students. d. Remove the barcode from the listening activity 1 on page 2. e. Add pauses in several sections of the audio. f. Adjust the audio speed and make it consistent. g. In the listening activity 2 (hiwar), create two different voices without naming them. h. In listening activity 1 (Mufrodat), provide examples to check the correct answers. i. Correct the writing of the bibliography. j. Indicate that the glossary is written based on chapters in the guidelines section.
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	k. Format the glossary with columns per chapter and indicate which chapter it refers to. l. Reverse the layout of the glossary and bibliography.
Media and Disgn Expert Suggestions	a. Change the book title from "الكتاب التدريبية لمهارة الاستماع" to "التدريبات الصوتية لمهارة الاستماع" b. In listening activity 1, add a column beside the <i>mufrodat</i> text so that students can check which answers are correct. c. Test the barcode again to ensure all can be scanned. d. Include instructions for using the book, covering the media that needs to be prepared and the steps for using it. e. Add an explanation and characteristics of the teaching materials and their advantages to the back cover. f. In the audio interface, add images and the author's name to avoid just having a black screen when played.

Based on the assessment, it can be concluded that this audio teaching material based on a contextual approach is very feasible for use in the field. In addition to the quantitative evaluation, the validators also provided suggestions for improvements that the researcher should implement before conducting product trials in the field.

d. Revision 1

The first revision was made by addressing the suggestions provided by the validators, which include:

Table A.3 Suggestions for product improvement from experts.

Source: The questionnaire results on the feasibility assessment of the teaching materials by experts.

e. Trial 1

The Phase 1 trial was conducted with a small group consisting of 8 eighth-grade students. During this phase, the researcher also collected data regarding the difficulties students faced while using the teaching materials. The Phase 1 trial was carried out to improve the product before it is used in a large group trial.

f. Revision 2

The second revision was made to improve the product based on the data obtained during Phase 1 of the trial, which included adding the speaker's name for

each conversation to help students differentiate the content of the dialogue and identify who is speaking.

g. Trial 2

The Phase 2 trial was conducted with all members of the experimental class, totaling 34 students. During this second trial, the researcher collected data regarding student responses as users of the product through a questionnaire instrument. The researcher also requested suggestions from students regarding aspects they still found challenging. Additionally, at this stage, the researcher sought input from the Arabic language teacher on improvements that needed to be made.

h. Revision 3

The third revision is the final revision made to improve the product before the production stage. Revisions were made based on the data obtained from the second trial, which includes:

- 1) Some audio (especially in listening section 1) is still too fast. This can be addressed by repeating each vocabulary item twice or slowing down the audio.
- 2) Some audio files have low volume, making them unclear.
- 3) For the text of questions and the reading text, it is better to display them in the book.
- 4) The glossary should be accompanied by audio.

i. Production

The final stage in the development of the teaching materials, after undergoing several revisions, is the dissemination of this teaching material product. At this stage, the researcher produced 7 printed copies, 2 of which will be handed over to the school. Additionally, a soft copy will be prepared to be sent to the school and shared on Google.

Audio-based materials can serve as an alternative resource for familiarizing students with listening skills. With audio materials, students can practice their listening skills at any time. The materials can be repeated without the need for a teacher to accompany them. As stated by Prastowo, one of the functions of teaching materials for students is to enable them to learn independently and flexibly, allowing them to determine their own learning sequence and pace (Prastowo, 2012).

Meanwhile the presenting context-based materials will make the content more relevant to students' real-life experiences. As noted by Sulistyaningsih in her research, connecting materials to real-life situations makes the learning process more meaningful. Consequently, the information conveyed will be retained in memory for a longer duration (Susilaningsih et al., 2019).

Based on the results of the needs analysis, the researcher decided to develop this teaching material starting with *mufrodat*. *Mufrodat* is one of the essential components of language. The more *mufrodat* students master, the better their language skills will be. As mentioned in the theory, students' ability to understand the four language skills is limited by their *mufrodat* comprehension. In this teaching material, *mufrodat* is presented alongside sound elements (*aswat*). In addition to enhancing *mufrodat*, this material will also train student's listening skills with respect to Arabic sounds. It is crucial for students to be able to recognize the sounds of letters in Arabic contained within a *mufrodat* item. Without good listening skills, many misunderstandings can occur in communication among language users. Therefore, by providing *mufrodat* materials that have been adapted to students' lives and presented through audio, students can expand their *mufrodat* knowledge along with correct pronunciation and writing, making it easier to remember and memorize.

This teaching material also uses images as supplements. By incorporating images, the learning process becomes more engaging. Students will also feel more interested in learning. Research shows that visual media, such as images, can significantly enhance student's interest and enthusiasm in learning (Safitri & Kabiba, 2020). Therefore, by presenting teaching materials with appropriate images, the researcher hopes to increase student's enthusiasm for learning and alleviate boredom in the learning process.

The output of this teaching material consists not only of audio but also of a printed book. This is because audio teaching materials require printed materials as a complement. Additionally, the printed book serves as a place for students to work on the questions presented in the audio. Digital-based Arabic learning has become a necessity for every teacher in the technology era (Ritonga & Siregar, 2021). As a manifestation of the digitalization of education, the audio teaching materials are included in the printed book via a barcode. Thus, access requires scanning the available barcode. With the internalization of digital technology in these teaching materials, students can easily engage in learning anywhere they are. When at home, students can scan the available barcode and then play the audio to study independently. As stated in a theory, the

incorporation of digital technology in education facilitates students in searching for information and makes learning more efficient (Hakim & Yulia, 2024).

B. Integration of Real-Life Contexts in Developing Teaching Materials for Arabic Listening Skills

The contextual approach is a strategy that emphasizes the integration of the material taught to students with the real-life experiences they encounter. This approach is based on seven principles: constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment (Nurdyansyah & Fahyuni, 2016). In this learning material, there are five learning activities, each of which incorporates several principles of the contextual approach as the foundation for conducting the activities. These are presented as follows:

Table B.1 Integration of the 7 principles of the contextual approach in listening activities.

Listening Activity 1	1. Constructivism: Students must build their own knowledge by selecting the correct written vocabulary (mufrodat) based on the audio they listen to and understanding its meaning through the available images. 2. Modeling: Students will be provided with examples of the correct pronunciation of vocabulary through audio and are required to understand the meaning of the vocabulary based on the images. 3. Questioning: Students are encouraged to ask the teacher about anything they do not understand.
Listening Activity 2	1. Inquiry: Students must independently draw conclusions from the conversation that is being played. The information from the conversation will be used to answer the questions given. 2. Learning Community: In Listening Activity 2, students will work in groups to understand the presented conversation and answer the questions posed. 3. Authentic Assessment: Students will answer questions based on the listening material that has been delivered, as well as evaluations that will be assessed by the teacher. 4. Questioning: Students are encouraged to ask the teacher or their classmates about anything they do not understand.
Listening Activity 3	1. Learning Community: After answering questions based on their real-life experiences, students must then ask each other

	questions similar to those in the audio and respond with their desk mates. 2. Authentic Assessment: Students will answer questions posed according to the listening material that has been delivered, along with evaluations that will be assessed by the teacher. 3. Questioning: Students are encouraged to ask the teacher or their classmates about anything they do not understand. 4. Connecting learning to the real-life.
Listening Activity 4	1. Constructivism: Students must build their own knowledge to fill in the gaps in the text. 2. Inquiry: Students must find information from the text that is presented audibly to answer questions in the next activity. 3. Questioning: Students are encouraged to ask the teacher or their classmates about anything they do not understand.
Listening Activity 5	1. Authentic Assessment: Students will answer questions posed according to the listening material that has been presented, as well as evaluations that will be assessed by the teacher. 2. Questioning: Students are encouraged to ask the teacher or their classmates about anything they do not understand.

In addition to the learning activities, the context of real-life situations in this teaching material is presented in three aspects as follows:

1. In the audio media used is presented in the form of a barcode to align with the context of modern developments.
2. In the presented material, to realize the need for contextually relevant content, a preliminary study was conducted by distributing a questionnaire that contains real-life situations related to the material being studied. This includes questions such as what time students wake up, what they do after school, what hobbies they have, what their parents' occupations are, what their aspirations are, what sports they like, what they bring when visiting someone who is ill, and so on. The information from this questionnaire will be used by the researcher as the basis for developing vocabulary material and texts.
3. In the exercises linked to the students' real-life experiences, this teaching material will include questions that align with the context of the themes being studied and must be answered by students based on their own real-life situations.

If we consider the characteristics of contextual teaching materials as described by Sa'ud, they consist of three aspects: teaching materials emphasize the process of student involvement in discovering the material, encourage students to find connections between the material being studied and real-life situations, and the material can influence behavior in everyday life concerning students' daily lives and environments (Sa'ud, 2014).

Therefore, the audio teaching materials developed with the principles of a contextual approach in this study align with existing theories. Among the five learning activities presented, the process of student involvement in discovering the material is found in listening activities 1, 2, and 4. The process of encouraging students to find connections between the material and real-life situations is evident in listening activity 3. Additionally, the material related to aspects of students' everyday lives is included in the vocabulary materials obtained from the students' real-life questionnaires.

C. Conclusion

The development of teaching materials carried out in this research is based on four student needs related to Arabic language learning, which consist of the need for audio materials, the need for a substantial vocabulary, the need for contextual-based materials, and the need for visual materials. These four needs were then realized into an audio-based teaching material complemented by a workbook as a support for *maharah istima'*. The process of realizing these needs into teaching materials was conducted through eight stages, consisting of design, validation, three revisions, two trials, and production.

The aspects of real-life context in this teaching material are integrated into four aspects: in the media that aligns with the context of contemporary developments, in the materials and exercises that correspond to the real-life context of the students, and in the learning activities that align with the seven principles of contextual approach.

This research is limited to the development of teaching materials for *maharah istima'*. Therefore, the researcher recommends future researchers to expand the scope of the developed materials to include *maharah qira'ah*, *maharah kitabah*, *maharah kalam*, or Arabic language materials in general.

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