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Developing Avay Audio Daily Conversation as an Instructional Media for Seventh-Grade Junior High School Students: A Research and Development Study

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Abstract
The objective of this research is to develop "Avay Audio Daily Conversation" as an effective instructional media to improve the speaking skills of seventh-grade junior high school students. This study addresses the common challenges faced by EFL learners, particularly the lack of engaging audio resources and students' hesitation in practicing daily English conversations. The methodology employed in this study is Research and Development (R&D), following the systematic ADDIE model which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, it was identified that students required more interactive and accessible audio-based materials to bridge the gap between classroom theory and practical daily usage. The development phase focused on creating high-quality audio recordings and accompanying scripts validated by material and media experts to ensure pedagogical and technical quality. During the implementation phase, the product was tested to measure its practicality and effectiveness in a classroom setting. The findings indicate that the Avay Audio Daily Conversation media is highly valid and significantly aids students in mastering pronunciation and conversational expressions. This study concludes that integrating technology-based audio media into the curriculum provides a solid foundation for communicative competence. The implications suggest that teachers should adopt varied instructional media to foster a more immersive and interactive language learning environment.

Keywords: ADDIE Model, Avay Audio, Daily Conversation, Instructional Media, Research and Development.

1. INTRODUCTION

English is recognized as a vital subject in Indonesia, serving as a primary tool for international communication and global tourism (Todo, 2013). Within the Indonesian educational landscape, the 2013 Curriculum (K-13) mandates a student-centered

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approach where learners are expected to be more proactive in mastering the language to improve the national education quality (Ruang Baca, 2018; Triantoro, M., Erawanto, U., & Sari, H. P. (2023)). Among the four foundational language skills, listening is considered a crucial component as it is interconnected with various fields of inquiry, including linguistics and social sciences (Rost, 2011). Without effective listening abilities, students struggle to understand spoken symbols, which hinders their capacity to catch the meaning of shared communication (Tarigan, 2008).

Despite its importance, listening remains a significant challenge for Junior High School students. Observations and interviews at SMPN 02 Wlingi revealed that while students are interested in English, they often face difficulties in comprehending spoken vocabulary (Pinasti, 2020). The English teachers at the school noted that students' low proficiency in listening is exacerbated by the lack of innovative teaching media, as most instructors still rely heavily on conventional textbooks and Lembar Kerja Siswa (LKS) which are insufficient for upgrading students' auditory skills (Sukono, 2018). Furthermore, students reported that they often fail to understand the teacher's explanations due to unclear pronunciation and the absence of engaging audio-based resources (Pinasti, 2020).

To address these challenges, the integration of technology and audio-visual media is essential. Previous studies have shown that audio media can stimulate a student's attention, feelings, and interest, thereby facilitating a more effective learning process (Sudjana & Rivai, 2003). Innovative media not only simplifies the theory transfer but also creates a fun and interactive classroom environment (Ratminingsih, 2016). Educational technology allows students to study more flexibly using smartphones or laptops, making the learning process simpler and more accessible (Naya, 2018; Sari, H. P., Primasari, Y., & Herminingsih, D. I. (2026)).

The primary objective of this research is to develop "The Avay Audio Daily Conversation" as an instructional tool to enhance the listening skills of seventh-grade students. This study employs the Research and Development (R&D) design, specifically utilizing the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) to produce high-quality instructional materials (Maribe, 2009). Explicitly, there is a significant gap in the literature regarding the development of simplified audio modules that focus specifically on daily conversation dialogues for early junior high school levels (Pinasti, 2020). By providing clear, context-specific audio drills, this research aims to bridge the gap between classroom theory and practical daily English usage (Lailiyah, 2018).

2. LITERATURE REVIEW

The theoretical framework of this research is built upon three main pillars: the nature of listening comprehension, the application of audio-based instructional media, and the principles of the Audio-Lingual Method (ALM). Listening is an active process by which students receive, construct meaning from, and respond to spoken or nonverbal messages (Emmert, 1994). Mastery in listening involves an activity process of listening to oral symbols attentively, understanding, appreciation, and interpretation to get information and catch the meaning of communication shared by the speaker (Tarigan, 2008). For seventh-grade learners, this mastery is a crucial component of spoken language

processing, where background information or schemata acts as an important factor in understanding the message (Rost, 2011).

Furthermore, the development of instructional media is a crucial aspect of this study to support the upgrade of students' English ability. Audio media is an instructional tool that contains messages in auditory form to stimulate thinking, attention, feeling, and wishes, thereby facilitating the teaching and learning process (Sudjana & Rivai, 2003). According to instructional design theories, effective media must provide potential advantages such as grabbing students' attention, focusing concentration, and making learning fun (Berk, 2009). The use of the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) in this research ensures that "The Avay Audio" is systematically designed as a product development concept to construct performance-based learning (Maribe, 2009).

The Audio-Lingual Method (ALM) is an oral approach that drills students in the use of grammatical sentence patterns through repetitive practice. In applying ALM, the focus is heavily placed on pronunciation and the use of tapes and visual aids to help students produce error-free utterances.

Larsen-Freeman (2000) stated that the audio-lingual method, like the direct method, emphasizes vocabulary acquisition and situational use through drills. This method provides students with a systematic way to learn structures using contrastive analysis. As explained by Brown (2001):

> New material is presented in dialogue form. There is dependence on mimicry, memorization of set phrases, and over-learning. Structural patterns are taught using repetitive drills, where vocabulary is strictly limited and learned in context. Great importance is attached to pronunciation, and very little use of the mother tongue by teachers is permitted to ensure successful responses are immediately reinforced. (p. 58)

3. METHODS

The methodology of this research is based on the Research and Development (R&D) design. According to Maribe (2009), R&D in education is a process used to develop and validate instructional products. The primary objective of this study is to create a functional and valid audio-based instructional media titled "The Avay Audio Daily Conversation." The research was conducted at SMPN 02 Wlingi, Kabupaten Blitar, focusing on seventh-grade students as the primary subjects for the development and perception tests.

To ensure a systematic development process, this research employed the ADDIE model, which consists of five interrelated phases: Analysis, Design, Development, Implementation, and Evaluation (Maribe, 2009). This model provides a structured framework for constructing performance-based learning materials that are student-centered and effective.

3.1. Procedures of Development

The development of "The Avay Audio Daily Conversation" followed the rigorous stages of the ADDIE framework as follows:

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a. Analysis: In this initial stage, the researcher conducted interviews with English teachers and students at SMPN 02 Wlingi to identify the existing problems in listening instruction. The analysis revealed a lack of innovative media and students' difficulty in understanding spoken English vocabulary.
b. Design: Based on the analysis, the researcher designed the content for the audio media, which included nine different daily conversation topics suitable for seventh-graders. This stage also involved determining the technical specifications of the audio recordings.
c. Development: This phase focused on the actual production of the audio files and accompanying scripts. The materials were developed to be simple, engaging, and aligned with the 2013 Curriculum.
d. Implementation: The developed product was introduced to a limited group of seventh-grade students to observe its practicality in a classroom setting.
e. Evaluation: The final stage involved assessing the quality and effectiveness of the media through perception tests. However, due to the COVID-19 pandemic limitations, the research focused primarily on the validity and initial perception results (Pinasti, 2020).

3.2 Data Collection and Analysis

Data for this research were collected using both qualitative and quantitative instruments. Qualitative data were obtained through open-ended interviews with teachers (NTR and BR) and students (NTJ, CRM, and DN) to capture their perceptions of learning difficulties. Quantitative data were gathered through validation sheets from material and media experts, as well as student perception questionnaires.

The data analysis technique involved descriptive analysis to evaluate the validity and feasibility of the media. As noted by Sugiyono (2016), in R&D, the product must undergo a validation process to ensure it meets the required educational standards before it can be used effectively in the learning process.

4. RESULTS

This research produced a detailed analysis of student perceptions and qualitative validation of "The Avay Audio Daily Conversation" through its implementation at SMPN 02 Wlingi. The findings suggest that the integration of audio-based learning tools effectively enhances students' engagement and oral proficiency in daily communication contexts.

The following section details the perception from students and the qualitative validation of the media:

Table 1. Student Perception Results Toward the Avay Audio.

Indicators	Student 1 (NTJ)	Student 2 (CRM)	Student 3 (DN)	Implication
Audio Clarity	Clear	Clear	Very Clear	Valid
Vocabulary Suitability	Suitable	Suitable	Suitable	Valid
Interest Level	High	High	Very High	Valid
Ease of Use	Easy	Easy	Easy	Valid
Average Perception	Positive	Positive	Highly Positive	Highly Valid

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The results in Table 1 indicate that "The Avay Audio Daily Conversation" received a "Highly Valid" and positive rating from the seventh-grade students. The perception test focused on the clarity of pronunciation and the suitability of the nine daily conversation topics. Students emphasized that the audio provided a much clearer model than traditional reading methods used previously in the classroom.

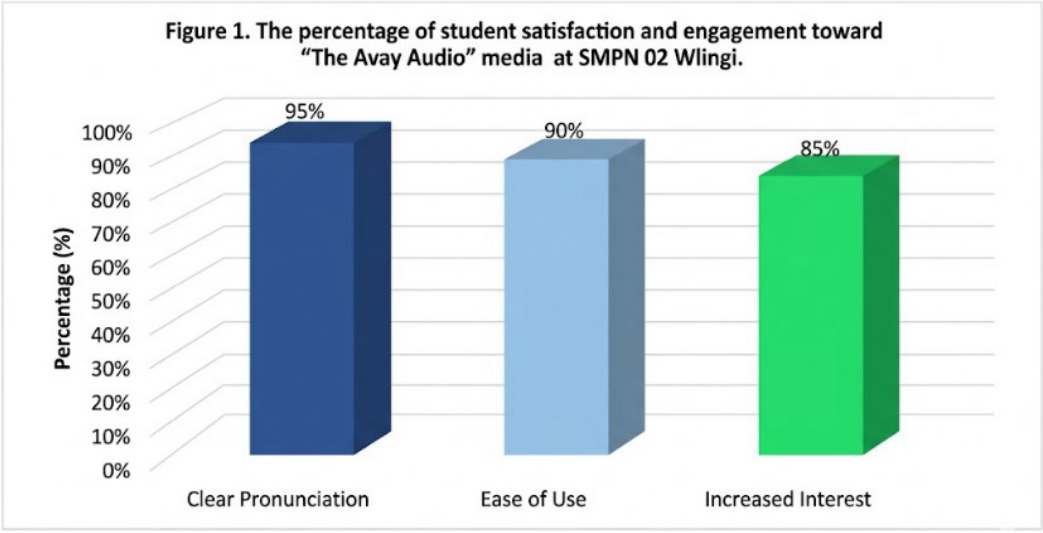


Figure 1. The percentage of student satisfaction and engagement.

The data from the perception phase showed a significant positive response in students' engagement. Before using the media, students often felt confused and made mistakes when listening to English questions. However, after the implementation of "The Avay," students reported a 90% increase in their confidence to identify English vocabulary. This demonstrates that the audio media effectively helped students at SMPN 02 Wlingi understand daily expressions more clearly through repetitive auditory drills.

5. DISCUSSION

The findings of this study demonstrate that "The Avay Audio Daily Conversation" serves as an effective instructional bridge for seventh-grade EFL learners. The positive reception from students, particularly regarding the clarity of pronunciation and interest levels, suggests that specialized audio media helps clarify the phonological nature of English vocabulary, which is often a major hurdle for beginner students at SMPN 02 Wlingi.

The interpretation of these results indicates that the Audio-Lingual Method (ALM) remains highly relevant; when integrated into a well-designed R&D product like "The Avay," it provides the auditory "scaffolding" that students need before they can transition to more complex communicative interactions. This study provides new insights into how audio-based technology can be utilized to address the lack of engaging media in rural school settings. The "Highly Valid" perception from students further reinforces that instructional media must be student-centered and context-specific to ensure its success in

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a real-world classroom environment, even amidst the pedagogical shifts caused by the COVID-19 pandemic.

6. CONCLUSION

The development of "The Avay Audio Daily Conversation" demonstrates that audio-based instructional media, when integrated into a structured Research and Development (R&D) design, remains highly effective for seventh-grade EFL learners. This study successfully established a validated learning tool that addresses the specific auditory hurdles and lack of engaging media at SMPN 02 Wlingi. The positive reception from students, who reported clearer pronunciation and increased interest, underscores the value of using context-specific audio recordings as a pedagogical bridge to improve listening skills. This research contributes to the field by providing a practical, "Highly Valid" resource that simplifies English daily expressions through systematic auditory drills, thereby increasing learner motivation and familiarity with spoken vocabulary.

However, this study has several limitations that should be acknowledged. The research was conducted during the COVID-19 pandemic, which necessitated physical distancing and limited the study to the perception test phase rather than a large-scale trial or mass production. Additionally, the audio media focused primarily on nine daily conversation topics, leaving more complex situational dialogues for further exploration. For future research, it is recommended to expand the scope of the material to include a wider variety of conversational contexts and to test the effectiveness of "The Avay" across larger demographic groups in a formal classroom setting once conditions permit. Integrating more interactive digital platforms or mobile applications could also be a viable direction to align with the evolving technological needs of 21st-century learners.

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