Students' perceptions toward teaching materials for the Listening and Speaking for General Purposes subject

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Abstract

Teaching materials are crucial in education. They are tools for teachers to facilitate students to learn and improve the interaction of a teacher and students. Teaching materials should fulfill some criteria. One of them is the suitability of the materials to students' needs and interests. This study aims to explore students' perceptions toward teaching materials for the subject of Listening and Speaking for General Purposes. The study employs a mixed method. The participants were English students from three classes who just passed the Listening and Speaking for General Purposes course. A questionnaire and an interview were used to gather the comprehensive data.. The data from the questionnaire were analyzed using a statistical calculation, while the interview data were analyzed using thematic analysis. The teaching materials were provided by three lecturers (D1, D2, D3) from three different classes. The results showed that the students perceived that teaching materials used by D1 and D2 were considered good and beneficial for students, while the one used by D3 was perceived as inappropriate and did not help students improve their listening and speaking skills. Finally, this study recommends improving the teaching materials to meet students' needs and interests.

Keywords: *Teaching materials; students' perceptions; Listening and Speaking for General Purposes subject*

INTRODUCTION

Teaching materials are essential for teachers and students in learning activities. Teachers will face difficulties in improving the effectiveness of their learning if they are not accompanied by complete teaching materials. As one of the fundamental components of the learning process, teaching materials provide systematically organized resources that support educators and learners throughout the educational experience. In addition, they serve as essential guides for both students and instructors, fostering engagement and enhancing the effectiveness of teaching and learning activities (Margana & Widyantoro, 2017). Recent research emphasizes that effective teaching materials must be thoughtfully designed to meet the specific needs of the learning context (Brown, 2007). For instance, in a course focused on listening and speaking for general

purposes, lecturers must provide suitable resources, including textbooks and audio-visual materials, to effectively achieve the desired learning outcomes.

In the newest curriculum of an English education study program of one state university in Indonesia, listening and speaking have been combined into one new course, namely Listening and Speaking for General Purposes. This course consists of 4 credits, and it is taught to the first semester students. For new students, this course is challenging because, in this course, they do not only learn about listening and speaking skills but also other elements of English, such as grammar, vocabulary, and pronunciation. These three language components (grammar, vocabulary, and pronunciation) are included in this course because, since the changes in the curriculum in 2021, the courses related to the three language elements were eliminated. However, considering these language components are very important, they must be taught to the first semester students. Thus, looking at the diversity of topics taught in this course, the lecturers' expertise is required to provide good teaching materials that suit the students' learning needs.

According to Nunan in Tomlinson (2023), there are several aspects teachers need to consider to develop effective teaching materials. They should align with the curriculum, ensuring that the materials support the intended educational outcomes. In addition, they should also be relevant to student development, meaning that the materials should engage and motivate students, enhancing their learning experience and developing their learning skills as well as skills in learning. Besides, they should be authentic, presenting real-life contexts. Besides, they also should encourage students to focus on formal aspects of the language. These criteria are critical for creating materials that facilitate meaningful learning experiences.

Considering the criteria, the researchers are interested in conducting an analysis of students' perceptions of the learning materials that have been given to them in the new course. Research related to the exploration of student perceptions has been widely conducted and has provided benefits for improving the quality of teaching and learning in the classroom (Skerritt et al., 2023). Knowing students' perceptions is an important thing to do, as stated by (Dawson et al., 2019), that students' perspectives provide invaluable direct insight into their experiences and expectations.

According to Nelson-Smith (2008), perception is influenced by experiences and expectations. Perception is what they see as reality for them and what they believe will happen, whether it is true or not. Regarding the learning of listening and speaking for general purposes, each student certainly has their own perception about this course, the purpose of their learning, and the teaching materials they need. Therefore, it is also essential to see through the students' eyes about the teaching materials whether there is a match between the reality and their expectations.

It is important to conduct this research so that improvements to the existing teaching materials can be made. According to Muin et al. (2023), improving aspects of learning resources is one step that is very important for a teacher because the role of a teacher in planning or arranging teaching materials is very important in determining the success of the learning process.

The findings of this research are hoped to be useful for students and also for future lecturers who teach the Listening and Speaking for General Purposes course to be able to create an effective learning process in the classroom by providing students with good teaching materials so that learning objectives can be achieved effectively.

METHOD

This study employed a mixed method, using a closed and open-ended questionnaire and a semi-structured interview as the instruments. The subjects of the research were English education study program students from a state university in Indonesia who had just completed the Listening and Speaking for General Purposes subject. They were from three classes, and each class was taught by different lecturers. The number of students from these classes were 75, but only 55 students who were willing to get involved in this study. The respondents to fill in the questionnaire were selected using total sampling (55 students), while the participants for the interview were chosen purposively based on the answers to the questionnaire and the willingness to participate in the interview (9 students). The questionnaire asked about the types, qualities, and benefits of the teaching materials, as well as the criticism and suggestions for the improvement of the teaching materials. Before distributing the questionnaire to the actual respondents, the researchers tried it out first to other respondents who did not belong to the real sample but still had the same characteristics as the real ones to check the questionnaire's validity and reliability. In addition, the designed interview protocol was also piloted to address the bias issue and to check whether the intended processes worked as expected by the researchers (Chenail, 2011). Finally, the close-ended questionnaire data were analyzed using statistical analysis, and the open-ended questionnaire and the interview data were analyzed using thematic analysis proposed by Braun and Clarke (2006). It consisted of six steps i.e. "familiarising oneself to the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report" (pp. 16-23).

First, to familiarize with the data, we transcribed the interview data by watching and listening to the video recordings several times. We also read the transcription more than once. Second, after familiarizing with the data, we generated the key ideas we obtained from the data. In this phase, we started producing initial codes from the data. Third, having completed coding and collating the data and the important ideas, we started searching for themes. After that, we reviewed and refined the themes we already created. This fourth phase aims to ensure that the themes fit the data set and to code any additional data missing in the previous coding stages. Next, Upon obtaining an anticipated thematic map of the data, we proceeded to define and label the themes. This means that we pinpointed the 'essence' of each theme as well as the overarching themes, and established what aspect of the data each theme reflects. During this phase, a thorough examination was carried out to guarantee that each theme's narrative aligned with the overarching 'story' we would present about our data in relation to the research questions, ensuring no overlap between themes. Finally, we finalized the report after performing a final analysis. The

report offers sufficient evidence of the themes through clear examples or excerpts that embody our arguments regarding the research questions.

RESULTS AND DISCUSSION
Results

The evaluation of teaching materials seen from the students' perspective is taken from the questionnaire and interview data. Closed questions related to teaching materials cover three aspects. They are the type, quality, and benefits of teaching materials. Besides, the researchers also provided some open questions asking about the comments and suggestions for the improvement of the teaching materials. Based on the results of the questionnaire, the respondents stated that the teaching materials provided by D1 were a grammar book, online dictionaries, audio (MP3) from several sources, videos from YouTube, and videos from a listening book. Regarding the quality of the grammar book, almost all respondents gave very positive perspectives. This can be seen from the questionnaire data below:

Table 1. The quality of the textbook used by D1

No.	Statements	Very disagree (%)	Disagree (%)	Agree(%)	Very agree (%)
1	This textbook is readable	-	2	55	43
2	This textbook matches the English level of the students	-	2	40	58
5	Questions in this textbook are in accordance with the materials	-	-	42	58

As for the benefits of the teaching materials, the grammar book used by D1 was also considered very useful for the students. The evidence of this statement can be seen from the large percentage of respondents who agreed and strongly agreed with the statements regarding the benefits of the teaching materials below:

Table 2. Benefits of the textbook used by D1

No.	Statements	Very disagree (%)	Disagree (%)	Agree(%)	Very Agree (%)
3	This textbook is useful for improving my English skills	-	-	34	66
4	I find it easier to learn with this textbook	-	-	43	57
6	I can easily understand sentences in this textbook	-	-	62	38
7	This textbook motivates me to learn diligently.	-	-	75	25
8	I enjoy using this textbook	-	-	58	42

From Table 2, it can be seen that all respondents thought that the grammar book used in the learning process for the Listening and Speaking for

General Purposes course was beneficial for them. All respondents felt happy studying using the grammar book because the book was easy to understand, made students more diligent, and made it easier to study so that it could help them improve the quality of their English. Even though they liked to have the grammar book, some of them suggested the lecturer not to give too many grammar exercises in a week since they also had to complete other tasks such as listening and speaking tasks as well as vocabulary tasks from this course and the other tasks from other courses. This finding is shown in the interview excerpt below:

> "The grammar book is very helpful, but I think there are too many exercises to complete in a week. We usually have to do all the exercises in one chapter every week. Well, it is not a burden actually, but I think if we have to complete it all at once in a week, it will be very time-consuming, while we have other tasks to do. (Mela, interview on July 21, 2024)

For the audio teaching materials used by D1, almost all respondents also considered that the audio quality was quite good and useful for improving their listening skills. This can be seen from the following questionnaire data:

Table 3. Audio quality used by D1

No.	Statements	Very disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)
9	The sound from the audios can be heard clearly	2	27	54	17
10	The audio played is in accordance with the teaching material	-	-	54	46
11	The duration for each audio is appropriate	-	8	53	39
12	The audio materials encourage me to stay focused and concentrated during the listening process.	-	-	42	58
13	The audios used also helped me to improve my speaking skills.	-	4	58	38
14	I can easily understand the utterances used in the audio.	-	14	67	19
15	The topics presented in the audios are in accordance with the content of the syllabus.	-	-	56	44
16	The questions given are in accordance with the audio contents	-	-	40	60
17	Through the audio, I can follow the learning activities step by step easily.	-	2	54	44
18	I enjoy learning with the audios	-	6	54	40

For teaching materials in the form of videos, the majority of respondents also gave a positive perception. They considered that the videos used were good enough and useful for improving their English skills. Questionnaire data related to this can be seen below:

Table 4. Students' perception of the quality and benefits of the videos used by D1

No.	Statements	Very disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)
19	The sound from the videos can be heard clearly	2	20	63	15
20	The videos played are in accordance with the teaching material	-	-	49	51
21	The duration for each video is appropriate	-	4	61	35
22	The materials in the videos encourage me to stay focused and concentrate on the listening process.	-	-	41	59
23	The videos used helped me improve my speaking skills	-	2	61	37
24	The videos displayed are in accordance with common norms	-	-	57	43
25	I can easily understand the utterances used in the videos	-	6	72	22
26	The images presented in the videos are interesting	2	11	54	33
27	The topics presented in the videos match the content of the syllabus.	-	-	56	44
28	The questions given are in accordance with the video contents	-	2	39	59
29	Through the videos, I can follow the learning activities step by step easily.	-		52	48
30	I enjoy learning with the videos	-	-	48	52

The results of this questionnaire are in line with the findings obtained from the interview. According to the participants, the quality of the audio and videos was sometimes in trouble, but it was not because of the quality of the audio. It was sometimes problematic because the loudspeakers were in trouble. This evidence can be seen from the interview results below:

"The grammar book, as well as audio and videos from several sources such as YouTube, are suitable for this course. In my opinion, the sound quality of the audio teaching materials is not clear. In my opinion, the duration that was given to us previously is just right, Sis, not too long and not too short. The difficulty is at an easy level, Sis, and that certainly really helped me in developing my listening and speaking skills, and I also gained more vocabulary with the help of the teaching materials." (Mela, interview on July 21, 2024)

"The quality of the video and the sound quality of the speakers for the 1st semester… sometimes there were cracks in the sound because the speakers at that time were still using old speakers, so sometimes the sound was like bass or noisy. Actually, the video quality is good. It only seems like it happened once or because the in-focus was like, I don't know, maybe it's the cable or something, it's like it's a bit grainy or a bit blurry, but that's rare. The duration is just right, in my opinion, 3 to 5 minutes. The difficulty for semester 1 is still at an easy level because the video seems to be about basic things in English." (Uni, interview July 21, 2024)

Next is the students' perceptions toward the teaching materials used by D2. Based on the results of the questionnaire and interview, the teaching materials used by D2 were a grammar book, online dictionaries, audio, and videos. Regarding the quality of the textbook, most respondents considered that the textbook was quite good and useful for improving their English skills. This fact can be seen from the questionnaire data below:

Table 5. The quality of the textbook used by D2 in the Listening and Speaking for General Purposes course

No.	Statements	Very disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)
1	This textbook is readable	-	4	54	42
2	This textbook matches the English level of the students	-	4	48	48
5	Questions in this textbook are in accordance with the materials	-	2	46	52

Meanwhile, for the benefits of the textbook, the result of the questionnaire showed that most respondents also gave positive perception. Most of them felt that the textbook was advantageous for them. The following table shows the detail calculation of the respondents' answers regarding the advantages of the textbook used by D2.

Table 6. Benefits of the textbook used by D2

No.	Statements	Very disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)
3	This textbook is useful for improving students' English skills	-	2	42	56
4	I find it easier to learn with this textbook	-	2	50	48
6	I can easily understand sentences used in this textbook	-	4	52	44
7	This textbook motivates me to learn diligently.	-	4	69	27
8	I enjoy using this textbook	-	4	55	41

For audio teaching materials, most respondents also thought that the audio quality was quite good, although some had negative opinions regarding the clarity of the audio used. For benefits, most also agreed that the audio helped them improve their English skills. Data related to this can be seen from the questionnaire results below:

Table 7. Audio quality used by D2

No.	Statements	Very disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)
9	The sound from the audios can be heard clearly	2	28	28	42
10	The audio played is in accordance with the teaching material	-	-	50	50
11	The duration for each audio is appropriate	-	7	62	31
12	The audio materials encourage me to stay focused and concentrated during the listening process.	-	-	48	52
13	The audios used also helped me to improve my speaking skills.	-	-	74	26
14	I can easily understand the sentences used in the audio.	-	6	70	24
15	The topics presented in the audios are in accordance with the content of the syllabus.	-	-	56	44
16	The questions given are in accordance with the audio contents	-	-	46	54
17	Through the audio, I can follow the learning activities step by step easily.	-	2	60	38
18	I enjoy learning with the audios	-	2	54	44

Most respondents also gave positive perceptions about the quality and benefits of the videos used by D2. They considered the videos to be useful in improving their English skills. Questionnaire data related to this can be seen in the following table:

Table 8. Students' perception toward the quality and benefits of videos used by D2

No.	Statements	Very disagree (%)	Disagree (%)	Agree (%)	Very Agree (%)
19	The sound from the videos can be heard clearly	2	27	60	11
20	The videos played are in accordance with the teaching material	-	-	58	42
21	The duration for each video is appropriate	-	6	69	25
22	The materials in the videos encourage me to stay focused and concentrate on the listening process.	-	-	50	50
23	The videos used helped me improve my speaking skills	-	-	60	40

24	The videos displayed are in accordance with common norms	-	-	54	46
25	I can easily understand the utterances used in the videos	-	4	71	25
26	The images presented in the videos are interesting	2	2	63	33
27	The topics presented in the videos match the content of the syllabus.	-	-	56	44
28	The questions given are in accordance with the video contents	-	-	54	46
29	Through the videos, I can follow the learning activities step by step easily.	-	-	51	49
30	I enjoy learning with the videos	-	-	44	56

Regarding the teaching materials used by D2, specifically for videos, there are differences between the questionnaire data and interview data. In the interview data, it was found that the quality of the videos used by D2 was considered inadequate in terms of the duration, visuals, and sounds, as expressed by several participants below:

"For the duration, I think the duration is too short, the level of difficulty is moderate, and this teaching material can also help me improve my skills, both listening and speaking and also grammar, Sis." (Mela, interview on July 21, 2024).

Next, Ami explained as stated below:

"For videos and so on, it's easier, eh honestly, it's easier, Sis, in Sir Y's class, it's simpler. The duration is also short; sometimes, the questions are only 5 or less than 10. Basically, it's simpler than Mam X. (Ami, interview on July 20, 2024)

In addition, Uni also added a statement below:

"For the quality of the videos, for some reason, Sir Y's video quality is sometimes all yellow, Sis, sometimes all green." (Uni, interview on July 21, 2024).

Considering those shortcomings, some participants suggested that D2 provide more current videos with proper durations. The excerpt of the interview is below:

"Maybe in the future, it will be better to update the learning materials." (Ami, interview on July 20, 2024)

Furthermore, for the teaching materials in the form of online dictionaries, both lecturers D1 and D2 used an online Oxford dictionary. They stated that the dictionary helped them to find the phonetic transcriptions of words and check the pronunciation of the words.

The last is the data about teaching materials used by D3. Based on the results of the questionnaire, it was revealed that D3 did not use adequate teaching materials. In the statements regarding the quality and benefits of the

teaching materials used by D3, the respondents did not choose any answer options from all the statements provided. During the interview, the researchers found that D3 only relied on students' smartphones during the learning process of listening and speaking. The statement from the interview results can be seen below:

> "There are no teaching materials. Like this… it's like just showing a song, well, it's just like that, like being given recommendations like that, just using each of our mobile phones." (Arya, interview on July 22, 2024).

Riri also said the same thing:

> "There should be a Listening Speaking lesson, right? For listening, it shouldn't be just songs or audio, there should be something else. The teaching materials, eh, which are audio like books, aren't there, the teaching materials are just… we're told to eh, find the title, what's the title of the song using our respective cell phones. If it's just from songs, we're still learning, that's not enough, so I want there to be a book or a video that's shown using an in focus" (Riri, interview on July 22, 2024).

The two opinions above are also supported by Tira's statement below:

> "The material given is also not enough, in my opinion. We only used our own devices. That's only for the listening session, so listen to music via Spotify or something else, such as YouTube, from each mobile phone. Because we use our own devices and not all of us bring earphones, the sound clashes and interferes with the listening session. Because we were only assigned to listen to songs, so I think it's not appropriate if we just use the device to study." (Tira, interview on July 22, 2024).

From the interview excerpts with the three participants, it is clear that D3 did not use teaching materials like those used by D1 and D2. D3 only relied on students' smartphones when teaching listening and speaking. Thus, students think that this is not enough for them and does not help them to improve their listening and speaking skills.

Discussion

This research investigated students' perception toward teaching materials used by lecturers in teaching the Listening and Speaking for General Purposes subject analyzed from three aspects, i.e., types, quality, and benefits of the teaching materials. Data from the questionnaire and interview showed that teaching materials used by two lecturers involved a grammar book, audio, videos, and an online dictionary, while the other one only counted on students' mobile phones, which received various perceptions from the students.

Teaching materials are one of the basic components of the teaching and learning process. The use of a grammar book by D1 and D2, for example, has been positively received by the students. Although their course primarily focuses on listening and speaking, an understanding of grammar provides the structural foundation necessary for clear and accurate expressions. Several studies emphasized that grammar is critical in language instruction and use (Akkaya & DoyumğaĞac, 2023). In addition, previous research supports the idea that grammar competence is critical in learning a language (Syvak, 2018), including speaking skills, as it allows learners to construct sentences

confidently and understand spoken language more effectively. Thus, students who master the basic elements of a language, including grammar, are better positioned to excel in both listening and speaking skills (Ly, 2020). The use of the grammar book by D1 and D2 gave the opportunity for students to learn autonomously as the book provides many exercises, which can facilitate students to study by themselves outside the classroom. Therefore, it is not surprising to find out that many students in this study stated that the book helped them to increase their English ability. This finding supports Jibililu's argument (2024) that textbooks can enhance students' learning achievement. However, for some students, the abundance of exercises they had to complete made it hard for them to do all of them completely. This finding corroborates with Li and Wang (2024) that the use of textbooks influenced the students' interests and attitudes. Even though they enjoyed having the textbook, they suggested lecturers not to give too many exercises to be completed in a week.

Furthermore, students in this research also perceived that the use of an online dictionary in the Listening and Speaking for General Purposes course, such as an Oxford dictionary, is beneficial. This aligns with findings from Ambarwati and Mandasari (2020), in which their participants reported that online dictionaries enhanced both their vocabulary mastery and pronunciation. Improvements in the two language elements inevitably increase students' speaking skills, as vocabulary and pronunciation are core aspects of effective spoken communication. Online dictionaries are beneficial for improving speaking skills in several ways. First, they provide accurate pronunciation guidance through phonetic transcription and audio features, allowing learners to hear and mimic correct pronunciation, which is essential for clear and confident speaking. Some online dictionaries, like an Oxford dictionary, also offer examples of phrases and sentences that help students learn word usage in context, further refining their speaking accuracy and fluency. Moreover, by accessing a wide range of vocabulary with meanings, synonyms, and word forms, learners can expand their lexicon, which is crucial for expressive and varied spoken language. The interactive features of online dictionaries also make them an engaging tool for language learners to practice pronunciation, intonation, and expression, supporting overall language mastery and confidence in speaking.

Furthermore, other teaching materials, i.e., audio and videos used by D1 and D2, were considered advantageous for students in improving their listening and speaking skills. The combination of audio-only and videos in this course has helped students to get involved and focused on the listening activities and provided them guidance on how to speak about certain topics they were learning. This result is consistent with Chan et al.'s study (2014), which found that participants favored videos over audio-only resources. The benefits of audio-visual media use also reflect findings from other studies (Alivi & Suharyono, 2016; Chen & Chen, 2021; Chen et al., 2020; Fuady & Mutalib, 2018; Kaynar & Sadik, 2021; Metruk, 2018; Polat & Erişti, 2019). Videos aid learners by providing a visual context that enhances comprehension of the audio content. Learners observe language in practical settings, with visuals depicting real-world scenarios, gestures, and cultural elements like attire, food practices, and environments. Furthermore, videos boost learner motivation by

actively involving them in the learning process (Qomariyah et al., 2021). As noted by Alhamdawee (2022), "motivation plays a controlling role in the process of attempting to learn a certain division of study" (p. 901), including in improving students' language skills. The increase in student involvement consequently improves learning outcomes (Bravo et al., 2011). Similarly, (Ljubojevic et al., 2014) argued that videos heighten learner participation, sharpen focus, improve content understanding, and build confidence in responding to questions. Thus, video content promotes more effective learning.

Nevertheless, the selection of videos must consider some criteria. The first is they must be relevant to learning objectives. The videos should align with the specific learning goals of the course, focusing on themes and topics that are relevant to students' needs. Next is authenticity; the videos should represent real-life contexts and native speakers to expose students to authentic language use, including idiomatic expressions and colloquial speech. In addition, Brame (2016) emphasized that the visual and audio should have good quality. High-quality production is essential. Clear audio and visuals enhance comprehension and keep learners engaged. The improper use of videos will automatically decrease students' motivation, as reported by participants in this study. Besides, Brame (2016) added that the length of the videos should also be concise, ideally ranging from 5 to 10 minutes, to maintain student attention and facilitate focused learning. Another thing to consider includes cultural contexts. Teachers should incorporate videos that reflect cultural aspects relevant to the language being studied, aiding in students' understanding of cultural nuances (Ardiansyah, 2018). Finally, video selection also should consider the engagement factor. The videos selected should be interesting and able to engage students in the learning process. In other words, select videos that can help foster motivation and encourage students' active participation in the learning process (Hustarna & Masbirorotni, 2023).

Ultimately, the findings show that teaching materials obviously affect students' learning outcomes. This is in line with Ahmed et al. (2024), in which their study uncovered that teaching and learning materials had a major impact on students' academic success. They are essential for enhancing student engagement, aiding comprehension of complex topics, improving knowledge retention, and fostering motivation, which ultimately contributes to better exam performance. The lack of teaching materials provided by D3 for students results in negative perceptions of the students toward the teaching and learning process. The students complained that they almost got nothing from the course. The approach used by D3, relying solely on smartphones without additional structured materials, appears to fall short in supporting students' listening and speaking development. While smartphones can be an effective tool in language learning, their success largely depends on how their features are utilized in a structured pedagogical framework. Studies show that smartphones have given advantages in language learning (Godwin-Jones, 2017; Mayu et al., 2024; Paiman et al., 2022; Uwizeyimana & Niyomugabo, 2023). They can enhance speaking and listening skills by providing access to audio-visual resources, interactive language apps, and communication tools. However, when used alone, they may not deliver the systematic input or feedback that structured teaching materials offer. This can hinder students' progress in mastering

listening and speaking skills, as reported by participants who were taught by D3.

In contrast, structured teaching materials can provide specific listening and speaking activities that are critical for skill development, especially in language acquisition. Research has demonstrated that when teachers combine digital tools with prepared materials, students engage more deeply and achieve better proficiency outcomes (Purwaningrum & Yusuf, 2020). For instance, the structured inclusion of audio and video clips or conversation prompts alongside the smartphone's functionalities can help bridge gaps, reinforcing vocabulary, context, and pronunciation (Uwizeyimana & Niyomugabo, 2023).

In summary, while smartphones are valuable for language learning, they are most effective when complemented with other instructional resources. This blend of digital and traditional materials offers a more comprehensive approach to developing listening and speaking skills, meeting students' learning needs more fully, and fostering greater engagement and retention of language skills.

CONCLUSION

This study examined students' perceptions regarding teaching materials used by lecturers in subjects such as Listening and Speaking for General Purposes. The results of the study found that D1 used a variety of teaching materials, covering a grammar book, an online dictionary, audio and videos from YouTube, and listening books. Respondents rated the grammar books very positively, both in terms of quality and usefulness, because they were considered easy to understand and helped improve their English skills. Audio and video were also rated good, although there were complaints about the speakers sometimes having problems. Next, D2 also used a grammar book, an online dictionary, audio, and videos. Most students rated the D2's teaching materials as high quality and useful, although some criticized the clarity of the audio. While videos were rated positively from the questionnaire data, interviews revealed that the duration, video quality, and sound were still inadequate. The online dictionary was considered helpful in understanding phonetics and pronunciation. On the other hand, D3 relied only on students' smartphones and did not provide adequate teaching materials. Students felt that this method was less effective in improving their listening and speaking skills. Overall, the teaching materials provided by D1 and D2 lecturers were considered useful, while D3's approach was considered less supportive of improving students' listening and speaking skills.

This study shows that teaching materials obviously support students' learning improvement. Therefore, related parties should ensure that the materials are carefully designed or selected to align with students' learning needs and the objectives of the curriculum. Besides, the institutions also need to support educators by providing adequate facilities so that the materials can be optimally used.

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AUTHOR STATEMENT

Author 1 collected data, analyzed the data and wrote the findings together with author 2, wrote the discussions and checked the manuscript with the journal template. Also, proofread the article drafts several times before submission. Author 2 analyzed the data and wrote the findings. Author 3 provided the sources and wrote the introduction.

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