

DESIGNING AN AUDIO E-WORKSHEET TO TEACH LISTENING-SPEAKING FOR 7TH GRADERS

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<https://doi.org/10.37147/eltr.v6i2.154>

received 1 June 2022; accepted 27 July 2022

Abstract

Listening is crucial to master as it reveals the ability to comprehend and produce effective communication. In fact, listening becomes an unfavorable skill and is considered less important that it does not appear in most school textbooks. This study aimed at the development of an English audio e-workbook as a language learning media to improve students' listening skill in the classroom. This study is a mixed method study that involved 25 students of 7th grade at junior high school in Ngawi, East Java, Indonesia. The result showed that the designed audio e-workbook showed a significant improvement on the student's listening skill and considered properly to use and support students' listening skill based on the feedback availability and experts. The data was collected through interviews, questionnaires, and tests to determine the targets and needs of students. Most of the students achieved upgrading scores from the pre-test to their post-test. The pre-test resulted that students who passed the minimum grade, score averages is below 50.00, were below 50% while the post-test showed an upgrade of almost 75% of students having an increase in grades.

Keywords: autonomous learners, educational technology, e-learning, listening skill, teaching media

Introduction

Listening is said to be one of the significant skills in language to achieve effective communication. It is also known as a very integrative skill because it is generally the first skill that students develop (Vandergrift, 1999). According to Vandergrift (Rost, 2002) this is emphasized as an important component of the Second Language Acquisition (SLA) process. Therefore, listening has a big role in the construction of language skills of a foreign language learner (FL) (Rost, 2002). Learning English as a Foreign Language (EFL) in Indonesia aims for language or commonly referred to as foreign native speakers.

This is also supported by (Jeremy, 2007b) that students learn English as a foreign language (EFL) in order to be able to speak with other English users from all over the world; for tourist and business visits. Listening skills are more essential

in language learning to make humans gain insight, understanding, knowledge, and information, and achieve success in communicating with others (Wallace, Trudy, & al, 2004). However, listening is not a simple process, listen needs must to distinguish between sounds, grasp and understand vocabulary and grammatical structures, interpret stresses and meanings, remember and interpret them all at the same time.

Learning English in junior high school can become the foundation modal for successful students to learn it at the next level. Various problems that occur in learning English for junior high school are indications that students' mastery of English in Indonesia is still low. The causes include teacher mastery in teaching, inappropriate learning methods, unattractive learning materials, learning environment and facilities, and government policies in the form of curriculum revisions that often change.

Generally, many learners of English as a foreign language or second language deal with difficulty in listening skill especially at the Junior High School level. Basically, humans cannot speak before having a good listening. Generally, vocabulary can be obtained from what they hear when interacting with other people. According to (Hamouda, 2012) states the main problems in students' listening comprehension are pronunciation, speaking speed, inadequate vocabulary, different speaker accents, lack of concentration, anxiety, and poor recording quality. There are also some obstacles faced by students and teachers such as the use of inappropriate methods by teachers. Consequently, causing the problem with students, poor mastery of English which is inspired by listening skills, is that most of them have very short attention spans and lack of motivation (Tee, Tan Siew, Fah, & Shi So, 2005) Indeed, interests have an important role in the process of learning English. Even (Cipta, 2010) says that interest is a person's persistent tendency to pay attention to some activities and enjoy them until the process ends. Hence, it will affect students' attitudes, motivation and behavior. Students who are interested in an activity, be it play or work, will put more effort into learning something than students who are bored. It means when students are interested in something, the response will quickly and the willingness to do the activity.

Hamouda (Hamouda, 2013) also shows that EFL learners pay too much attention to grammar and vocabulary when reading that causes EFL learners to have crucial problems in listening comprehension. Listening is not an important part of many books nor do teachers prioritize applying these skills in the classroom. Osada (Osada, 2004) also states that for teachers and students, listening skills are not prominent to be practiced and taught thus students do not yet have skills in listening. As a result, teachers must find suitable methods to motivate students to be interested in learning English, especially to improve their listening skill. Thus, the goal of teaching listening is expected to be achieved. It also remains the most neglected aspect of language teaching. Therefore, listening skills are very important skills in language because being a good listener can become a good language speaker as well. It helps the teachers' responsibility to find innovative solutions that can decrease students' barriers in supporting listening skill. Listening skill problems can be resolved by providing many opportunities for them to practice English both inside and outside the classroom. English listening practice must be in demand with appropriate media so that the listening skill of the 7th graders can improve and

provide active, innovative, creative, and effective learning. Audio E-Workbook will emphasize the mastery of listening skills needed by students in learning English.

Audio and e-workbooks will be compiled in one medium so that students will access the media asynchronously but still with the guidance of the teacher. Audio e-books combine re-streamable text e-books with audio books. While e-books contain text, images, graphics, audio, and graphics as well as tools so that they can help students understand the learning material material (Mayer & Moreno, 2002). By utilizing this media as a technology in teaching English material, especially involving students' roles in listening learning to help them improve their listening skills. In fact, teachers can take advantage of current

By utilizing this media as a technology in teaching English material, especially involving students' roles in listening learning to help them improve their listening skills. In fact, teachers can take advantage of current technological developments in teaching English, especially to support students' listening skills. According to (Arsyad, 2006) explains that the media in the teaching and learning process can be in the form of graphic, photographic, electronic, visual, and verbal devices. Therefore, this study is aimed to show how to design an audio e-workbook as a learning medium for improving the students' listening skill as a foreign language (EFL).

Listening skill: Types of listening

The utilization of listening which is recognized by (Brown H. D., 2001) is a major component in language learning and teaching in the classroom more listening than speaking and providing several types of listening that consist of Intensive listening which means listening to the components perception (phonemes, words, intonations, discourse markers, and etc.) of the larger expanse of language, responsive listening which means listening to relatively short language; greetings, questions, commands, comprehension checks, and etc. In order to make an equally curt response, selective listening means processing short monologues for a few minutes to scan for specific information such as looking for meaning in general. However, it is also possible to understand specified information in a longer spoken language context (such as class directions from a teacher, TV or radio news, or stories). An assessment task in selective listening may ask students, for example, to listen for specific names, numbers, grammatical categories, directions (in a map exercise), or facts and events, and the last is extensive listening which means developing a global understanding of top-down listening as a whole about spoken language. Extensive performances range from listening to lengthy lectures to listening to conversations and obtaining a comprehensive message or goal.

Audio and E-Workbook as a Materials Development

Material development is crucial to be adapted to the needs of students in order to make students want to learn. Materials that are suitable for students must be interesting, at the right level of student difficulty, and presented in various activities (Hasyuni, 2006). This can help students to more easily understand the targeted material. In (Tomlinson B., 1998), that very few books have been published on materials development. This suggests that at the time, material development was 'not academic enough' to be treated as its own field. A subsection of methodology, in which material is usually introduced as an example of a method in action rather

than as a means of exploring its developmental principles and procedures (Tomlinson C. A., 2001).

Audio e-workbook

Audio and e-workbook will compile in one media; hence the students will access the media asynchronously easily. Audio e-book combine restream able text e- books with audio-books. An e-book contains text, images, graphics, audio, and graphics as well as tools so that they can help students understand the learning materials (Mayer & Moreno, 2002).

Self-Study

Self-study is a person's learning process in order to be able to set learning goals, then manage, regulate, control students' cognition, motivation, and behavior independently to be effective and optimal (Febrianela, 2013). It incorporates the combination of academic learning skills and self-control that makes learning easier, thus students are more motivated. Four aspects in self-study embrace of cognitive, affective, motivational, and behavior toward individual's ability to adjust the actions and goals for the desired results.

The characteristic of self-study is the criterion of the learners' participation actively in learning terms of metacognitive, motivational, and behavioral. Based on the preliminary research provides several differences between someone who learns by self-study:

- a. Students are familiar with and know how to use a cognitive strategy (repetition, elaboration, and organization), which they complete, transform (change), organize, assist and retrieve information.
- b. Students know how to plan, control and organize their mental personal goals (metacognition).
- c. Students show motivational beliefs in academic, learning goals, development of positive emotions towards tasks (such as joy, satisfaction, and enthusiasm).
- d. Students are able to plan and control the time and effort spent on tasks, and know how to build a good environment; find a suitable place to study, and seek help when encountering difficulties.
- e. Students seek to take part in academic control and assignments, classroom atmosphere and structure, design of class assignments, and organization of work groups.

Concerning the components of self-study above, it is necessary to develop self- study materials that are closely related to the students' thinking patterns which can build the great foundation learning for a clear, accurate, symbolic way of language learning (Johnson & Rising, 2003) According to (Huda, 2013), the stages of the learning process using independent learning materials consist of planning, which is designing learning objectives on sustainable materials, choosing the right resources, and making plans for daily learning activities. In addition, it is necessary to implement the material from the planned adoption of the adjustments that have been made to students in order to provide opportunities for students. Huda also stated that the third stage is monitoring students for the work given, and supervising students in carrying out activities or tasks given to learning materials, as well as caring for students' awareness and sensitivity during the learning process. The last stage is evaluating student results, adjusting and evaluating students with previously

designed goals, and asking students for statements, by asking questions about the process of completing the task.

In addition, there are strengths and weaknesses of each of the use of self-study learning. Huriyah (Huriyah, 2018) argues that the strengths of self-study make the students are freer with their own learning styles according to their learning speed and abilities. As well as being able to develop the knowledge, skills and abilities possessed by students. Provide opportunities for independent learning of students' learning environment and making positive choices how students can solve a problem in learning. The freedom to choose material according to the interests and needs that students will learn; it is a fun way of learning.

However, there are several weaknesses of the self-study material itself; students will experience a decrease in interaction with their friends; for students who are less interested in developing their abilities or their knowledge is less effective: and also, students who still need advice from friends for the appropriateness materials due to the lack of students' awareness in knowing how capable they are. Therefore, the impact of applying Self-study as material for English class 7th grade, Junior High School can improve the results of independent learning achievement in students because the Self-Study learning model emphasizes content and context (environment). Content relates to how to present teaching material to make it easier for students to understand while the context conditions an interesting and impressive learning environment (Astawan, 2010).

Based on a preliminary study collected from interviews with English teachers in one of the junior high schools in Ngawi, it was found that teachers rarely teach English listening skills. It is only once in 1-2 months that there are 55.6% of student questionnaire data. In addition, there are problems with teachers teaching English listening skills and which have the potential to be solved are the lack of facilities in schools such as language laboratories, limited listening teaching materials because teachers want to provide listening exercises from non-native speakers if students are used to switching to native speakers, internet connection at school which is still less stable, lack of teacher preparation in preparing English listening skill material. So we need media that is easy to access in helping teachers provide listening training to students using smartphones. This Audi e-workbook is believed to be the most suitable media because it is a combination of providing learning materials using the latest technology and there are features that support listening activities.

Method

This study focused on the design of interactive learning media using the ADDIE model procedure (Cahyadi, 2019) as a learning medium development and was carried out in several stages: students' problems analysis, data collection, designing products, validation, trial, and evaluation. It was conducted at one of the public junior high schools in Ngawi Regency, East Java involving 1 grade level that consisted of 25 students during English lessons for the 2021/2022 academic year.

Data were obtained by prior analysis such as observations, distributing questionnaires, interviews, and tests. The Interview was conducted to obtain information from the teacher of the English subject concerned in the learning process especially in mastering listening skill; observation directly at school was done to observe the teaching learning process and learning style of Junior High School students. Then, prepared the questionnaire questions and distributed it based

on adaptations from previous research conducted by (Language, Study, Education, & Training, 2017) to reach result of analysis students' problem in English learning.

Findings and Discussion

Analysis Phase

This research started from the analysis stage where the needs and targets of the students were considered for the next step. Then continued direct observation at the school in question, and there were concrete situations related to the condition of students in learning English. In the analysis stage, it required more practice in listening skills because it's still necessary to repeat the pronunciation of words in English more than twice. After that, interviews were also conducted with the English teacher at the school for 20 minutes, to obtain facts related to students' understanding in English listening skills after only a few months of being active offline since the COVID-19 a few years ago.

Teachers were challenged to create innovative learning and are also challenged to be able to develop learning media, especially to improve students' listening skills. Some digital platforms provided that teachers were applied in learning with the WhatsApp application as a medium for sharing information and Google Classroom as an additional learning platform in the teaching and learning process (LMS).

Junior High School students have difficulty in listening to English. This was evidenced that what students hear is different from writing and pronunciation, it made students misunderstand or confused. Unfamiliarity of vocabulary in English also made students less confident. Meanwhile, the infirmity of learning English that had been seen was the lack of supporting facilities in schools in developing listening media that was easily accessible and attracts students' interest.

Furthermore, there were differences from the students' point of view regarding the abilities of students' listening skill and the teaching learning process. 63% of Junior High School students had learning difficulty in understanding English explanations or conversations (in printed books or what their teacher said) and 37% had other factors such as shyness or lack of confidence and lack of understanding of the translation and vocabulary. Based on data 77,8% students did not understand when their friends spoke English, and 22,2% could understand. Listening activities were also rarely given by the teacher around every 1-2 months' students get listening activities, with research results 55% and 74.1% students are familiar with the use of Indonesian when studying in class so that it makes English mastery less in listening skills. as shown in table 1.

Table 1. Result of the Questionnaire

No.	Questions	Items	N	F	P
1	When did you learn English for the first time?	Kindergarten	25	2	7,4%
		Elementary School	25	18	74,1%
		Junior High School	25	3	11,1
		Never	25	1	3,7%
		Others	25	1	3,7%
2	Have you ever got another English course outside the school? Like a private or regular course?	Ever	25	1	7,4%
		Never	25	24	92,6%
		Often	25	0	0%
		Others	25	0	0%
3	Do you understand when your	Yes	25	4	22,2% %

4	teacher/friend speaks English?	No	25	21	77,8%
	Do you like English?	Yes	25	13	51,9%
		No	25	7	25,9%
		Others	25	5	22,2%
5	In your opinion, why should we learn English?	Bahasa Inggris merupakan bahasa Internasional agar bisa berbahasa Inggris	25	25	100%
6	Which do you prefer, explanations or questions in English or in Indonesian?	English only	25	2	11.1%
		Indonesian only	25	11	40.7%
		Bilingual	25	12	48.1%
7	Skill you like the most when the teacher discusses:	Listening	25	2	7.4%
		Speaking	25	14	59.3%
		Reading	25	7	25.9%
		Writing	25	2	7.4%
8	You have difficulty in learning English on skills:	Listening	25	24	92.6%
		Speaking	25	1	7.4%
		Reading	25	0	0%
		Writing	25	0	0%
9	Your difficulty in learning English:	Shame/lack of confidence	25	7	25.9%
		Not understand the vocabulary	25	6	22.2%
		Difficulty understanding English explanations or conversations (in textbooks or teacher speech)	25	17	63%

Design and Development Phases

Design phase this study is a further step after the analysis phase of the ADDIE method (Welty, 2007). It was started by designing the blueprint of the English syllabus and listening material, pre-test and post-test blueprint, audio e-workbook blueprint in media, then design user interface (UI) and user experience (UX). Basically, this study used web-based platform available on liveworksheets.com make an interactive platform as a listening learning media to support the students get the information (Karim, 2017).

It was started by designing the blueprint of the English syllabus materials to get the reference in making appropriateness of the content. This study adapted the competency-based curriculum, which is a curriculum that emphasizes what students are expected to do and to know and more focusing on the outcomes of learning (Richards & Rodgers, 2014). In principle, such a curriculum is learner-centered and adaptive to the changing needs of students, teachers, and society. Accordingly, from their knowledge of the language, the emphasis is on how students can use it in real life. Competencies consist of a description of the essential cognitive; knowledge, psychomotor; skills, and affective; attitudes and behaviors of an authentic task or

activity in order to be effective. Then, according to (Richards & Rodgers, 2014) syllabus is designed for students who are asked to demonstrate particular language skills they have learned during course.

Deciding a topic to design a material or activity to be taught, followed by choosing concepts, knowledge, and skills that cover the field of knowledge from a learning background that is adapted to academics. Furthermore, junior high school students are expected to be able to transactional interactions in English orally and in writing well and simply as stated as students' basic competencies. Meanwhile, topics that must be studied to support students' abilities include self-identification, describing people, describing things, describing animals, recognizing the main characteristics in describing someone, being able to ask questions or provide information. This is related to those who are still at the junior high school level of catfish, so this topic provides the basis for mastering the language, namely by providing material that contains language components of grammar, vocabulary, comprehension, fluency, pronunciation and assignments (Brown & Abeywickrama, 2018)

Furthermore, the designed audio e-workbook consists of several elements: there are provided for teacher access as media controllers and for student access as users. The teacher element consists of a home menu; to create interactive worksheets or workbooks then set up classes. For user interface; elements of registering, logging in to an account, choosing a workbook provided by the teacher, leads to listening material, assignments, listening audio, listening exercises and listening activities. At this stage, the concepts are made into real web-based platform, media that can be accessed easily through smartphones with an internet browser at <https://www.liveworksheets.com> by following the steps from the teacher. The selection of liveworksheets website platform is adjusted in making audio e-workbook content completed by audio. The main menu of the audio e-workbook material which consists of several worksheets in one workbook according to the learning syllabus. In this workbook, there are three main sessions, the learning materials include pronunciation exercises, vocabulary builder, and grammar section.

The main menu of the audio e-workbook material which consists of several worksheets in one workbook according to the learning syllabus. In this workbook, there are three main sessions, the learning materials include pronunciation exercises, vocabulary builder, and grammar section. In each section, students are given pronunciation exercises to provide pre-listening activities and hone students' skills in speaking practice. After that, vocabulary is given as student capital to enrich students' vocabulary, and work on practice questions by clicking the audio, and proceed to answer grammar in applying appropriate and appropriate language use. On each page students will be able to check the score of their answers by clicking the finish button and the score will automatically appear. If students want to repeat a section in the workbook exercise, they will be easily directed to repeat the test so that students can practice using the audio e-workbook media independently.

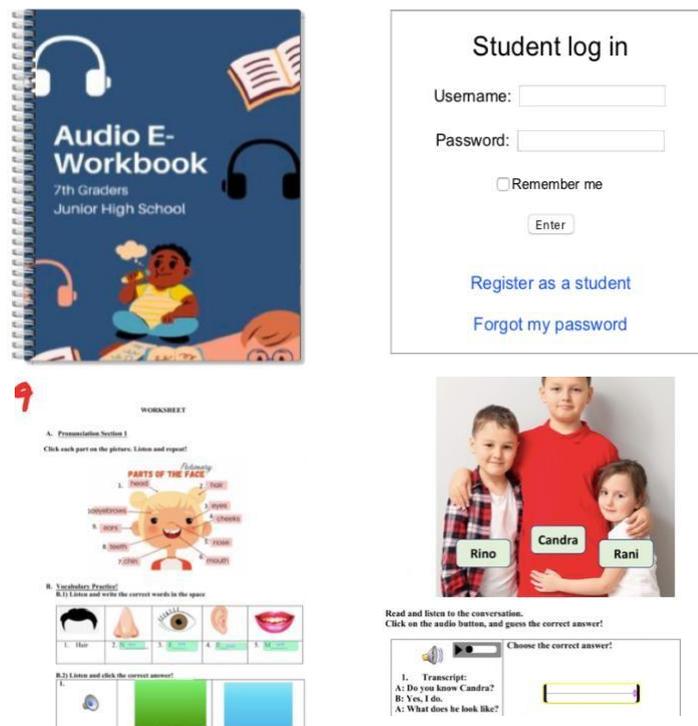


Figure 1. The layout of Audio E-Workbook

Expert Judgment

This step is needed by experts to provide feedback and assessments that can be used as a reference in a study to determine the final product of the study after the finished product (Astuti, Wihardi, & Rochintaniawati, 2020). According to (Sari, 2017) Expert Judgment can also be used as research validation that is worthy of being seen from academic and professional aspects. In this study, there are two important points, namely the assessment related to English material and audio e-workbooks as media. This assessment session involved three experts, Expert A, an English lecturer at a private university in the Special Region of Yogyakarta. Then there is Expert B, who is an English teacher at one of the junior high schools in Ngawi who is already an expert in conducting media assessments, and there is Expert C, who is an English teacher at one of the schools in Ngawi.

The validation of the English material includes 29 points covering several aspects such as content material, learning objectives, listening rubric assessment, vocabulary, grammar, language, and presentation. While the evaluation of the Audio E-workbook media includes user instructions and design, multisensory experience, colour, communicativeness, visual appeal, and stimulating creativity (Smaldino, Lowther, & Russel, 2014). The range is determined between 1-5 with the criteria (1) Very poor (2) Poor (3) adequate (4) Good (5) Very good.

Table 2. Average Score of Expert Judgments

<i>Indicators</i>	<i>Expert Judgment for the Audio E-Workbook</i>		<i>Expert Judgment for the Audio E-Workbook</i>	
	Evaluation on English Materials	Evaluation on Media	Evaluation on English Materials	Evaluation on Media
	Material	Category	Media Design	Category
<i>Expert A</i>	4,34	Good	3,93	Adequate
<i>Expert B</i>	3,82	Adequate	3,58	Adequate
<i>Average</i>	4.08	Good	3.7	Adequate

5= strongly agree, 4= good, 3= adequate, 2=poor, 1=very poor

Tables. 2 shows the average score of expert judgment both of English materials and Audio E-Workbook media design. From the total score of 5, the content was said to be good with a score of 4.0; whereas the content presented in the designed media were categorized as sufficient with a score of 3.7. Indeed, the revision needs in some of media features to be more appropriate for the 7th graders' students.

Product Revision

After getting an expert assessment, it is necessary to carry out a feedback and assessment process. The next step was to refine the research product to make it more relevant and in accordance with the main objectives of this research. Changes that occur in the results of research products shown in table 3.

Table 3. The Revision Product after Evaluation
The Revisions

Indicators	The Revisions	
	Before Evaluation	After Evaluation
Material	- The flow materials presentation is unclear - Not provide the sections	- The flow is clearer - Provide the sections 3; Pronunciation, Vocabulary, and Grammar
Pictures	Picture in random size	Picture in 1 size
Audio	Not authentic	Authentic
Layout	Layout is messy and still mixed	Font and the usage of media is clearer
Activity	It's not appropriate with 7 th grader junior high school, to advance	More appropriate with considering the competency
Design	Bad instruction and make the user confuse	Clear instructions

Implementation Phase

The implementation phase is a trial and application of the media that has been developed. There are several stages in this implementation, including; media trials involving 7th graders' junior high school students as research subjects, then processing the results of student implementation as a reflection of whether the product is suitable for use or not. These results will be combined with feedback from students which is the student's assessment of the learning media and expert judgment support at the evaluation stage to get the final conclusion for the final product of this research.

Implementation for EFL Students

This Implementation was carried out to present media content and perform how to use Audio E-Workbook as a Learning media for English listening materials. Conducted virtually with a zoom meeting, monitoring using PPT (PowerPoint Presentation), and liveworksheets as a web platform which was held for 90 minutes and was attended by 25 students. During the implementation students were informed about the results of the pre-test still did the describing people incorrectly and they got low score. Continued by explanation how to identify the part to describing themselves or people. The 7th graders' students also can analyze the part analyze the part that will be described. Next, there was a discussion about how to describe ourselves and people sequentially.

According to the result some of students get understanding in describing themselves but there were still some students do not understand how to describe themselves, by providing the example picture 1 people, then the can image how the people on the look likes. Therefore, due to the limited time, students were asked to immediately perform how to access the Audio E-workbook media. The students required to register themselves as a student's then input the class code, and waiting the teacher give access which takes no less than 10 minutes. Afterwards, students faced the audio e-workbook cover on the platform, then followed by the providing some worksheets. After the student could access the audio e-workbook, they will get the pronunciation practice with completed by the audio. The students operated the audio workbook by clicking the picture or instruction then they will listen the audio. Then, there were also provided the tasks written with audio and played the audio by themselves. Then, student practiced by themselves, by dealt with brainstorming by matching the vocabulary and how to pronounce it and how to use it sentence.

Students who had finished working the exercises on the audio e-workbook, they should check their answer and score. They got score automatically after the clicked "check my answer". During the implementation, it could be observed almost 75% students got successfully in accessing and using the audio e-workbook media. And the students were enthusiastic to use audio e-workbook and improving their English listening skill.

3.3.2 The Appropriateness of a Self-Study Material Audio E-Workbook

This research conducted a test before and after implementation held, pre-and posttest. Pre-test was done to test the level of speaking ability of the 7th graders' students. To measure the speaking learners' ability using the categories adapted from (Brown & Abeywickrama, 2018). It provided five aspects should be assessed

in speaking ability those are grammar, vocabulary, fluency, pronunciation, and task. The assessment data assesses those five aspects but the attention aspect will focus on grammar and pronunciation students'. This pre-test described themselves, people, family and describing things; describing each point in 2 minutes that must have been done by students in 10 minutes all of tasks. Pre-test instruction were written and delivered directly that asked the students to do the speaking test. Scoring for speaking aspect in pre-test is 20 for the maximum point for each aspect. Post-test was done as speaking test after they practicing the learning media to describe themselves or people sequentially. For this post-test students describe themselves or another people directly in 1-2 minutes the maximum duration. Student scores on pre- and post-tests shown in figure 2.

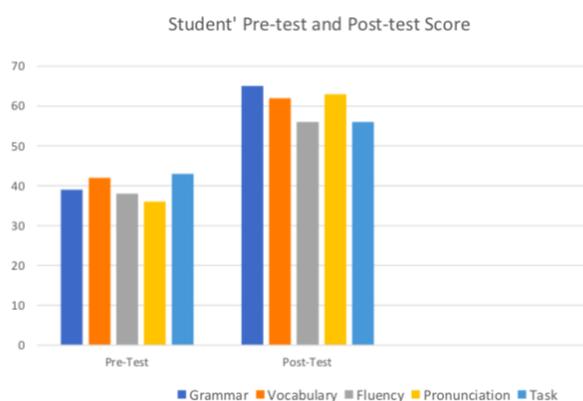


Figure 2. Students' Pre-test and Post-test Score

Figure 2 showed that after conducting the implementation of the Audio e-Workbook media, students' scores increased. For the pre-test, the students gained the score below 50, and it's the average around 42. Then after conducting the implementation, in the post-test the students' score increased to around 65. The average result of students' score raised around +16 score. However, the score still below of 70 but it has increased the score and pass the Minimum Mastery Criteria (KKM) which is 68, stated by English teacher at school. It means, the media has impact to help the students learning English materials and improve their ability based on the competency.

Evaluation Phase

The final phase in the ADDIE model is evaluation. This phase was carried out to help the worth of the media used to get the strengths and weakness of the material developed feedback (Richards & Renandya, 2002). To know the strengths and weaknesses media, Students' Feedback is essential to know the product validation is appropriate with students' need or not. In other hand, concerning the implementation result about the product to obtain the students' opinion after using audio e-workbook as an English learning media. By distributing the questionnaire was adapted from (Cunningsworth, 1995) to get student' feedback. The criteria score in giving feedback consist of strongly agree (5) agree (4) neutral (3) disagree (2) strongly disagree (1). Based on the questionnaire result can figure out students' opinions after they implementing the media. The data presented about students' feedback towards using the audio e-workbook as media presented in table 4.

Table 4. Students' Feedback

No.	Statement	Students' Feedback Percentage (%)				
		1	2	3	4	5
1	Is the material in accordance with the standards of student competency needs? (indescribing people)	0%	0%	8%	44%	48%
2	The material is easily accessible provide the appropriate audio and images are available	0%	0%	4%	24%	72%
3	This media is fun, it can encourage me to actively participate in its use	0%	4%	16%	28%	52%
4	The material provides enough examples and illustrations	4%	0%	20%	36%	40%
5	The material is neatly arranged, clear, and easy to understand	0%	4%	20%	24%	52%
6.	I enjoy learning to use audio e-work book media	4%	4%	16%	24%	52%
7	The written instructions contained in the media are quite clear and easy to understand	4%	12%	28%	16%	40%
8	Automatic score appears after working	8%	4%	8%	16%	64%
9	Media can help me in practicing speaking skills	4%	4%	12%	32%	48%
10	Questions are carefully structured and relevant to the material (describing people)	4%	0%	28%	28%	40%
11	The language used helps me understand the material	0%	8%	24%	20%	48%
12	The click button on the audio-e-workbook is easy to use	8%	4%	12%	24%	52%
13	The material activities in the audio e-workbook provide hands-on speaking practice	0%	0%	32%	16%	52%
14	The media helps me feel comfortable in learning to speak English (describing people)	0%	0%	16%	40%	44%

Based on the table 4 above that statement could be considered get the highest point in 5, that determine the student almost have the opinions strongly agree.

Students confessed the designed media easily to accessible and has the appropriate pictures complete by audio reaching a score 72%. Then, the unique of this media is the score appeared automatically when student had finished working the exercise, it's proved 64% score. They also strongly agreed that media is fun, it can encourage me to actively participate in its use. Further, since the materials were. Then the students (48%) admitted that the audio e-workbook can help them in practicing speaking skill

Conclusion

Based on the findings and discussion, the development of an English audio E- workbook using ADDIE Model has resulted has resulted A Self-Study material. The development of the audio e-workbook through five steps; analysis, design, development, implementation, and evaluation. It became a guideline this research to facilitate the needs of students through Research and Development (RnD). Processing in adopting the ADDIE Models to gain the data form the students and teacher for audio e-workbook users was carried out in analysis phase for the beginning and product evaluation phase for the last phase. The design and development of an English audio e-workbook is a continuation of the results of the needs analysis, and what will be taught through textbooks has been determined previously. Audio E-Workbook could be a good media for English learning especially for practicing listening and speaking in a future. It also could be as a Self-Materials for helping the junior high school in learning English. This product has the capability to be developed to be able in providing many benefits as an English Self-Study material for many students in Junior High School level.

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