Developing Audio Media on Listening Skill Using Microsoft Sways and T2S Application for Junior High School

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Abstract

Considering the limitation of use learning media in English subjects in junior high school the use of learning media to hone listening skills has never been given to students. Even though audio media is needed to make easy for teacher to hone the student listening skill and to make easy for student to understand English pronunciation and conversation. Therefore, researchers developed Audio Media in English Subjects for 7th grade. This study aims to develop learning media in the form of Audio or Mp3 and see how the feasibility of the media in order to produce valid, effective and responsive media. The data research survey was to use observation, unstructured interviewed and questionnaire for research and development of Audio Media which was suitable to use by media experts, material experts, English teachers and student responses. This research uses Research and Development methods. The development procedure follows the Borg and Gall in Sugiyono (2015) procedure carried out by involving the ten main steps however this research is simply to use six stages. The results of this research found that media audio have good feasibility according to media experts get a proportion of 82%, material experts 82%, teachers' assessment 77% and students' responses 71% which means that this Learning Media is "Good /Valid" to use.

Introduction

English is an international language that is very important to master. English is also one of language used all over the world. English is one of subject material in the school (Ceranic, 2013). In learning English student needs to master listening skill. Listening skill is an important component of language. According to Tarigan (in Ariani et al., 2009) stated there are several factors that influence listening skills, one of them is experience. The students' understanding of Listening skills is still difficult and the student do not used to hear it, because the teacher delivers learning process by lecturing method. Moreover, the use of media is very minimal. The limited media used in the classroom is suspected to be one of the causes for low quality of student learning (Mahnun, 2012). In Indonesian English listening skill also entered the national exam for senior high school. The student will not get a good score in national exam if they do not used to learn it in the junior high school.

Based on the result of unstructured interviewed and questionnaires in MTs Syekh Subakir 01 Nglegok with the English teacher namely Mrs. Chusnul Chotimah, S.Pd. it can be concluded that the student still have trouble in listening English. Moreover, the media which the teacher used today only shared the material from the book and LKS (Student Worksheet) directly to the online group class. The researcher given the questionnaires to 7th grade C student of MTs Syekh Subakir 01 Nglegok, it can be concluded that the students' understanding of listening skills is still difficult. They said that learning English is difficult to learn because the sentence that are heard and written are different. This

means that it is related to listening skills. Moreover, the use of learning media is very minimal use by the teacher. One of the ways to make learning more interesting is to do a variety of interactions using learning media as a mediator. In studying there will be obstacles. Learning English is important to learn from elementary schools to college institutions. Another ways to be effective in learning English is to use learning media. Learning media is a part of the teaching and learning process. The use of teaching media can help to achieve succeed of learning (Mahnun, 2012), with the learning media, it is hoped that learning objectives will be delivered as desired. The existence of media makes it easy for teachers to transfer knowledge and makes it easier for students to understand learning process. Delivering materials and messages in the learning process will be easier and more effective, so that it will increase the interest and motivation of students in learning.

One of the learning media is English audio media. English audio media is one of the learning media. Audio media provides voice input that guides students to imitate audio with accurate pronunciation (Adi, 2017). While Sudjana & Rivai stated, Audio media is a material that contains messages in the form of auditive or vocal cords or voice plates that can stimulate students' thoughts, feelings, attention and willingness, it is resulting a teaching and learning process (Purba et al., 2020). There are two approaches in teaching pronunciation, one of them is Intuitive- Imitative Approaches, Intuitive- Imitative Approaches is approaches which students listen and then imitate what the teacher says or sound recordings to get good pronunciation (Mubarok et al., 2020). Besides to make it easier for students to practice pronunciation, audio media or sound recordings also can train students in understanding listening skills.

This Audio media focused at learning activities for the development skills, especially those related to aspect of listening skills. Listening is a process of hearing an oral symbols with full attention, understanding, appreciation, and interpretation to get information, and understand meaning communication that has been delivered by the speaker through spoken language (Tarigan, 2015). The researcher made English audio media that contains English material, examples and exercises that can train students and give more understanding. The audio is a guide for students to give a good response. And audio media can be used in learning English. English audio media is quite effective, easy to find, and does not require a lot of cost. English audio media uses dialogues that are often found in daily life.

There is studies that related and relevant to this research. Here is summary of previous research. The results of the research have been done by Sugeng Susilo Adi, with the title "The Development of English Language Materials in Audio Media for Junior High School". The method used in this research is the Research and Development Method. The results of this study have also shown that the application of the technology approach to the learning approach, especially in the development of English teaching materials with audio media has proven to be effective in achieving the learning objectives defined in the curriculum applied, namely KTSP 2006 (Adi, 2017). This study has similarities with the researchers is in developing audio media in learning English with the same data collection techniques, namely interviews, observations and questionnaires. The result of Adi's research and this research was different, because they are different in learning skill focused, the aspects that are assessed, and the qualification criteria for percentage analysis for expert validation, teachers and students response.

By considering this background, the researcher conducted research with the title "Developing of Audio Media on Listening Skills on Learning English for 7th Grade of MTs Syekh Subakir 01 Nglegok". This research conducted into the development of English audio media. The existence of learning media using English audio media is expected to help students in mastering listening skills. Moreover, it can help the teacher in providing material so that students achieve better scores in listening skills. In addition, the researcher hope that with this English audio media can provide a media for learning in MTs Syekh Subakir 01 Nglegok that can be used by teachers in learning English and can facilitate teachers in teaching in an interesting way.

The objectives of these researches are including: 1) To develop the audio media material for listening skills, 2) To know the result of developing the audio media material for listening skills.

Materials and Method

The final product in this research is a learning media for listening skills, it is the audio me-

dia such as recorder sound or mp3, and it can be operate on smart phone, computer or laptop. The product of learning media contains material about describing people, animals, and things. The researcher made material on the Microsoft Sway, so student can open the material by clicking the link which already shared, it is not only material which provide, but there are also example to practice and exercise or evaluation questions to measure the students understanding about material. In the audio media there are three exercises.

Each practice question has different materials. Total questions in each exercise are same. The practice adapted to the students needs. The materials which delivered in this product are material from 7th grade, namely describing people, animals, and things. The voice of audio in this product is using native language United States from the T2S application (Text to Speech). There are the difficulty levels of practice questions that adapted in each sub materials.

So that students can understand the questions and answers, then the audio material can be heard repeatedly, while in the form of practice questions the student can repeat three times only. The exercises given are multiple choices. After all questions answered by student, the students will get a score. Grading is intended to motivate students to continue practicing until get the good score.

This research used Research and Development methods which suggested by Sugiyono. This method used to produce certain products and test the effectiveness of the product (Sugiyono, 2015). In this research, the type of product to be studied Produced in the form of audio media for learning listening skills to the English language which qualified and accountable. The research and development have 10 steps at Borg and Gall (in Sugiyono, 2015) include 1) Potential and Problems, 2) Data Collection, 3) Product Design, 4) Design Validation, 5) Design Revision, 6) Product Testing, 7) Product Revision, 8) Usage Test, 9) Product Revision, 10) Mass Production.

In this research includes ten steps of development that the end result was a product that is ready to use. But consider this research still in the scope of research simple and the product is tested on a small scale, then the researchers only using six research steps according to Sugiyono, namely potential and problems, data collection, product design, design validation, design revi-

sion and product testing.

Potential and problems, studies occur because of the discovery of potentials and problems. At this stage, the researcher analyzes the problem which includes: the learning process, the media used, and the student's needs. Based on this analysis, then the audio media for listening skills can be developed. *Data collection*, the researcher collects data or information after obtaining the potential and research issues. The data or information used as material for product planning. Collecting data or information in this study is learning material collected from various related teaching sources. *Product design*, Based on the data or information that has been collected, then, the researcher designs the product to be produced. The design of the audio media development product for listening skills was made by the researcher using Microsoft sway and the T2S application. *Design validation*, products that have been produced need to be validated. Validation is an activity process to assess the feasibility of a product before it is tested to the student. Product validation in this study was carried out by material expert and media expert lecturers. *Design revision*, products that have been validated by material expert and media expert lecturers corrected based on the results of the assessment. *Product testing*, after the product has been repaired, it tested to determine the effectiveness of the product.

This research used the technique of data analysis is to understand some viewpoints, advice, and reaction. This data analysis conducted to gain suitability from learning media, namely English audio media. The results obtained are used for consideration in improving English audio media. This development uses techniques for data analysis, namely descriptive analysis. Descriptive analysis is used to measuring the results of the effectiveness evaluation data by calculating the average, as the collected data can be divided into two categories, namely quantitative data in the form of numbers and qualitative data in the form of sentences. Qualitative data evaluated creatively and usefully, while quantitative analyzed with average calculations. The results of this descriptive analysis used to analyze the degree of validity of product design in the form of learning English audio media.

After the questionnaire is validated by the Expert validation, then the questionnaire analyzed and presented. The results of data analysis used as the basis for revises the developed product. Data in the form of responses to the products

Table 1. Evaluation Score to Response Options

Category	Score
Very Good	5
Good	4
Enough	3
Poor	2
Very Poor	1

Table 2. Qualification criteria for percentage analysis for expert validation, teachers and students response

Average Score %	Category
00,00 - 20,00	Very poor / Very not Valid
20,01 - 40,00	Poor / Not Valid
40,01 - 60,00	Enough / Less Valid
60,01 - 80,00	Good / Valid
80,01 - 100	Very Good / Very Valid

test collected through a questionnaire analyzed statistically. With the results of data analysis, it proved how much the feasibility of developing this media for learning. The results of data analysis used as a basis for revising learning media products developed. In this data analysis used steps Likert scale on questionnaire on Table 1.

To determine the percentage results of the evaluation score using the calculation formula is obtained by the following formula:

$$Ps = \frac{s}{n} \times 100\%$$

Information:
Ps = Percentage
s = The number of respondents' answers in 1 item
n = The ideal number of the item

Furthermore, the percentage of qualification obtained then interpreted into the qualification category based on the following Table 2.

Results and Discussion

The Research and development of the product was carried out with the first planning steps which carried out by observation, unstructured interviewed and questionnaire which conducted at MTs Syekh Subakir 01 Nglegok. It is known that at MTs Syekh Subakir 01 Nglegok there is a lack of use learning media in English subjects. It is only used a printed book. The first steps taken in creating Audio Media are taken from describing people, animals and things materials. After that, the researcher made an audio media used the T2S and made a design in Microsoft Sway applications. In accordance with the audio, material and images was adjusted. The products that have been developed then validated to several experts before being tested. The qualification criteria for percentage analysis for expert validation, teachers and students response are from Sugiyono (2017). The validation is carried out by 2 experts, namely material experts, media experts, after the product validated by experts, the product got revision from each expert and then got response from English teacher and student.

Need analysis

These are the questioners that are used in the student need analysis as followed: 1) I have a problem in listening English conversation, 2) I have a problem in listening English conversation in a crowded place, 3) I think the way English words are pronounced different from the way they are written, 4) I am often listening English conversation, 5) English listening habits have an effect on my English skills, 6) My learning source only from books, 7) The learning media that came from books made me feel bored, 8) Media development is needed to improve my knowledge and learning outcomes, 9) Learning media must be packaged in simple language and not too long to make me easy to understand, 10) I like learning media that contain many sentences, 11) The learning media had an influence on my interest in learning, 12) Technology helps me to studying and improve my learning interest, 13) The use of technology media helps me in learning, 14) The use of learning media in the form of audio or mp3 is more interesting and able to reduce my boring in learning, 15) I am interested in using audio or mp3 media to improve my English listening skills and here is the following Table 3.

The researcher concluded from unstructured interviewed with teachers and students' questionnaire are found the main problem that hindered the difficulty of students in mastering English was the lack of learning media in English subjects. The first step that must be done is to make an additional media by using audio media or Mp3 which suitable. So that it can be used in order to help students to pronounce and understand vocabularies, phrases and expressions in form of listening skills.

Validation

The results of the material expert validation obtained data such as the following Table 4.
The validation results based on the table of

Table 3. The results of questionnaires' response of students' need analysis

No	Criteria	Total for each Criteria	Percent
1	Q1	45	69.23%
2	Q2	46	70.76%
3	Q3	50	76.92%
4	Q4	51	78.46%
5	Q5	51	78.46%
6	Q6	51	78.46%
7	Q7	34	52.30%
8	Q8	55	84.61%
9	Q9	52	80%
10	Q10	51	78.46%
11	Q11	50	76.92%
12	Q12	52	80%
13	Q13	51	78.46%
14	Q14	45	69.23%
15	Q15	49	75.38%

Table 4. Material expert validation results

Criteria	Score	Max Score	Per-cent	Category
Material	18	25	72%	Valid
Learning	23	25	92%	Very Valid
Total	41	50	82%	Very Valid

Table 5. Media expert validation results

Criteria	Score	Max Score	Per-cent	Category
Practicality	20	20	100%	Very Valid
Display	21	30	70%	Valid
Total	41	50	82%	Very Valid

validation carried out by material expert. There are two aspects that are assessed, namely assessing aspects of the material quality and aspects of learning. Based on the table of validation results by expert lecturers, the following data were obtained: material aspects regarding the suitability of the material presented with the learning media made, obtained a score of 72%, then, the learning aspect in terms of learning motivation towards students getting a score of 92%. The total score obtained is 82%. Based on the level of validity, the score of

Table 6. Revisions from material and media experts

Suggestion	Revision
1. Slow down the speaker speed. 2. Clarify pronounce from the speaker. 3. Use or replace complex sentences into simple sentences. 4. The image used should be more appropriate with the material.	1) The audio speed has been slowed down. 2) A pronounce of speaker has been clarified. 3) The Complex sentences have been changed to simple sentences. 4) The image has been adjusted to the material.

Table 7. The result teachers' response

Criteria	Score	Max Score	Per-cent	Category
Material	20	25	80%	Valid
Learning	20	25	80%	Valid
Practicality	16	20	80%	Valid
Display	21	30	70%	Valid
Total	77	100	77%	Valid

Table 8. The result students' response

Score	Max Score	Percent	Category
501	700	71.57%	Valid

82% is in the "Very Good / Very Valid" category and the material can be stated in accordance with the Audio Media developed. Then, the results of the media expert validation obtained data such as the following Table 5.

The results of the media validation based on the table above carried out by media experts includes two aspects namely practicality and display. Assessment of practicality based on audio quality which easy to use, the instruction is easy to understand to use and the advantage of this media in the practicality aspect gets a score of 100%. Meanwhile, the assessment of the display regarding the appearance of Audio Media, such as design, image selection and audio, this aspect of display got a score of 70%. The results of the media validation get a total score of 82%. Which means this media is "Very Good / Very Valid" to use.

Revision

The validation can show the level of validity of learning media if it is used during the learning process. Each expert provides suggestions for adding or improving this Audio Media. In addition to the media being made, ex-

perts also provide suggestions for improvements regarding the material presented both in content material and in grammatical structure. The data for improvements and suggestions can be seen in the table 6.

The list of revisions above was carried out after collecting revisions from 2 experts. The revision of material validation assesses the quality of the material content, the suitability of the product with the content material and grammatical structure. There are some materials in the product that are written incorrectly and do not match with existing image. In media validation, this product is asked to slower down and asked the clear pronunciation of audio media, so it is can be listened clearly and understood by student. All revisions from media and material validation have been made in order this product is suitable to use.

Tryout

The researcher conducted the steps of trial by implemented preparatory steps, implementation steps, and follow-up steps (Daryanto, 2015). The trial was carried out to examine the product feasibility. The product was tested at MTs Syekh Subakir 01 Nglegok. The results of the trial were in the form of teacher and student responses. The teacher's response was taken to the English teacher at MTs Syekh Subakir 01 Nglegok, namely Mrs. Chusnul Chotimah, S. Pd to assess the products developed from the aspects of material, learning, practicality and display. The researcher's consider to involving teachers in assessing products is because teachers are potential users and implementers of learning. The results of the teacher's response of the products developed can be seen in table 7.

From this table, it can be seen that in the material aspect, the percentage of feasibility is 80% in the second aspect of learning get an eligibility percentage of 80% in the third aspect of practicality, getting a percentage of 80% in the fourth aspect of the display gets an eligibility percentage of 70%. The total score obtained is 77%. Which means this media is "Good / Valid" to use. Then, the results of the student's response of the products developed can be seen in the table 8.

This research trial was conducted at MTs Syekh Subakir 01 Nglegok. There were 14 students who filled out the audio media response questionnaire with the following percentage results, this Audio Media trial reached the "Good / Valid" category with a total score of 71.57% which means this product is "Good / Valid" to use.

Conclusion

The Audio Media which contains English listening material for 7th grade is designed according to the existing material with an attractive design and image that has been successfully developed using the T2S and Microsoft Sway applications. There are three materials in this Audio Media, namely Describing People, Animals and Things. This research and development is carried out in accordance with the Borg and Gall method which consists of 10 steps, then simplified into 6 steps, namely, potential problems, data collection, product design, design validation, product revision and product testing.

The feasibility level for the media gets a score of 82%, the material is 82% and the teacher's response gets a score of 77%. Judging from the questionnaire responses of students, getting a total score of 71.57% and it has reached the criteria of Good / Valid, which means that from media and material expert Audio Media is " Very Good / Very Valid" to be used and from teachers and student responses Audio Media is "Good / Valid" to be used.

Suggestion

The suggestions are as follows:
1. Other researchers
   a. Other researchers who want to do similar research are expected to make the better Audio by recording the native speakers voice directly or by using the better application and expected to expand the material.
   b. The content material of audio media can be developed not only in describing material (descriptive text) but in other material also.
2. Student
   a. Students can open or learn audio media in Microsoft sway via link outside school.
   b. Students should listened more audios media repeatedly to practice listening skills.
3. Teacher
   a. Teacher can use Audio Media as a learning resource in learning English vocabularies, phrases and expression in form of listening skills that can be used at school.
   b. Audio Media can be used and devel-

oped in learning English involving teachers and students.

c. Teacher can give other audio media material for each class grade in school to help student in mastering listening skills.

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