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Contents

The Implementation of School-Based Management on Encouraging Student Achievement 1
Unun Magfiroh

Preparation of Learning Materials For Listening Skill 8
Abdul Hafidz Zaid, Rustamaji Rustamaji, Hibatul Wafi

Moral Dimension of Javanese Forgiveness in Serat Wedhatama and Serat Nitiprana 16
Suharsono Suharsono, Rizal Mustansyir, Rr. Siti Murtiningsih

Development of Guided Inquiry Models on Cooperative Learning Using Vocational School Materials LKS 27
Khamdun Khamdun, Suparmi Suparmi, Maridi Maridi, Ani Rusilowati

Development of Entrepreneurship-Based School Management Models 33
Tomy Satria Jatmika, Su'ad Su'ad, Achmad Hilal Madjdi

Identity And Creativity In Parang Sukawati Batik 38
Nanang Rizali, Bani Sudardi

The Vakt Model Based on Psycholinguistic Review for Overcoming Dyslexia Children 46
Sajida Laila Hanif, Achmad Hilal Madjdi, Slamet Utomo

Development of Authentic Instruments for Religious Attitudes and Social Attitudes Based on Strengthening Character Education for Grade IV Students in Jati Subdistrict 57
Stela Ramadhani Khalashinikov

The Application on Teacher Discipline to Improve Teacher Performance; a Review 67
Eko Henny Setyowati

The Effect of Constructivism and Whole Language Approach to Poetry Writting Skills 72
Brigida Sri Purwaningsih

Student's Attitude Toward Science: as Impact of Using Student Created Case Studies Method 78
Moh. Najih Wafi, Wuryadi Wuryadi

The Impact of Academic Supervision and Classroom Action Research Training on Professional Competence of Elementary School Teacher 86
Aribowo Aribowo

Development of Android-Based Tourism Education Application 93
Ratri Rahayu, Alif Catur Murti

Marketing Strategy for Indonesian for Speakers of Other Language Unit (Unit BIPA): A Case Study in Unit BIPA Universitas Muria Kudus 100
Eko Widianto, Ahmad Hariyadi, Dwi Novaria Misidawati, Siti Aniqoh Shofwani, Ana Putri Nastiti

Bahan dengan hak cipta

"Petuah" Kiai Charismatic To The Construction Of Cement Plant in Rembang 104
Ahmad Hariyadi, Joko Setiyono

Effectiveness Guided Discovery Learning Model With Macromedia Flash Animation Toward Misconception Decreation 109
Apryza Ryzchy Pratama Putra Negara Sugiyanto, Ixora Sartika Mercuriani

Development E-Module of Customary Forest Kantuk Based on Android to Improve Self Regulated Learning of Biology Education Students 117
Arif Supriyadi, I Gusti Putu Suryadarma

Development of Colaborative Learning Model Based on Permen Cilok Media For Strengthening Education Characters of Elementary School Students in Demak District 125
Nanik Choirijah

Developing Theme Based Learning Through Powerspring Html 5 of Android to Deradicalize The Attitude of Primary School Students 131
Nur Hadi, Su'ad Su'ad, Sri Utaminingsih, Santoso Santoso

Making Speech Therapy Aids for Children with Special Needs 141
Muhammad Noor Ahsin, Ristiyani Ristiyani, Dina Lusianti

Gusjigang: Local Cultural Values for Developing Bagus Character in High School Students in Kudus 154
Gudnanto Gudnanto, Andi Mappiare AT, Adi Atmoko, Muslihati Muslihati

Pedagogical Content Knowledge of Pre Service Elementary Education Teachers in Using Traffic Park Diorama for Thematic Learning Process 159
Eka Zuliana, Ika Oktavianti, Yuni Ratnasari, Henry Suryo Bintoro

Metacognition to Increase the Results of The Study in A Spreadsheet Lesson for Student Accounting 166
Widiyanto Widiyanto, Arief Yulianto

Development of TGT Cooperative Learning Model Based on Crossword Local Wisdom Educational Game in Kudus 171
Rochimah Rochimah

Skills to Look At The Facts Based on Audio Visual Media to Improve Fine Motor Skills in Grahita Tuna Children in SLB Cendono 178
Wahyu Riswanto, A. Hilal Madjdi, Su'ad Su'ad

Development of Mind Mapping Learning Model Based on Gusjigang Local Wisdom Based on Grade IV Elementary School students in Kudus 184
Ivan Ahmad Shofyan

Pancasila Value Education Through Learning The Role Playing Method of Elementary School Students (Case Study in Grade V SDN 1 Datar) 192
Arya Adittia

Education In Era 4.0 Based On Local Wisdom: Existence Of Value And Technology 200
Irfai Fathurohman, Mohammad Kanzunnudin, Aris Tamarudin, Riyan Dwi Cahyaningsih

Learning Media Based on Scientific Literacy for Elementary Students 206
Siti Masfuah, Fina Fakhriyah

Bahan dengan hak cipta

Ethno-Edutainment Learning as an Effort to Improve Primary School Students' Spirit of Nationality 213
Savitri Wanabuliandari, Sekar Dwi Ardianti, Mohammad Kanzunnudin

The Effect of The Survey Question Read Reflect Recite Review (SQ4R) Technique and Scheme Technique to The Improve Understanding Reading Skills of Indonesian Language Lesson 220
Sulikhah Sulikhah

The Influence of Motivation, Organizational Culture And Performance of Teacher Professional At MTs Tayu- Pati 224
Fajriana Nur Asmawati, Sukirman Sukirman, Moh. Khanzunuddin

Narrative Structure And Function Of Kyai Telingsing Stories 233
Mohammad Kanzunnudin, Irfai Fathurohman

Influence of Problem Based Learning Assisted by Folding Paper Media to Mathematics Problem Solving Skill 243
Henry Suryo Bintoro, Himmatul Ulya

Identification of Nomophobia in Primary School Age Children and its Consequences for Friendly Character Behavior 250
Ika Ari Pratiwi, Zuhdan Kun Prasetyo, Samsuri Samsuri, Much Arsyad Fardani, Tutik Khotimah

Development of Learning Models Make A Match Assisted Media Puzzle to Improve Thinking Skills of Class Fourth Elemetary School Studests ` 259
Fu'adatul Fithroh, Murtono Murtono, Sri Utaminingsih

Group Counseling with Stimulus Control Techniques to Improve the Basic Ability of Mathematical Learning 267
Richma Hidayati, Indah Lestari

The Development of Guided Inquiry-Based on Physics Modules At Static Fluid Material to Improve Critical Thinking Skills 276
Zekka Maulita Chrishar Putri, Sarwanto Sarwanto, Harjana Harjana

Development Model Of School Management Based On Adiwiyata 282
Rizky Oktavian Saputra, Su'ad Su'ad, Achmad Hilal Madjdi

The Characteristics of Assessment Instrument Model In Learning Indonesian Language 288
Endang Siwi Ekoati, Fathur Rakhman, Ida Zulaeha, Subyantoro Subyantoro

Moral Identity In The Text Babad Diponegoro 297
Bani Sudardi

Development of Wayang Dami Based on Local Wosdom in Story Learning in High Class 304
Anita Herlina Setianti, Sri Utaminingsih, Irfai Fathurrohman

The Urgency of Indonesian Literary Text Book in Indonesian Learning at SMP/MTs 320
Mujiwanto Mujiwanto, Murtono Murtono, Irfai Fathurohman

The Development of Teaching Material of IPS Based Geographic Environment of Grade Students of Elementary School 326
Tyesa Resti Rosavina

Bahan dengan hak cipta

Teacher's Need toward Indonesian Textbook Material Based on Pati Local Wisdom for SMP/MTs 333
Priyadi Priyadi, Moh. Kanzunnudin, Murtono Murtono

Effectiveness of Learning Model Concept Sentence With Media Puzzle of Activities and Description of Learning Outcomes Writing Skills Class III SD District of Kudus 338
Izzatul Munawaroh

Principal's Strategies and Approaches to Perform Effective Academic Supervision 345
Kholid Kholid

Mora'akeke Ceremony as a Local Indigenous Material in Indonesian for Speakers of Other Language Class: an Autoethnography studies in Palu, Central Sulawesi 352
Asrianti Asrianti, Eko Widianto

The Impact of School Culture on Social, Independent And Disciplined Characters on Elementary Students In The District Mranggen Districts Of Demak 356
Shohib Shohib

The Strategic Orientation of Entrepreneurship on The Small and Medium Business At Batik Kudus As A Heritage Culture 364
Nafi' Inayati Zahro, Sutono Sutono, Noor Latifah

Analysis Of Need Development Of Literacy Pocket Book Based Cerpen – Gram To Empower Multicultural Characters Of Primary School Students 373
Khoeri Abdul Muid

Gusjigang: An Economic Independency of Citizens in Indonesia 381
Wawan Shokib Rondli, Endang Danial, Sapriya Sapriya

Conceptuals Understanding: As The Effect of Reciprocal Teaching Assisted By Macromedia Flash 386
Ahmad Dliyaul Haq, I Gusti Putu Suryadarma

Safe School to Deal with Bullying at School in Industrial Revolution 4,0 Era: A Study Review 393
Akbar Z, Wirasti M, Putri T, Aisyawati M, Kusuma M

The Effectiveness of Using Student Worksheet Through Guided Inquiry Model to Improve Senior High School Students Understanding on Ecosystem Material for Grade X Science Class 401
Wiharsri Wiharsri, I Gusti Putu Suryadarma

The Effect of Guided Inquiry Models With Student Journals on Student Critical Thinking Skills in Environmental Change Subject 408
Reginaldis Isabella Sado, Tien Aminatum

The Effectiveness of 5E Learning Cycle Accompanied by Mind Mapping on Creative Thinking 417
Dhani Nugrahaningtyas Utami, Bambang Subali

Empowering Teaching Materials Of Approaches And Methods In English Language Teaching (Amelt) Subject Matter Through Lesson Study 424
Achmad Hilal Madjdi, Atik Rokhayani, Muh. Syafei

Bahan dengan hak cipta

The Influence of Javanese Cultural Value on Local Wisdom of The Community Through Traditional Ketoprak Mataram Art in The City of Yogyakarta 433
Erniati Erniati, Puji Yanti Fauziah

Challenges Of Inquiry Based Learning In Physical And Health Education 456
Betna Adiguna, Panggung Sutapa

The Character Education of R.A. Kartini Perspective 461
Miftakur Rindlo

The Role of Principle in Internal Quality Assurance for 4.0 Era in Madarasah 470
Amiroh Ambarwati, Totok Sumaryanto Florentinus, Rusdarti Rusdarti, Achmad Rifai

The Industrial Revolution 4.0 Impact on Vocational Education in Indonesia 478
Setiyawami Setiyawami, Sugiyo Sugiyo, Sugiyono Sugiyono, Tri Joko Rahardjo

Comparison Between How To Learn Using The Book Media With The Internet Media Towards The Results Of Learning Learning In Industrial Chemistry In PIP Semarang 483
Darul Prayogo, Moh Zaenal Arifin, Mohammad Sapta Heriyawan, Arya Widiatmaja

The Meaning and Function of Naga Raksasa (Giant Dragon) Myth in Hutabolon, Parbaba Village, Samosir Regency, Indonesia 487
Agung Suharyanto, Wiflihani Wiflihani, Armansyah Matondang, Heri Kusmanto

Development of Interactive Ebook Media Based on Entrepreneurship in Student Learning in Elementary School 493
Sri Murniati

The Influence of Think Talk Write Model Implementation in Learning Theme Always Saving Energy 499
Anisa Hartani, Sri Utaminingsih, Suad Suad

Development of Thematic Learning Materials Based on Jepara's Local Wisdom on the Theme “Daerah Tempat Tinggalku” for Grade 4 Students of Primary Schools 509
Sri Utaminingsih, Murtono Murtono, Hamidaturrohmah Hamidaturrohmah

Improvement of Student Critical Thinking Skills Through Multicultural Learning 522
Sony Ari Wibowo, Murtono Murtono, Sri Utaminingsih

Development of Teaching Materials for Elementary School Statistics Material Based on Higher-Order Thinking Skills 529
Budi Prihartini, Santoso Santoso, Sri Utaminingsih

Development of Thematic Assessment Based on Interactive Game in Elementary School 535
Sri Utaminingsih, Su’ad Su’ad, Fitrotun Nikmah

Bahan dengan hak cipta

Preparation of Learning Materials For Listening Skill

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Abstract. Language Scientists have confirmed that listening skill are the most important skills in teaching foreign language, because listening is a fundamental activity of communication between humans and the way to acquire other language skills (speaking, reading and writing) because with it the human acquires vocabulary and learns to make the sentences and receives the ideas and the concepts. Therefore, encourage institutions interested in the teaching of the foreign language to exercise the skill of listening in the language to be learned, and to impart the skills of listening to students is need of specialized learning materials so that the teaching of listening skill is effective because the learning materials categorized and organized this is in the best form of teaching and learning with logic, efficient, interest, realism and comprehension. It helps the teacher and the learner to reach the proposed goals. In this article, the researcher would like to write about the preparation of learning materials for the material of listening skill.

Keywords: Learning Materials, Listening Skill.

1. Introduction

In the educational process, there are three main general areas are cognitive, emotional and skill, and in the field teaching of language, concepts and procedures belonging to these three areas.[1] But in the field of language teaching and learning is not limited to this extent, but learning the language requires practice because the language is skill, and the dimension of skill or psychomotor most important in the field of language learning and teaching. Human learns such as swimming, driving, sports and others. Such areas can not be learned from a book that memorizes its information and memorizes its rules, but it is imperative to practice. The best forms of practice are at the workplace, or in the area of actual practice language that one prepares, or creating a linguistic environment.[2]

Listening is one of the four skills (listening, speaking, reading, writing) in language fields teaching, it is natural and it plays a role in all foreign language teaching. Because listening is an essential activity of communication between humans, it is the window through which the human view of the world around him, through which he receives the oral message. And the means to acquire other language skills (speaking, reading and writing) because through listening skill man acquires vocabulary and learn patterns of sentences and structures and receive ideas and concepts, translate patterns, sentences and others into meanings and semantics.[3]

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[1] Rushdee Achmad Thu'aimah, **Al-Maharat Al-Lugawiyyah**, (Al-Qahirah: Daar Al-Fikr Al-'Arabi, 2004), P. 5-6.
[2] Ibid, p. 6.
[3] Ibid, p. 183.

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Based on the above, we found that the teaching of listening skill is imposed in any institution that is interested in teaching the Arabic language. To facilitate the teaching of this skill, the author wishes to write a scientific article in the preparation of learning materials for a subject listening skill.

2. Learning Materials

It is known in the general educational process that the elements of education are three: a teacher, a learner and learning materials. Abdul Rahman Ibrahim considered that the textbook is the most important learning materials. Hence, educators recommend the preparation of care, especially those materials that deal with teaching the language to non-native speakers. And recognizes the importance of the textbook does not need a report, despite what has been said and said about educational technology the new tools and instruments, the textbook remains unique in the educational process. The teaching process of any kind, style, material and content depends heavily on the textbook (as alearning materials).[4]

The learning materials are materials that are categorized, organized, and arranged in the best form of teaching and learning with logic, simple of thought, interest, realism and understandability. It is the best kit, and as a weapon to deal with the problems of life. Benefit the learner from studying in the development of his abilities to absorb more facts, ideas and skills.[5] Which are used to help teachers implement the education process towards pupils to reach the desired goals. And the textbook of learning materials its Information, tools, and texts for teachers and trainers to plan and implement the learning process.[6]

Teaching materials are a key component of most language programs. Its generally form the basis of the language inputs received by learners, and the basis form for language practice occurring in the classroom. Teaching materials are also a kind of training for novice teachers. It provides ideas on how to plan and teach lessons. Many of the language teaching in the world today cannot take place without the widespread use of commercial teaching materials.[7]

The teaching materials are one of the most important sources in distance learning. It includes the knowledge to be acquired by the learner, and contains the objectives set, the content, exercises and self-tests, and therefore must pay careful attention to the preparation of teaching materials.[8]

The learning materials have an important role in the implementation of the educational process because the educational process is not without learning or teaching materials. It facilitates teachers in the establishment of education and facilitates pupils to learn. The presence of appropriate materials, the educational process will be interesting, it is a machine to measure the outcome of education, and help students to learn good, It assists the teacher in

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[4] Abd al-Rahman bin Ibrahim al-Fawzan, **I'dadu Mawad Ta'lim Al-Lugah Al-'Arabiyah Li Ghaer Al-Natiqina Biha**,(Unpublished Article, 2007), p.2.
[5] Ibrahim Basyuni Amirah, **Al-Manhaj Wa Anaasiroh**, (Suwhaaj: Dar Alma'arif, 19910, p. 160.
[6] Nana Sudjana, dkk., *Teknologi Pengajaran*, (Bandung: Sinar Baru Algensindo, 2009), p. 132.
[7] Ibid, p. 281.
[8] A'daa' Hay'atu Al-Tadris Bijami'ati Al-Quds Al-Maftuhati, **Intaj Almawadi Al-Ta'limiati Libaramij Al-Taelim 'An Bu'du**, (Isisko: Manshurat Al-Munazamati Al-Islamiyati Li Al-Tarbiati Wa Al-Ulum Wa Sthaqafati, 2000), p.30.

making plans and designing lessons and teaching methods used in the classroom with an integrated vision.[9]

The role of teaching or learning materials in language teaching can be summarized as follows: It is a source of material (spoken and written) used in the provision of teaching language. It represents a source of activities for linguistic practice by the learner and a source of communicative interaction. It is also a reference for learners with respect to grammar, vocabulary, pronunciation and others. It is a source of ideas for classroom activities. And textbook of learning materials Provides support to teachers who need to gain more confidence.[10]

3. Foundations of learning materials

There are four important aspects that form the basis for the launch of any teaching or learning material. These aspects are:

3.1 The Psychological Aspect

When developing a basic learning material to teach language to non-native speakers, it should take into the psychological and cultural characteristics of learners, distinguishing between what is offered to young people and what is offered to adults. And take into account the differences between the tendencies and interests and purposes of learners of language learning. Also to stimulate learners' desire and willingness to learn the language, increase their knowledge and satisfy their curiosity towards their culture through activities and practices.[11]

3.2 The Cultural Aspect

There are a number of foundations that make culture an integral part of foreign language learning. It became necessary to pay attention to providing the teaching or learning material with the features of the basic culture, and then the basic similarities and differences between this culture and the cultures of learners, and that in the study of language and culture, there is a religious purpose and political, commercial, functional and scientific purpose, and this requires that the multiplicity of culture in the learning material multiple of these purposes.[12]

3.3 The Educational Aspect

The educational aspect conclude in educational principles areas: the learning material have to control the number of vocabulary so as to provide the number sufficient to provide the required text without reducing or multiplying. And the text expresses an Islamic culture, the material should be economical in the time it takes, and in the material cost that required effort of the teacher and the student with the availability of efficiency and effectiveness. And the structures move from simple to complex.[13]

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[9] Zayd Sulayman Al'udwaan Wa Muhammad Fuad Al Hawamidah, **Tasmim Attadris**, (Dar Al Maysiroh), p. 165.
[10] Jack Richards, **Tatwir Manahij Ta'liim Al Lighati**, Translator: Naasir Bin A'bdullah Bin Ghaaly Wa Shalih Bin Naasir Asyuwirakh (without year), p. 281.
[11] Mahmud Kamil Al-Naaqah Wa Akharuna, **Al Kitab Al'asasiu Lita'lim Allugha Al 'Arabiyah Lilnaatiqin Bilaghat Ukhra**, (Makah Al Mukaramah: Jaami'at 'Um Alqura, 1983), p. 39-65.
[12] Ibid, p. 65.
[13] Ibrahim Basyuni Amirah, **Al-Manhaj Wa Anaasiroh**,.. p. 162.

3.4 The Linguistic Aspect

The summarization of the linguistic principles that should be taken into account in the design of the basic subjects for teaching language learned to non-native speakers; the article begins with words and sentences and not in letters. The material should be based on commonly used compositions, and avoids ambiguous formes that difficult to understand and rarely used.[14]

4. Preparation of learning materials

The preparation of instructional materials herein means the total of the author's processes for the preparation of learning materials, whether they are researches, tools he has prepared or texts he has consulted, or an experiment he has done, before it is finalized and put to use in the language classes.[15]

To prepare learning materials we have to pay attention that the intellectual content of learning materials should be Islamic directly or indirectly, selection of common words and easy structures for teaching or learning materials,[16] increasing the various types of exercises and making an attempt on the continuous evaluation. Furthermore, using of images because they are a sensory element that clarifies the material presented and brings it closer to the minds of learners, the integrity of the material submitted from linguistic errors and focus on the short dialogues required by everyday situations.[17]

5. Listening Skill

5.1 The Undertanding of Listening

Linguists and language specialists agree that the understanding of listening will be clear only after knowing the distinctions of listening: that there is a hearing, listening.[18]

Hearing is intended simply to receive ear vibrations from a particular source without being given deliberate attention. As a hearing to the birds chirp and sounds of noise in the street or as the sound of air coming out of the air conditioner, without aiming at it. It is, a process that relies on the physiology of the ear and its ability to pick up these sound vibrations. This is something that man does not learn, because he does not need to learn.[19]

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[14] Mahmud Kamil Al-Naaqah Wa Akharuna, ***Al Kitab Al'asasiu Lita'lim Allugha Al 'Arabiyah Lilnaatiqin Bilaghat Ukhra***,.. p. 62-65.

[15] 'Abd Ar Rahman Bin Ibrahim Al Fauzan Wa Akhorun, **Durus Ad Daurat At Tadribiyat Limu'alimy Allughatu Al-Arobiyah Lighayri An-Natiqin Biha**, (Maysruu' Al Arabiyah Lil Jami', 2003 H), P. 74-75.

[16] Abd al-Rahman bin Ibrahim al-Fawzan, **I'dadu Mawad Ta'lim Al-Lugah Al-'Arabiyah Li Ghaer Al-Natiqina Biha**,.. p. 68.

[17] Abdul Abdul Gafur, *Penerapan dan Prinsip Pembelajaran Kontekstual (Contextual Teaching and Learning) dan Desain Pesan dalam Pengembangan Pembelajaran dan Bahan Ajar*, (Cakrawala Pendidikan, November 2003, Th.XXII, no.3), p. 287.

[18] Rushdi Ahmad Tu'aimah, **Almarja' Fi Ta'lim Allughah Al-Arobiyah Lilnaatiqin Bilughati Ukhraa**, (Makah Almukaramah: Jami'atu Um Al Quraa, 1986), p. 418.

[19] 'Ali Ahmad Madkur, **Tadris Funun Allughatu Al Arabiyati**, (Al Qohiroh: Darul Fikr Al Aroby, 2002), p. 75. See Rushdi Ahmad Tu'aiymah, **Almarjae Fi Ta'lim Allughat Al-Arabiyah**.., p. 418-419. And See Too Muhamad Salih Alshintii, **Almaharaat Al Lughwiayah: Madkhal 'Iilaa Khasayis Allughatu Al 'Arabiyatu Wa Fununiha**, (As-Su'diyah: Dar An Dalus, 1996), p. 146-147.

Listening is a more complex skill. It's more than just hearing, it's a process in which the listener pays special attention and intentional attention to the sounds his ear receives.[20] Listening is about voice recognition, understanding, analysis, interpretation, application, criticism, and evaluation. It is about focusing attention on what a person hears for a specific purpose.[21] Finally, Hearing According to the previous explanation is not learned by man, and the skill that should be learned is listening.

If this is a matter of listening in human life in general, listening is another matter in the life of the foreign student. This is intended as a listening skill in second language instruction. It is a skill that is almost uninterrupted even after he left the country (where language learned) in which he lived or the program he contacted. For this reason, listening, followed by reading, has a special place in second language programs, of course without underestimating other skills.[22] And listening is one of the most important arts of the language, because it is a basic language skills. If he acquires this skill, students will be able to advance their speaking, reading and writing skills.[23]

To be concluded that listening is a process of listening to interpreting spoken symbols.[24] The skill required to learn is to listen, because it is a process that allows attention to the speaker, ask and discuss what he says, and judge, and make a decision on it.[25] It is a prerequisite for linguistic skill development in general.

Listening is an art that involves processes that are complex in nature, a process in which the listener is given special attention. Attention is intentional because of the voices received by his ear, and therefore includes: Awareness of spoken language symbols through auditory, understanding the meaning of these symbols, recognizing the communicative function or message contained in symbols or spoken speech.[26]

Listening skills are the skills of reception, and reception requires additional activity in order to grasp the facts and understand the meanings and ideas and respond to them and interact with them on the background of prior knowledge and experience, with a view to listening, understanding and interpretation.[27]

It is also the skill required to learned, that pays attention to the speaker, and question and discuss, judge, and decide on it. Thus, learners should be trained since the beginning of their learning of the language learned, because of its importance in controlling the language and functional control. Listening is one of the most frequently used communication skills in everyday life and plays a big role before learning other skills.[28]

Listening involves multiple skills that vary from one field to another. The most important listening skills are: Attention for a long time, Understanding the basic and sub-ideas of the

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[20] Ibid, p. 75.
[21] Rushdi Ahmad Tu'aimah, **Almarja' Fi Ta'lim Allughah Al-Arobiyah Lilnaatiqin Bilughati Ukhraa**.., p. 419.
[22] Ibid, p. 417.
[23] Mustafaa Raslan, **Ta'liim Allughatu Al-'Arabiyati**, (Al-Qahirah: Dar Thaqafatu Wa Attauziie', 2005), p. 107.
[24] Fathi Ali Yunus Et Al, **Asasiat Ta'lim Allughatu Al-'Arabiyatu Waltarbiatu Addiyniati**, (Al Qahirah: Daru Tsaaqafah), p. 117.
[25] 'Ali Ahmad Madkur, **Tadris Funun Allughatu Al Arabiyati**,.. p. 76.
[26] Muhammad 'Abdul Aziz Ar Rubai Et Al, **Al itijahat Alhadisah Fi Tadris Allughatu Al-Arabiayatu Al'usus Wa Atatbiqat**, (Arriyad: Daru Zahra', 2012), p. 127-128.
[27] Muhammad Shaleh Al-Syantii, **Al-Maharaat Alughawiyatu: Madkhol Ila Khosoisu Al-Lughotu Al-Arobiyatu Wa Fununiha**, (As-Su'udiyah: Daarul Andalus, 1996), p. 147.
[28] Ahmad Fuad Mahmud 'Alhan, **Al-Maharaat Al-Alughawiyatu Ma Haiatuha Wa Tharaiq Tadris**, (Ar-Riyad: Darul Muslim Linasr Wa Tauzi'), p.66.

text,[29] Understanding the meanings of the vocabulary in their sentences and Understanding the message interaction with the speaker or reader.[30]

5.2 Teaching Listening Skill

Each language art has its own curriculum and time allocated to it in the study schedule. This requires the development of the curriculum of teaching the listening and learning it, so that it has its specific objectives and its own content and methods of teaching, teaching and evaluation. This curriculum should include a set of programs that vary from one grade to another depending on the types of learners, their levels of development and their needs.[31]

Also the teacher hoped to be understanding of the importance of the listening and it skills, also able to teach and practice them, because the individual can not understand his language unless he has mastered all of its skills, and since listening is a skill of the language so must be taught since very beginning.[32]

In order to reach the students who want to be able to master the aspects of this skill we suggest: to prepare students for a listening lesson and explain to them the nature and purpose of what they will listen to. And the students have to discuss what they have heard by asking specific questions, which are related to the object, and evaluating their performance to see how they progress.[33]

To succeed in the formation of good listening habits, the learner must first to know their level in this skill, by enable to answer the following questions: Can he recognize the words heard? Does the student distinguish the difference of the words heard? Can he distinguish similarities, differences, first, middle and last sounds of words? Does he listen attentively to interesting conversations and short stories? Does he listen to a story or article for a special purpose?[34]

6. Characteristics of Listening Skill Material

The characteristics of the listening material or the content of the listening curriculum is: a set of facts, standards and values, and the concepts, skills, experience and language activities offered by the teacher to its students, which is expected to occur the required language changes in the behavior of students, according to the goals already set.[35]

The content of the listening program should be aware of its goals and a presentation of some teaching and evaluation methods. It then includes a large variety of literary, artistic, political, social, economic and educational topics that can train students on listening skills through listening to topics by teacher or recording devices, and provided that the topics chosen for the book appropriate to the level of students or the level they are going through.[36]

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[29] Mahmud Kamil Al-Naaqah Wa Akharuna, ***Al Kitab Al'asasiu Lita'lim Allugha Al 'Arabiyah Lilnaatiqin Bilaghat Ukhra***,.. p. 125-126.
[30] Ibid, p. 61-62.
[31] Abdul Rahman Al-Hashimi Et Al., **Tadris Maharaat Alistima' Min Mandzur Waaqii**, ('Amaan: Darul Manaahij, 2004), p. 38.
[32] Ibid, p.34.
[33] Abdul Rahman Bin Ibrahim Al-Fawzan, **'Iida'ati Limu'alimi Allughatu Al-'Arabiatu Lighayri An-Natiqin Biha**, (Ar-Riyad: Maktabatu Al-Malik Fahd, 2011), p. 177.
[34] Mahmud Kamil Al-Naaqah Wa Akharuna, **Al Kitab Al'asasiu Lita'lim Allugha Al 'Arabiyah Lilnaatiqin Bilaghat Ukhra**,. p. 137.
[35] 'Ali Ahmad Madkur, **Tadris Funun Allughatu Al Arabiyati**,.. p. 97-98.
[36] Rahman Al-Hashimi Et Al., **Tadris Maharaat Alistima' Min Mandzur Waaqii**,.. p.141.

And to choose a topic that is appropriate for students' mental and linguistic maturity, appropriate to their experiences and interests, and then reads them when they are listening. After reading, ask them a series of questions to check how well they have mastered the skills already presented and how well the goals have been met.[37]

There are criteria for selecting the contents of the listening program: The subjects should be accessible to the learner's abilities intellectually and expressively, attached to the student's life and his interest. The subjects should help him to gain the satisfaction of others, such as knowing how to deal with his colleagues successfully. The subjects should achieve the principle of collective action. The subjects should relate to the student's faith and relate to family topics.[38]

Each training program requires the preparation of special materials appropriate to the goals of the program, and here the preparation that program needs: Training topics related to students' competencies. Practical training related to program topics and vocabulary. And last thing to be prepared is educational facilities (blackboards, cinema, loudspeaker, etc).

7. Conclusion

After presenting the theories about teaching materials and listening skill, we concluded that to prepare teaching or learning materials for listening skill, we must take into consideration four foundation aspects and should be integrated, namely the cultural, psychological, educational and linguistic aspects. Learning materials consist of topics, exercises and vocabulary.

The materials contain a range of literary, artistic, political, social, economic, educational, natural, human and animal sciences that can train students in listening skills through listening to it’s by the teacher or recording devices, and the subjects chosen are appropriate for the level of students.

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