

DEVELOPING INTERACTIVE AUDIO-LEARNING MATERIALS TO TEACH SPEAKING SKILLS

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Abstract

As a research design, this research utilizes Borg and Gall's Research and Development research technique, with the objective of developing instructional audio media as a method for creating interactive audio teaching materials for mastering speaking abilities. To pursue the study's aims, unstructured interviews and questionnaires were used to collect perspectives from teachers and thirty-four junior high school students. This study combines several methods of teaching speaking and listening skills with interactive audio learning material that are integrated with the Spotify application. The validation result of the media expert is 80%, and the validation result of the content expert is 67%, the validity result used SPSS is 0.3338, and the reliability statistic Cronbach's Alpha is 0.754. This result resulted in the conclusion that this learning media was valid, interesting, and appropriate. It was determined that speaking instructional materials can be used in the learning process. The designed training instruments can increase students' speaking abilities. Teachers use this product as an alternative method for learning English, — especially for speaking abilities.

Keywords: Audio-Learning; Speaking Skills

INTRODUCTION

During the pandemic Covid-19, the education system is disrupted, including English teaching and learning. Preliminary research conducted on VII Grade at MTs Al Muslihuun Tlogo Kanigoro Blitar by using observation of the learning and teaching process, the interview with the English teacher, and document analysis found some problems in English teaching and learning. So, from the observation demonstrated that (1) students still do not have learning materials that consist of several phrases in various themes and contexts; (2) there are still many students who are confused about how to say sentences in simple English that is commonly used in daily life, such as how to read or listening and how to spell some words correctly; (3) the teacher uses modification and creation teaching methods to teach English, but most of the students still have a problem to creating sentences because they have limited vocabulary; and (4) students are less interested in the less varied learning process. While learning, each student has their learning style and it is different from one to another. It is presumably often considered a less important thing even though it has a high level of effectiveness to support the process of learning and teaching activity. From the unstructured interview conducted to an English teacher in MTs Al muslihuun found that the student did not get the intensive material about speaking skills because of the pandemic, the teacher could not teach well and the student would not practice if the teacher did not give some assignment in class, because the teacher cannot control what the student learned about English material in speaking skills as well. In addition, document analysis found that the material in the Student Worksheet is not complete with songs and lyrics for practice, as informed by the teacher in an informal interview. According to those findings, the researcher concluded that the teacher needs an alternative material for students that is integrated with their students' real life that is easier and more sophisticated. The required

material is a simple material that focuses on the practical part of integrating listening and speaking activities. Due to many English teachers being frequently concerned with teaching reading and writing in the classroom than listening and speaking, finally after years to years of learning English, students do not have high confidence to speak English. However, nowadays along with the importance of fluency and effective communication in English signifies the teaching of speaking (Cahyono & Utami, 2012). In addition, in order to overcome the limited time allotment for listening in the classroom and minimal input for English listening material from the students' environment and caretakers as language input, supplementary material for listening is required as well. In order to know students' needs, the objective of this research is to evolve an interactive audio learning materials handbook to teach speaking skills for VII grade in MTs Al Muslihuun Tlogo. The term Interactive Multimedia is a generic term used to describe the new wave of computer software focused primarily on information delivery. The multimedia component is distinguished by the presence of text, graphics, audio-visual, and animation some or all of which are grouped into a coherent program. The interactive constituent refers to the process of allowing the user to manage the environment, generally through a computer. Therefore, when the user can control the program, it is called interactive multimedia concerning the above definitions, multimedia interactive learning is any computer-based software or interactive application that integrates multimedia elements such as text, graphics, animation, sound, and videos to facilitate student learning. Multimedia has great potential as technology has become a part of human life. It facilitates the teaching and learning process, improves the students' understanding through more participation and enjoyment, avoids boredom, and can ultimately motivate students to learn the language (Mishra & Sharma, 2005).

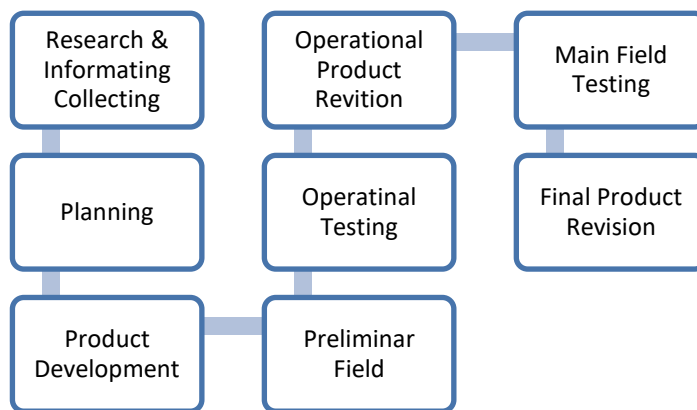
In line with the deliberate potential of interactive audio, many researchers have conducted studies about the development and use of interactive audio in various learning activities (Sidabutar, 2021; Widodo et al., 2021; Wijayani, 2010). The action research on using the digital audio recording for speaking proved that it was good to assist the improvement of students' ability in speaking, educators, and teachers can use this kind of program in their teaching or even 3 develop more interactive teaching for active teaching and learning process (Wijayani, 2010). In addition, developmental research showed interactive Audio-Visual Instruction media was considered a very feasible media by 86% (25) students, and feasible media by 4 students (14%) for learning teaching Buddhist education about Buddhist temples in Indonesia. The validation product from the material expert was 82,5%, which it mean very feasible. the result validation from media validation was 82,5%, which can be concluded as very feasible, and the response of instructional media experts was 86,6%, which showed that it was very feasible (Widodo et al., 2021). Furthermore, experimental research about the effect of the audio lingual method on students' speaking achievement showed that $T_{obs} > t_{table}$ ($P=0.005$); ($df=48$), and $8.031 > 2.010$ ($P= 0.005$); ($df = 48$). so it can be concluded that the student's speaking ability showed better results compared with those who did not teach using the audio-lingual method (Sidabutar, 2021).

METHOD

This study employed Research and Development research as the research design. This research is aimed to produce learning media. Educational research and development (R & D) is indeed the process of developing and validating educational products. The steps of this process are often acknowledged as the R&D cycle. It indicates that the product meets its behaviourally defined objectives (Borg & Meredith D. Gall, 1993). The method of development carried out by researchers is based on Borg and Gall's research and development methodology. While in the implementation from the Borg & Gall step below, only 8 steps will be adapted in this study. It was simplified because referring to the scope of the research object this research is limited to

class VII MTs Al Muslihuun Tlogo Kanigoro which is not needed for extensive trials other than that.

Figure 1. RnD Steps by Borg and Gall



The researcher was collected data started from need analysis which consist of observation, ustructured interview, and questionnaire. The researcher used the 8 steps above because based referring to the scope of the research object this research is limited to class 7th Islamic junior high school Al Muslihuun Tlogo which is not needed for extensive trials other than in this research is a scientific work written by an undergraduate program student which has limitations in its discussion, namely only discussing a topic from a particular field which refers to a literature review result that has been written by experts, from a field research result, or the result of development (Huda, 2011). To process the results of interview transcripts, observation notes, and document analysis, data analysis techniques were used. The data was processed and analyzed using the interactive analytical model Miles and Huberman (1994). These models are classified into three main categories: data reduction, data display, inference/verification, and data collection from interactive cycle processes. In this study, quantitative data analysis was performed utilizing quantitative analysis methodologies and a Likert scale.

RESULTS AND DISCUSSION

Results

The researcher developed and arranged the conversation material about “Song and Lyrics” combine with the Spotify application podcast. Its features were adjustable and suitable for the basic competence, the core competence, and the student learning proficiency level in speaking English. To ease student learning, the product was integrated with their daily life activities. The researcher only stresses on their vocabulary, pronunciation and fluency in English speaking skills. The result of the product as follows:

Figure 2. Cover of the product



Figure 3. Table of Content

Table of Content	
Preface.....	ii
Table of Content	iii
Song.....	1
Pop Music	3
Vocabulary Bank	5
Practice <u>Dialogue</u>	6
Sing a Song	11
Fill In <u>The</u> Blank	13
Material <u>Riview</u>	15
Notes	17
Traditional Music	18
Vocabulary Bank	20
Notes	30
<u>Campursari</u>	31
Vocabulary Bank	33
Practice <u>Dialogue</u>	34
Sing a Song	39
Fill in The Blank	41
Notes.....	42
National Anthem	43
Vocabulary Blank	44
Practice <u>Dialogue</u>	45
Sing a Song	51
Fill in The Blank	53
Notes	54

Figure 4. Spotify Codes



This product was evaluated by the media expert and content expert to get product validity. The data in table below shows a result from expert validation about the product.

Table 1. Validation result

Validation	Percentage	Validity Criteria
Media expert validator	80%	Very Valid
Content expert validator	67,5%	Valid
Mean	73,75%	Highly Sufficient

According to the validation sheet above media expert validation results which is about the design, graphic in the handbook, good quality record and voice consistency show that the average is 80% with the validity criteria being “high sufficient” it can be concluded this is “valid”. The second data are content media expert validation result which is about the feasibility and eligibility of the content. This table shows that the average score is 67,5% with the validity criteria being ’highly’. So it can be concluded in accordance with the table above that the validation results at this point are ’valid’. As a consequence of the validation result above it can be inferred that the product is legitimate or valid to be implemented for student.

To know the effectiveness of the product, the researcher gave a product satisfaction questionnaire, The validity and reability of the instrument can be seen as the following table.

Table 2. Validation result

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
item1	29.53	14.014	0.664	0.574	0.763
item2	29.32	15.135	0.642	0.614	0.773
item3	29.29	15.305	0.347	0.365	0.800
item4	29.59	14.734	0.510	0.400	0.781
item5	29.50	14.621	0.415	0.317	0.794
item6	29.15	15.341	0.465	0.531	0.786
item7	29.38	15.213	0.422	0.524	0.791
item8	29.24	14.913	0.479	0.546	0.784
item9	29.15	15.402	0.370	0.632	0.797
item10	29.15	13.887	0.551	0.566	0.775

Table 3. Reliability SPSS Result

Case Processing Summary			
		N	%
Cases	Valid	34	100.0
	Excluded ^a	0	0.0
	Total	34	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
0.754	11

Based on the validity and reability the questionnaire can be used to evaluate the effectiveness of the product. The result of the satisfaction questionnaire result that is distributed to the thirty-four students summarized at the table below.

Table 4. Satisfaction Questionnaire Result

Responden	Score	Criteria	Responden	Score	Criteria
R1	32	highly sufficient	R18	34	very high
R2	34	very high	R19	36	very high
R3	39	very high	R20	40	very high
R4	40	very high	R21	30	highly sufficient
R5	40	very high	R22	30	highly sufficient
R6	28	highly sufficient	R23	27	Highly
R7	33	highly sufficient	R24	33	highly sufficient
R8	33	highly sufficient	R25	33	highly sufficient
R9	33	highly sufficient	R26	25	highly
R10	37	very high	R27	28	highly sufficient
R11	34	very high	R28	31	highly sufficient
R12	30	highly sufficient	R29	40	very high
R13	32	highly sufficient	R30	24	highly
R14	33	highly sufficient	R31	30	highly sufficient
R15	34	very high	R32	29	highly sufficient
R16	32	highly sufficient	R33	29	highly sufficient
R17	35	very high	R34	30	highly sufficient
TOTAL				1107	“Highly Sufficient”
PERCENTAGE				81,47%	

The data collected started with need analysis which consist of an unstructured interview and questionnaire. The participant of this study was thirty-four student from 7th grade. During the trial steps, the researcher give a satisfactory questionnaire to find out the level of student satisfaction with the product and the feasibility of the product as teaching materials then the researcher conducted a product trial on 34 students with the tabulated data results showing the level of student satisfaction at a score of 81.47% with criteria is “Highly Sufficient”. This result shows that this product is feasible and able used as an effective alternative material for teaching English subjects, especially in speaking skills material.

Discussion

The objective of the research is to develop an interactive audio-learning material to teach English speaking skills. The result of development of the product was a handbook that integrated with the Spotify Application according to expert validation of content and media the product is considered as a “valid” product. For the result of the student satisfaction questionnaire shows that this product was attractive and feasible to use as an alternative media to teach English speaking skills.

The result of this research compared with prior research is that the audio digital recording can enhance students speaking ability in speaking. This action research proved by (Wijayani, 2010). This is consistent with what has been found in previous research about Buddhist education that interactive Audio – Visual Instruction media is very feasible to use in teaching Buddhist education. This developmental research is proved by (Widodo et al., 2021). A similar pattern of results was obtained in research about the effect of the audio-lingual method on students’ speaking achievement, this research attests with using audio lingual method gives a better effect than not using an audio-lingual method, this experimental research proved by (Sidabutar, 2021). In this interactive audio learning, a handbook is available containing texts of daily conversations that are connected to podcasts on the Spotify Application so that students can practice speaking skills at home using their own smartphones without feeling embarrassed and confused about finding partners to practice students speaking skills. So interactive audio learning is able to help students learn independently in line with other statements that Interactive Audio Instructional (IAI), can help media users independently without the need for the help of others (Mailani et al., 2019) or in groups accompanied by a teacher or not and can be a source of topics in starting a more varied conversation supported with other research that finding audio-lingual method one of the suitable methods of teaching that may be applied to teach speaking skills because it ignites learners’ willingness to communicate in the target language (Ashari Putra et al., 2022). Developing interactive audio learning more high value and low cost of ownership because this product was exist on Spotify podcast for free to join this application and get it free too from google play for download this application the other opinion is that state same way the audio medium is accessible, simple, and cost-effective concerning more complicated technology, such as videoconferencing and interactive computer programs (Ghaemi & Khodabakhshzadeh, 2012). Easy-to-use Products Designed for Teachers, This product can make the teacher more easily find out examples that are related to core competence or based competence, especially for the student in grade VII, and had been adapted to daily life activities as a junior high student in Indonesia. Latest Technology Innovations and can be focused on easy classroom integration, highly responsive classroom service and support, a passionate commitment to education (Bebb, 1990).

CONCLUSION

This research concluded that the process of developing interactive audio learning materials to teach speaking skills for the seventh-grade student in MTs Al Muslihuun Tlogo Kanigoro Blitar consists of steps adapted from Borg and Gall theory, (Borg & Gall, 1983). This product had been an alternative material to teach speaking skills. They were motivated to learn to speak in English because adolescents as young learners love to learn about something new and love to share with others about their mind and developing speaking skills ability can be one of the tools and combining with the Spotify application as one of audio technology it provides many conveniences in learning for teacher and students in line with the student needs in seventh grade Islamic junior high school. Finally, this interactive audio learning material is feasible to use as alternative material to teach speaking skills by modifying and adapting based on the student’s needs.

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