DESIGNING TBLT-BASED SUPPLEMENTARY LISTENING ACTIVITIES

(A Research & Development for The Tenth Grade at SMAN 10 Pontianak)

A THESIS

By:

NARISA BERLIANA

F1021211064

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

ART AND LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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Jurisdiction Responsibility by:
NARISA BERLIANA
F1021211064

Approved by:

Supervisor I	Supervisor II
Dr. Y. Gatot Sutapa Yuliana, M. Pd.	Eka Fajar Rahmani, M. Pd.
NIP. 196507171992031003	NIP. 199003302019032019

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

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NIP. 196507171992031003

Supervisor II

Eka Fajar Rahmani, M. Pd.
NIP. 199003302019032019

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

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Supervisor I	Supervisor II
Dr. Y. Gatot Sutapa Yuliana, M. Pd.	Eka Fajar Rahmani, M. Pd.
NIP. 196507171992031003	NIP. 199003302019032019

Examiner I	Examiner II
Urai Salam, M. CALL., Ph. D	Dr. Dewi Novita, S.Pd., M.Appling.
NIP. 197001111998031001	NIP. 197208172003122000

Legalized by:

The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

DECLARATION OF AUTHENTICITY

I am a student with the following identity:

Name : Narisa Berliana

Student Number : F1021211064

Program Study : English Language Education

I have written the thesis entitled "Designing TBLT-Based Supplementary Listening Activities (*A Research & Development for The Tenth Grade at SMAN 10 Pontianak)*", which is my own. I am completely responsible for the content of this thesis. Ethical students quote or cite other writers' opinions or findings that are incorporated in this thesis.

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Pontianak, 14 April 2026



Narisa Berliana

F1021211064

ABSTRACT

Listening is essential in the EFL classroom; however, the textbook lacked listening activities. This study aims to design Task-Based Language Teaching (TBLT) supplementary listening activities for tenth-grade students at SMAN 10 Pontianak. This study uses the Analysis, Design, Development model as the research and development framework. Data were collected through interviews and a questionnaire involving two English teachers, 93 tenth-grade students, and a curriculum developer. The analysis phase revealed that students and teachers require supplementary material to develop listening skills. In the design phase, the researcher developed an e-book containing nine TBLT-based listening activities, each structured into pre-task, main task, and post-task phases, supported by twelve audio files accessible via QR codes. In the development phase, an internal evaluation was conducted, and the product achieved a high score and was categorized as very feasible across quality criteria, including curriculum alignment, TBLT implementation, and usability.

Keywords: *Listening activities, supplementary material, Task-based language teaching, ADD model*

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The researcher realizes that this research is far from perfect and that there are many shortcomings in the preparation of this thesis. Therefore, the researcher sincerely hopes for constructive criticism and suggestions that can be used as a reference when writing a better thesis in the future. Hopefully, this thesis is useful and beneficial for readers and other researchers, especially as a reference in developing related topics. The author dedicated this thesis to all of you. Hopefully, this thesis is useful for advancing education today and in the future.

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Narisa Berliana

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CHAPTER 1

INTRODUCTION

This chapter is the introduction of the research proposal. The researcher serves various key elements related to the topic. These components include the background, research questions, purposes, significance, scope, terminology, and expected product.

1.1 Research Background

Among the four skills in the English language ─ writing, speaking, listening, and reading ─ listening is the first skill to be taught in the classroom. It is considered a foundation for learning English. Listening is indeed the most widely heard and practiced language sub-skill in English. Listening is essential in the English as a Foreign Language (EFL) classroom process. In EFL classrooms, teachers should be able to provide relevant listening activities to engage students. According to Ur (1984), when planning exercises for listening lessons, the teacher needs to emphasize the importance of including a task. In a task, students are "required to do something in response to what they hear that will demonstrate their understanding." This indicates that listening instruction should go beyond passive listening and involve structured, purposeful activities.

However, based on pre-observation conducted at SMAN 10 Pontianak, several problems related to listening instruction were identified. First, teachers experienced difficulties in implementing listening activities, particularly when using audio texts such as descriptive, recount, and procedure texts. The

implementation of listening activities was suboptimal, as teachers relied heavily on the textbook without sufficient variation or supplementary materials. Second, the listening materials in the textbook were limited, with only one or two listening activities per chapter. This limited exposure restricts students' opportunities to practice listening skills in a meaningful and consistent manner.

In addition, students faced significant challenges in understanding spoken English. Many students reported difficulty recognizing words in audio, especially when the speech was fast or contained unfamiliar vocabulary. These difficulties were evident in their low engagement during listening activities. The lack of varied and appropriate listening tasks left students bored and unmotivated. Although teachers occasionally used external resources, such as songs, to increase engagement, these materials were not always suitable for instructional purposes because of inappropriate content or misalignment with learning objectives.

The results of the observation showed a significant gap between current listening instruction and students' learning demands. The current materials were insufficient in quantity, variety, and suitability, and students required more structured, engaging, and level-appropriate listening activities. Therefore, there was a need to develop supplementary listening materials that could support and enhance the existing textbook. To address this problem, the development of supplementary listening activities should not only focus on adding more materials but also on applying an appropriate instructional approach.

Supplementary material refers to additional instructional resources that support, reinforce, or enrich the main curriculum or textbook content. These

materials are not the core content, but they aim to enhance student learning by providing additional practice, explanations, or opportunities for engagement. Supplementary listening material is beneficial for teachers. Teachers can use resources other than textbooks. Supplementary materials can help teachers fill perceived gaps in required instructional materials and offer additional approaches to motivating students. Teachers can also select supplementary listening materials that match students' skill levels, learning styles, and interests when designing them. This way, the listening activities will be more engaging for the students.

When creating supplementary materials, it is essential to use an approach that helps learners understand the material. One of the teaching methods used in this research is Task-Based Language Teaching. The researcher uses Task-Based Language Teaching (TBLT) to design listening activities. This fills a gap in previous studies. TBLT is a basic pedagogical model with pre-task, main task, and post-task phases, focusing on structured tasks to achieve real learning outcomes for learners. The use of TBLT is particularly relevant to address the identified problems. First, it provides a clear structure for designing listening activities, allowing teachers to integrate listening instruction more successfully. Second, it encourages student participation by assigning meaningful and goal-oriented tasks, which can reduce boredom and increase motivation. Third, it enables the use of appropriate, contextually relevant listening resources that align with students' competency levels and learning needs. This is comparable to scaffolding theory, which emphasizes the role of a more knowledgeable individual in supporting learners to access new information beyond their current ability. In the context of

TBLT, scaffolding is enacted progressively through its three phases. In the pre-task phase, students are introduced to the topic, key vocabulary, and context of the listening material, building the foundational knowledge needed before engaging with the audio. In the main task phase, students are guided through structured listening tasks that direct their attention and support comprehension step by step. Finally, in the post-task phase, students consolidate and extend their understanding through follow-up activities, enabling them to process and apply what they have heard more independently. By gradually reducing support across these phases, TBLT mirrors the scaffolding process, enabling students to develop listening competence progressively and meaningfully.

Some researchers have studied the creation of listening activities for learning. A research by Hariadi et al., (2023) designed supplementary listening materials using gamification to improve students' higher-order thinking skills. Gamification is the use of game features or mechanics in non-gaming contexts, such as applications, to engage learners and inspire them to accomplish tasks. The results show that gamifying the teaching of listening skills improved students' mastery of tenses. Students can learn at their own pace and deepen their knowledge in a fun, easy way.

Another research by Zaim (2020) developed mobile-based authentic listening material to discover the developed product's validity and practicality. This study's approach is research and development that follows the ADDIE model. The research revealed that students have a keen interest in learning with mobile devices and are highly motivated by the unique experience of multimedia-rich learning

content. Mobile devices offer many features that make listening materials more engaging. It features video, audio, and images as teaching materials aligned with the curriculum.

Last but not least, research by Wulandari et al. (2022) aimed to develop listening comprehension materials to support an English textbook. The research used the ADDIE model proposed by Branch, and Microsoft PowerPoint was used to create the product. This research found that the listening comprehension materials are appropriate and usable to support the English textbook. Unfortunately, these studies have not integrated a specific approach in developing the listening supplementary material.

Thus, supplementary listening activities are necessary for students. These additional activities can enhance students' listening skills by providing more varied and meaningful listening input. When designing listening activities using the Task-Based Language Teaching (TBLT) approach, it helps students improve their listening skills by incorporating real-world tasks and relevant topics.

Therefore, the researcher would like to conduct a study to design listening activities as supplementary material using the Task-Based Language Teaching (TBLT) approach. The researcher used the Analyze, Design, Develop, Implement, and Evaluation (ADDIE) method in this study. However, due to time limitations, the researcher will use only the Analyze, Design, and Develop steps. The final product will cover three chapters from the first semester of the tenth-grade English textbook.

1.2 Research Questions

1. What are the students' needs for developing TBLT-based supplementary listening activities for the tenth-grade?
2. How are TBLT-based supplementary listening activities designed as a product for the tenth grade?
3. How is the internal evaluation result of the developed TBLT-based supplementary listening activities e-book?

1.3 Research Purposes

1. To know the students' needs for developing TBLT-based supplementary listening activities for the tenth grade.
2. To design TBLT-based supplementary listening activities designed as a product for the tenth grade.
3. To find out the internal evaluation result of the developed TBLT-based supplementary listening activities e-book.

1.4 Research Significance

a. The English Teacher

   The researcher expects that the supplementary listening activities in the listening sections would be helpful as additional tasks in the tenth-grade English textbook. By incorporating supplementary listening sections, this product can serve as an effective resource to compensate for the textbook's lack of listening activities.

b. The Tenth-Grade Student

The researcher expects the product to help tenth-grade students learn more effectively from listening activities. Additionally, providing extra resources for listening activities can help students enhance their listening skills.

c. Future Researchers

The researcher expects the results of this study to serve as a reference for further research on the design of listening activities that integrate a specific approach. In addition, future researchers can complete the research until the Evaluation stage.

1.5 Scope and Limitations

1.5.1 Research Limitation

This research was limited in terms of participants, focus of study, and