LAPORAN AKHIR

PENELITIAN UNIVERSITAS MERCU BUANA YOGYAKARTA

DANA : UMBY

SKEMA : PENELITIAN PAYUNG

DESIGNING AN AUDIO E-BOOK FOR MANAGEMENT DEPARTMENT

TO SUPPORT STUDENTS' ENGLISH SKILLS AND BUSINESS INPUT

TIM PENGUSUL

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UNIVERSITAS MERCU BUANA YOGYAKARTA

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HALAMAN PENGESAHAN
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Judul Penelitian : Designing An Audio E-Book For Management Department to Support Students' English Skills and Business Input

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Tahun Pelaksanaan	:	1 tahun
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PREFACE

All praise and gratitude go to Allah SWT who has given us the opportunity for us, the research team of the English Education Study Program of Mercu Buana University Yogyakarta to carry out a research as one of the real implementations of the Tridharma of Higher Education. The community service carried out is entitled "Designing an Audio E-Book For Management Department to Support Students' English Skills and Business Input".

This research can be carried out because of the support of various parties; therefore, allow us to express our gratitude to:

1. Rector Universitas Mercu Buana Yogyakarta
2. P3MK of Universitas Mercu Buana Yogyakarta
3. Dean of Faculty of Teachers Training and Education, Universitas Mercu Buana Yogyakarta
4. All parties that cannot be mentioned one by one who have helped the implementation of this research.

This research has not yet been completed; however, we do hope that it can give contribution and benefits to related parties.

Yogyakarta, 26 November 2021

Research Team

SUMMARY

As the globalization has been spread in all aspects, communication in English plays a very important role not only for self development or career, but also for economic necessity (McCormick, 2017). The role of English as a global language of business can be seen from the fact that English is the most language of choice on the internet and the availability of English translation service provided by foreign language website. Moreover, good English language skills attract more of the foreign investments which underpin the growth of individual and national wealth (Shehu and Shittu, 2015). The direct correlation between mastering English and business is shown by the virtous cycle (McCormick, 2017) which means the improvement of the salary is influenced by English skills mastery. People with improved English skills has opportunity to get better jobs and raise their standard of living which may increase the gross national income (GNI).

Considering the contribution of English to the economic of a country, Indonesia is supposed to be more concern to improve the English skills of the human resources. If by mastering English can increase the gross national income, Indonesian government should take a serious action to make human resources master English well. This study focuses on designing an audio e-book in order to support the students' English skills and business input. The audio e-book will emphasizes the competence of communication-based on a real-life situation, therefore, the students may improve their English and at the same time they also increase their knowledge on the management and business field.

This is a design-based study that applies ASSURE Model that consists of five stages, namely: 1) analyze learners; 2) States Objectives; 3) Select Methods, Media, and Materials; 4) Uttilize media and Materials; 5) Require Learner Participation; and 6) Evaluate and Revise. The data will be gained through observation, test, and interview.

The output targets of this study are: (1) Appropriate Technology (TTG), in the form of audio ebook; (2) an article in the international journal; (3) and HAKI

Keywords: audio ebook, design-based research, university, personal branding

DAFTAR ISI

CHAPTER I INTRODUCTION

1.1 Research Background

As the globalization has been spread in all aspects, communication in English plays a very important role not only for self development or career, but also for the economic necessity (McCormick, 2017). The role of English as a global language of business can be seen from the fact that English is the most language of choice on the internet and the availability of English translation service provided by foreign language website. Moreover, good English language skills attract more of the foreign investments which underpin the growth of individual and national wealth (Shehu and Shittu, 2015). The direct correlation between mastering English and business is shown by the virtous cycle (McCormick, 2017) which means the improvement of the salary is influenced by English skills mastery. People with improved English skills has opportunity to get better jobs and raise their standard of living which may increase the gross national income (GNI).

Considering the contribution of English to the economic of a country, Indonesia is supposed to have more concern on improving the English skills of the human resources. If by mastering English can increase the gross national income, Indonesian government should take a serious action to make human resources master English well. Unfortunately, if we compare the English Proficiency Index (EPI) of Indonesia with other countries, Indonesia has lower English abilty. It is in 74th position out of 100 countries in the world and 15th in Asia, and 6th in Southeast Asia. Even, in 2019 Indonesia position is move down taht is from 61st to 74th position. (English First, 2020). It happens because of the low of awareness of Indonesian people on the importance of English in their life and future which is caused by inequality factors in the education in Indonesia namely: access to education, quality of education, and education infrastructures. When the students continue study at higher level education, the problem in English is still there. The preliminary research conducted in management department of a private university in Yogyakarta shows that the English proficiency of the students are categorized low. The average of their TOEFL score is categorized as elementary with range of 310-420. The students had difficulties in learning English in the terms of understanding English conversation and text (listening and reading skill) and giving respond both in spoken (speaking skills) and written communication (writing skills). Thus, English has become a strange subject for them since they are hardly ever exposed by English in their daily life or during the teaching learning process. Students are commonly asked to study English passively by doing the assignments in the textbook; whereas the appropriate way

of introducing a new language is by giving the students a much explore of that language through listening.

Audio e-book, which is a combination a reflowable text eBook with an audiobook that enables advanced functions like synchronous highlighting and tap-to-play, is believed to be effective in introducing English to students. This study focuses on designing an audio e-book to support the students' English skills and business input. The audio e-book will emphasizes the competence of communication-based on a real-life situation, therefore, the students may improve their English and at the same time they also increase their knowledge on the management and business field.

1.2 Research Questions

1) What are the need analysis of the English learning at university?
2) To what extend the designed audio e-book can encourage the students to learn English and Business?

CHAPTER II THEORETOCAL REVIEW

2.1 Teaching English Business to Management Students

Business English is the type of English used in business contexts, such as international trade, commerce, finance, insurance, banking, and many office settings. It entails expectations of clarity, particular vocabulary, and grammatical structures (Spencer, 2020). Business English is a part of English for specific purposes and can be considered a specialism within English language learning and teaching, or a variant of international English. Many non-native English speakers study the subject with the goal of doing business with English- speaking countries, or with companies located outside the English-speaking world but which nonetheless use English as a shared language or lingua franca. In cases such as these, theobject of the exercise is efficient and effective communication (English Lesson, 2011).

The management department students studies English in order to be able to cope the job demand after they graduate. The topic leant by the students covers the communication in business area both in spoken adn written correspondence namely: meeting, telephoning,busniness presentation, palnning and negotiating, job interview, socialisizing**.**

2. 3 Characteristic of Adult Learners

According Kapur (2015: 114) states that adult learners is a mature student who is obtaining new knowledge and skills, developing new attitudes after having reached mature intellectual, physical and social development. The characteristic of adult learners based on Whiteman Larry and Hudson (2000: 4) adult learners are serious student, usually in a hurry, time is limited, wanting to understand why, must see a use for what they are learning, applied, learner, must see the logic in material being learned, practical. It can be summarized that adult learners are the student needs practical materials and logical.

2.3 Audio e-book as teaching aid

The term e-book is distinguished in three interpretation : (1) an e-book as digital content which can be transported on a portable storage medium or via a computer network; (2) an e-book reading device, i.e. an appliance which is capable of displaying digital content on a high-quality display screen and is not equipped with a keyboard; and (3) computer software, i.e. computer applications, which will permit one to read electronic content, e.g. on the regular desktop computer (Lynch in Marczak 2001). An **Audio-eBook** is a combination a reflowable text **eBook** with an audiobook that enables advanced functions like synchronous highlighting and tap-to-play.

2.3.1 Types of e-books

The three major categories into which e-textbooks fall are: (i) simple e-textbooks; (ii) complex e-textbooks; and (iii) advanced e-textbooks (Allison, 2003). Simple e-textbooks are digitalised, downloadable versions of conventional textbooks; while Complex e-textbooks are all ameliorated by more sophisticated forms of hypertextbased functions, and they fall into three sub-categories. The first sub-category comprises etextbooks which contain hyperlinks to selected external audio-video components, including: audio clips, animated images and video clips. Advanced e-textbooks combine a multitude of audio-video components which accompany the content with an element of interactivity, whereby the reader is given the opportunity to search through and use the features available, depending on their individual needs (Allison, 2003).

2.3.2 Criteria of Good Audio E-book

The emergent list of criteria has been divided into three basic categories to three different aspects of ebooks: (1) layout and design; (2) content and functionalities; and (3) device, format and distribution.

Table 1: E-book criteria (Marczak, 2011)

No	Aspects
1	**Layout and Design** • Does the layout of the e-book mimic the paper book or is it a cyberbook publication? • Does the e-book contain an informative cover, featuring the name of author, the title, the date of publication, and the publisher's details? • Does it have a clearly defined or user-friendly layout (sections, chapters)? • Is it accompanied by a table of contents which provides an introduction to the content as well as the layout? • Is the content laid out on pages or within scrollable areas? • Are particular sections of the content (e.g. pages) labelled clearly through page numbering or any other system? • Does the interface feature other navigation clues which make particular elements of content accessible? • Are colour schemes used to aid searching? • Are the fonts visible? • Is the content indexed, so that necessary details, e.g. names or terminology, can be easily accessed?
2	**Content and functionalities** • Is the content delivered in manageable chunks, given the format of the e-book and the functionalities of the e-reading device? • Are related elements of the content hyperlinked? • Are multimedia/hypermedia part of the e-book? • Do the multimedia/hypermedia enhance the content and constitute added value? • Is the e-book equipped with an advanced search tool which permits the reader to take a variety of search routes and use a range of search queries? • Can the reader customise elements of the e-book to his own liking/needs? • Are bookmarking and annotation tools available to the reader? • Is the content supplemented with extra online materials, e.g. multimedia or companion websites? • Does the e-book feature usage data mining functionalities? • Can the e-book function as: a database, a narrative, a set of learning objects, a package of viewable resources or as imagery?
3	**Device, format and distribution** • Does the e-book require an e-reader which is relatively cheap and available? • Is the e-book file format open, i.e. will it be read by multiple brands of reading devices or a desktop computer? • Are reading rights restricted in any way, e.g. through a digital rights management (DRM) system? • Is the retail distribution of the format restricted in any way?

CHAPTER III RESEARCH OBJECTIVES AND BENEFITS

This research intended to design an audio e-book for management students in order to help them to learn both English and business industry in fun and effective way. Spesifically it was aimed at 1) presenting the result of the analysis as the guidelines of the designing process of the audio e-book for Management Studies; 2) finding out whether the designed audio e-book can encourage the students to learn English and Business in better way.

Further, it is expected that the research could give benefit to some parties concerning the quality of the teaching learning and Management Department graduates which of cource would give great impact on the branding and the competitiveness of the departments or university.

CHAPTER IV METHODOLOGY

4.1 Research Design

This is a design-based study that applies ASSURE Model to design the audio e-book. The ASSURE model consists of five stages, namely: 1) analyze learners for determining the more operational properties such as learners' skills. prior knowledge, attitude, age, grade, and learning style must be considered; 2) States Objectives which is used for deciding which information and skills be gained at the of the related education; 3) Select Methods, Media, and Materials which is intended to choose the most appropriate method, environment, and material to achieve the objectives defined in the previous step; 4) Uttilize media and Materials by previewing the materials, and preparing the materials, environment, learners; 5) Require Learner Participation that is aimed at enable the learner's benefits from learning opportunities in educational environment; and the last is 6) Evaluate and Revise which focuses on making assessment on all learning components to achieve.

4.2 Data Analysis a Techniques

The data were obtained through some instruments: tests, questionnaires, interviews, and observation. The questionnaire which consisted of 30 Likert scale questions was employed to obtain the need analysis of the students and the problems which were encountered by the students. Then, open-ended interviews were used to gain the data related to students' behaviour, problems, and learning skills during the learning process.

Afterwards, convening the pre-test and post-test was also used to acquire the students' competencies.

This research was conducted in several steps: 1) need analysis; 2) preparing the syllabus, blueprint, materials; 3) development of the audio book; 3) try-out; 5) implementation; 6) evaluation; 7) revision; 8) final product.

BAB V RESEARCH FINDINGS

This research applied ASSURE where stands for 1) Analyze; 2) State Objectives; 3) Select Methods, Media, and Materials; 4) Utilize media and materials; 5) Require Learners Participation; and 6) Evaluate. So far, it has completed the first three stages of ASSURE that is analysing both teaching documents and students profile; determining the objectives, and choosing the appropriate method, media, and materials based on the result of the analysis.

Stage 1: The Analyze

The initial stage that must be carried out is the analysis stage that covered a deep investigation on the curriculum, coursebook, students' behaviour and English proficiency, and the use of the digital media in teaching learning process. From the analysis, it is found out that the curriculum is considered good since it has already covered the three aspects of learnings: cognitive, afective, and psychomotorics as well as the scope of the materials has met the demand of the business world. However, there are aspects that still need improvement namely the students' readiness to study Business English and the instructional materials.

Based on the diagnostic test, most of management students are classified as beginner. They can understand simple spoken and written English but get difficulties to respond appropriately although they are lack of knowledge about Business English. This condition creates obstacles during the classroom discussion since the Business English is considered as advanced materials that also needs mature and higher level of thinking skills. Moreover, the instructional materials should become a serious attention because it is the core of the learning process. The materials used do not seems to be prepared seriously but it is just a compilation from any sources.

Table 2: Need Analysis Result

TARGET NEEDS		LEARNING NEEDS	
Types of Need Analysis	**Based on Target Situation**	**Types of Needs Analysis**	**Based on Learning Needs**
Why is the language needed	• For study; • For work,	Why are the learners taking the course	• They take the course because it's compulsory subject • They think that they will be able to SPEAK better • Their attitude towards ESP: not really interested since it's compulsory • They jsut want to study during the course to improve their
How will the language be used?	• Medium: listening, speaking, writing, reading, • Channel: face to face; • Types of text or discourse: e.g. business /formal conversations	How do the learners learn?	• Learning background: - • Students assume that learning is • Methodology that appeal to them: more practice, and drilling, • Techniques: experiental learning
What will the content areas be?	• Subjects: Management and business • Level: freshmen	What resources are available	• Sufficient numbers of professional competence of teachers; • Attitude of teachers to ESA: positive • Teachers' knowledge of and attitude to the subject content: adequate • Materials: lack • Aids, and opportunities out of class activities: lack
Who will the learner use the language with?	• Native Speakers of nonnative; • Level of knowledge receive: e.g. expert, layman, student; • Relationship: e.g. colleague, teacher, customer superior, subordinate.	Who are the learners?	• Age, sex, nationality: Indonesian, 18-21, • For them English is international language • Subject knowledge do they have: beginner level • Their interests: group discussion and lecture • Their sociocultural background: middle to high economic • Teaching styles they used to have: lecture and performance • Their attitude to English or to cultures of the English-speaking world: positive
Where will the language be used?	• Campus area/ work • Frequently, seldom, in small, amounts, in large chunks.	Where will the EAP course take place?	At campus area and the surroundings usually dull and silent.

Stage 2 and 3: **Determining Objectives and Methods, Media, Materials**

The next steps to carry out are course objectives formulation and methods, media, materials selection. In this stage, the lesson planning is written by considering the students' characteristics and world demands so that the materials, methods and media can boost the students' potency.

The challenge of this research is to design the activities that reduce the gap between the students' English mastery which is at beginner level and the Business English which is categorized as advanced. Therefore, the level of the course is updraded into pre-intermediate so that the students would not feel frustrated during the course. Some topics

are taken to introduce the students with real business situation. They would practice how to begin a conversation in formal situation and exchange information in business context. They also need to learn how to describe the organization, people in the office, products and even make a business evaluation in comprehensice way. Further, the students are also expected to develop a self-awareness before they explore the business industry. The outline of the course is presented in figure 1.

COURSE PLAN

Subject: English Business for Management Studies
Level: Pre-Intermediate
Competencies: Students are able to communicate in spoken and written English confidently
Topic:
  1. Professional Self Introduction
  2. Personal Branding
  3. CV and Job Interview
  4. Describing Organization
  5. Describing Products
  6. Marketing Skills
  7. Making Evaluation
  8. Business Communication
Instructional Strategies: Experiental learning, Simulation-based techniques, Problem-based
Resources: Market Leader, TedEx.

Figure 1: Lesson Plan for English Business (2021)

Meanwhile, as the students are labelled "silent and passive", a more interactive materials and media is a must. The instructional materials are made in two forms: the e-book and the google slides which expectedly would make the learning process more interactive. The audio was be inserted in the book and videos that show people performing speaking in monologue, dialogue, and conversation would also be added as the model so the students may learn and imitate the way the models in the video speak.

The Utilization of The Designed Interactive Digital Media

In order to discover the impact of the media, this study carried out the pre-test and post-test to measure the English proficiency of the learners before and after implanting the media. To assess the learners' ability in speaking, it utilized Oral Proficiency Scoring Categories adapted from (Brown & Abeywickrama, 2018). It was employed to assess in any kind of spoken aspects including the grammar, vocabulary, fluency, pronunciation and task, which 20 is the score maximum in each.

Figure 2 informed the improvements of the students after having implementation using the designed media. For the pre-test, the students obtained an average score of around 54,3 and after implementation, the score of the post-test increased to 67,1. It could be conveyed the successful improvement of pre-test and post-test conducted around +12,8 in only having one meeting. It means by considering the outcome, the media could be claimed to support students in acquiring language abilities and competencies.

Students' Feedback on the Designed Media

After the implementation of using the designed interactive media in teaching, a questionnaire which was adopted by (Leow, 2014) and (Cunningsworth, 1995) was distributed to students to get their feedback. Based on the questionnaire distributed to figure out the students' feedback after implementing the media. The data presented showed positive results about students' judgment toward the interactive digital media used in this study.

Table 3. Students' Feedback

Aspects	Score	
	Score (%)	Category
Learners-Centered Environment	87%	Very Good
Use of Media	85,2 %	Very Good
Understanding the Content	88,2%	Very Good
Motivation	91%	Very Good
Content Organization	86%	Very Good
Availability of Feedback	90%	Very Good
Speaking Skill	85%	Very Good
Total Score	**612,4%**	
Average Score	**87, %**	**Very Good**

It was seen from table 3 that all of the aspects of the media were considered very good by the students by gaining a score of 87%. Students admitted that the designed media was well organized and easy to use (85%) which helped them in practising their speaking (85%) that would boost their spoken communication skill. Further, since the materials were designed by considering the level of difficulties, students gave high scores between 86-88 for three aspects: layout, learners-centred, and content. They also appreciated that the instructions and examples provided in each task made the learning easier. The highest score (90%) was given to the availability of feedback and motivation. The feedback provided as

the follow-up activity could successfully increase the students' motivation for learning English. In short, the designed media known was said to be satisfactory suitable for being used as an alternative learning media to improve the spoken English communication skill.

CHAPTER VI CONCLUSION

This study tried to answer such a situation by designing interactive digital media to support higher education students to enrich their English spoken communication skill to meet the global demand. The designed media that offers interactive activities, audio, visual content such as, pictures, and games is constructed to establish the English materials and learning environment more enjoyable, interesting, and motivated. Meanwhile, the interactive activities promote independence in learning while the feedback helps students to practice speaking and boosts their spoken communication skill that becomes the concern of this study. Through this study, the issue of how the designed audio ebook is believed as an appropriate learning tool that could assist the students in gaining knowledge and boosting their English skills is proven.

Fundamentally, the advantages of the designed audio ebook encompasses the availability that can be accessed via smartphones owned by all the students, the execution of various assigned tasks which could encourage students' enthusiasm in learning, as well as improve learning outcomes and facilitate attempts to accomplish learning objectives. For this reason, it was supported by the students' feedback that the e-book successfully helped them in practicing English spoken communication skills more confidently and accurately. Consequently, utilizing digital media in the learning environment as well as in online learning is strongly suggested; therefore, teachers and also the related parties must consider this for the betterment of the teaching-learning process and the improvement of the education quality.

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APPENDICES

APPENDICES 1: LUARAN AUDIO E-BOOK

Unit 1
Introduce Yourself Using Personal Branding

Listen

Aaron Rodgers, a university student, is practicing introducing himself for his first meeting at English course.

1. Complete the blank with the appropriate phrases.
2. Then, click the listening icon to check your answer.

1 Hi, everybody.
2 _____
3 I am Aaron Rodgers
4 _____ 'Ronnie'.
5 I am from Egypt.
6 I'm a student of National University
   _____ in Computer Science.
7 _____ myself.
8 Nice to meet you

What is self-introduction?

Self-introduction is an act of presenting yourself to someone else, usually to a person(s) you've just met/known. In a self-introduction you give information about who you are, what you do and what others need to know about you.

APPENDICES 2: BIODATA KETUA

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Restu Arini, S.Pd., M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	19761126 200501 2 002
5	NIDN	0026117601
6	Tempat dan Tanggal Lahir	Palembang, 26 November 1976
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9	Alamat Kantor	Universitas Mercu Buana Yogyakarta Jl. Wates Km 10 Yogyakarta
10	No Telp/Fax	0274 649211, 649212/ Fax (0274) 649213

B. Riwayat Pendidikan

	S-1	S-2
Nama Perguruan Tinggi	Universitas Sanata Dharma Yogyakarta	Universitas Negeri Semarang
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	1994-2000	2010-2013
Judul Skripsi/ Tesis/ Disertasi	Mahabarata of Vyasa: A Structural Analysis	Designing English Instructional Materials for the First Graders of Elementary School
Nama Pembimbing/ Promotor	Dra Indriani	Prof. Retmono. M.A

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah
1	2019	*Pengembangan e-assessment* untuk mata kuliah Intermediate English Grammar	UMBY	3,0 juta
2	2018	Pengembangan Video Pembelajaran Bahasa Inggris untuk Mahasiswa Tingkat Pertama	UMBY	3,5 juta
3	2012	Applying Contextual Approach in the Development of English Materials for the First Grade Students of Elementary School	DIKTI	9,0 juta
4	2010	Developing Computer-Based Vocabulary Tasks for Junior High School Students Based on School-based Curriculum 2006 (KTSP 2006)	DIKTI	7,5 juta

D. Pengalaman Pengabdian Kepada Masyarakat Dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber	Jumlah
1	2019	Pelatihan *Youthful Leadership* dan *Public Speaking* untuk pengembangan kecerdasan emosional siswa sekolah menengah	UMBY	1,0 juta
2	2018	Pelatihan Bahasa Inggris *Job Interview* Sebagai Upaya Peningkatan Kompetensi Pencari Kerja di Wilayah Kecamatan Wates, Kabupaten Kulonprogo, Yogyakarta	UMBY	1,0 juta
3	2015	IbM Desa Wisata Pantai Goa Cemara untuk Layanan Wisata Mancanegara (Anggota)	Ditlitabmas DIKTI	50 juta

4	2010	IbM Pelatihan Pekerja Migran di wilayah Moyudan Sleman (Anggota)	DIKTI	40 juta

E. Pemakalah Seminar Ilmiah (Oral Presentation) Dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	*International Conference on Language and Language Teaching*	*Video-based Materials Design: Flexibility and Autonomy in English for freshmen*	12 Oktober 2019 Universitas Tidar
2	*Open Lecture*	*Setting Mindset as Young Englishpreuners*	9 April 2019, Universitas Nusantara PGRI Kediri
3	Seminar Nasional FKIP	*Pop-Up Book for Boosting Seventh Graders' Reading Interest*	29 September 2018 Universitas Mercu Buana Yogyakarta

F. Karya Buku Dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit

G. Penghargaan Dalam 10 Tahun Terakhir (dari Pemerintah, asosiasi atau institusi lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Payung Dana UMBY 2021

Yogyakarta, 10 Februari 2020
Ketua

Restu Arini, S.Pd., M.Pd.

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Lu'luil Maknun, S.Pd., M.Pd.
2	Jenis Kelamin	Perempuan
3	NIP	201726
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8	Nama Institusi Tempat Kerja	Universitas Mercu Buana Yogyakarta
9	Alamat Kantor	Jalan Wates Km 10 Yogyakarta 55753
10	Nomor Telepon/Faks	(0274) 6498211, 6498212/ Faks (0274) 6498213
11	Lulusan yang telah dihasilkan	S1=-; S2 = -; S3 = -
12	Mata Kuliah yg Diampu	1. *English Syntax* 2. *Intermediate English Grammar* 3. *Critical Reading and Writing* 4. *Listening for Academic Purposes* 5. *Listening in Professional Context* 6. *Essay Reading and Writing* 7. *Basic Reading* 8. Profesi Kependidikan 9. *Psikologi Pendidikan* 10. Ilmu Kependidikan 11. *Languange Program Design*

B. Riwayat Pendidikan

	S-1	S-2
Nama Perguruan Tinggi	UNY	UNY
Bidang Ilmu	Pendidikan Bahasa Inggris	Linguistik Terapan
Tahun Masuk	2006	2012
Tahun Lulus	2010	2014
JudulSkripsi/Thesis/ Disertasi	*Picture Series for Improving the Students' Writing Skill at the Tenth Grade* of SMA Negeri 1 Sewon Bantul	*The Effectiveness of Scientific and Genre-Based Approach in English Reading Comprehension Teaching to Students* of SMP N 1 Muntilan.
Nama Pembimbing/Promotor	Dr. Dra. Nury Supriyanti, M.A / Lusi Nurhayati, S.Pd, M. Appl Ling	Prof. Dr. Pujiati Suyata

C. Pengalaman Penelitian (Lima tahun terakhir)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Rp)

1.	2018	Analisis Hasil Penerapan Pembelajaran Bahasa Inggris Tingkat Lanjut Menggunakan VLOG dan HOTS	UMB Yogyakarta	4.750.000
2	2019	*The Impact of Scientific and Genre-Based Approach in English Reading Comprehension*	Dana Mandiri	1.500.000
3	2019	*Self-Assessment* Pada Pembelajaran *Writing* Menggunakan *Integrated Cutural Language Learning Approach, Blended Learning* dan *High Order Thinking Skills* untuk Preservasi Wayang Orang	UMB Yogyakarta	5.000.000
4	2020	*The Implementation of Orai as Artificial Intelligence for Digital Native Students in English Speaking Learning*	Dana Mandiri	4.750.000

D. Pengalaman Pengabdian (Lima tahun terakhir)

No	Tahun	Judul Pengabdian	Pendanaan	
			Sumber	**Jumlah (Juta Rp)**
1.	2019	Pelatihan *Business Negotiation* Berbahasa Inggris Bagi Pengusaha UMKM Konveksi Di Yogyakarta	UMB Yogyakarta	1,000.000
2.	2020	Pelatihan "*Conserve the Cultural Heritages through Language Teaching*" untuk para Pengajar Bahasa.	UMB Yogyakarta	1.000.000
3	2020	Workshop IT Guru Mata Pelajaran Prakarya SMP/MTS Kabupaten Bantul dalam Rangka Melaksanakan Pembelajaran Daring.	Dana Mandiri	

E. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/ Tahun
1.	*The Impact of Scientific and Genre-Based Approach in English Reading Comprehension*	JELE, Journal of English Language and Education, e-ISSN: 2541-6421, p-ISSN 2460-7142,	Vol/No: Vol 5,No,1; Edisi Juni 2019; LPPM Universitas Mercu Buana Yogyakarta.

F. Pemakalah Seminar Ilmiah (Oral Presentation) dalam 5 Tahun Terakhir

Belum ada.

G. Karya Buku dalam 5 Tahun Terakhir

Belum ada.

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Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Payung Dana UMBY 2021

Yogyakarta, 21 Agustus 2020
Yang menyatakan,

Lu'luil Maknun, S.Pd., M.Pd.

APPENDICES 4: JOURNAL ARTICLE DRAFT

DEVELOPING AUDIO E-BOOK: BOOSTING UNIVERSITY STUDENTS' ENGLISH AND PERSONAL BRANDING

Restu Arini[1], Lulu Il'Maknun[3]

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Universitas Mercu Buana Yogyakarta

ABSTRACT

English communication, which has become an essential skill for graduates of the university, has not been achieved because of the low performance in spoken English proficiency. A challenge for educators in the digital age is to provide appropriate circumstances to support the learning of English during the pandemic of covid-19. This study addressed the emerging issue of the availability of media in online learning. It specifically aimed at designing interactive digital media that would not only assist the students in gaining the language skills but also develop their self-learning through its flexibility and accessibility. Design-based research was employed in the present study that involved the first-grade students of higher education. The ASSURE Model was used as a guideline for the appropriateness of the media, and a need analysis was conducted to find out the target and learning needs of the students through interviews and questionnaires. The result showed that the audio e-book gave positive impacts on the higher education students' English skills and professional attitudel. The students' performance was improved through pre-test and post-test results. The designed audio ebook itself was considered very good (a score of 87) by the seven aspects namely organization, speaking activities, appearance, learner-centered, content, feedback availability, and motivation impact.

Keywords: Spoken communication, Media Design, Higher education, Digital Learning, Personal Branding

1. Introduction

      21st-century skills are defined as new capabilities that society is increasingly demanding of the present workers and, in educational terms, the young generation needs to be prepared now for future professions and careers Voogt and Roblin (2010, 2013 in Joynes et al., 2019) by acquiring the 6Cs (communication, critical thinking, collaboration, connectivity, citizenship, and creativity). Utilizing those skills, the young generation will not only focus on the content and knowledge but they will also learn how to employ the skills and attitudes. Among those skills, communication skill known as multidimensional and involves a range of elements, including oral, written, listening, visual, intercultural, interdisciplinary and soon (Riemer, 2007) which is used to help to connect in the digital era that consists of ability in spoken, written, nonverbal and listening skill or oral communication skill (Brown & Lee, 2015) having a good communication skill would build self-esteem and relationship. Students with good communication skills could demonstrate their ideas and thought while also forming relationships without encountering difficulties or discrimination based on religion, race or gender (Sabbah et al., 2020). Thus having poor communication is the root of obstacles, and communication is the solution to the problems.

      In addition, communication skills (McPheat, 2010) involves acquiring information from one person to another. Hence, communicating is the art and process and sharing ideas. Effective communication depends on the richness of those ideas. Meanwhile, communication skills are an ability that we utilize to reduce the barriers to effective communication. (McPheat, 2010) also explains that communication involves multiple parts and stages of the communication process to gain effective communication. They are, namely; 1) source, 2) message, 3) encoding, 4) channel, 5) decoding, 6) receiver, 7) feedback, 8) context. The greatest approach to communicate globally is to use an international language which makes English widely used for most global communication. In a nutshell, the crucial reason for learning English is having the ability to

communicate in any condition for effective communication that covers presentation skills, convincing and negotiation skills and interpersonal skills (Rini, 2014). The elements of communication cover; 1) tone of voice, 2) body language, and 3) verbal communication (Mc Phear, 2010). Considering the role of communication in English that affects social life, through ability in spoken communication. Thus, to cope with global demand the Indonesian government emphasizes that foreign language, specifically English, is essential to learn and use in global communication which is stated in regulation No. 32 issued in 2013.

Concerning Indonesian students' English proficiency, the findings by (English First, 2020), Indonesia's English Proficiency Index (EPI) is on 74th position out of 100 countries in the world and 15th in Asia, and 6th in Southeast Asia which can be said that Indonesia has lower English ability than the nearby countries in that region. In other words, Indonesia's position decreased from 61st in 2019 to 74th position. Having good foreign language skills, specifically, English, is the way to enter the global society in this digital age(Santoso, 2014). The preliminary research involving learners of higher education in one of the universities in Yogyakarta encountered problems in mastering English, especially listening and speaking skills. More than 50% of the total students explained that they experienced verbal instructions by the lecturers which caused a misunderstanding for they failed to identify the words pronounced. The students also faced difficulties when they had to present or tell their ideas orally that mostly come from a lack of vocabulary, pronunciation, uncertainty and nervousness. They did not practice enough speaking correctly at school and the least widespread issues were difficulties understanding the questions (Diyora & Diloza, 2020). Meanwhile, anxiety, motivation, and self-confidence (Tuan & Mai, 2015) are possibly seen clearly in this skill while the learners practice speaking (Handayani et al., 2020).

Listening and speaking skills are defined as interrelated in communicative language courses, and are frequently combined as "oral communication skills" (Brown & Lee, 2015). In speaking (Brown & Abeywickrama, 2018) there are five types that would be utilized to support communication, namely; 1) Imitative, known as activity in which the learners are able to simply imitate a word or phrase or possibly a sentence, intonation, rhythm, lexical, and grammatical properties; 2) Intensive, an assessment context which demonstrates proficiency of grammatical, phrasal, lexical, or phonological relationship through directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level; 3) Responsive, which interaction and test comprehension are included in responsive learning outcomes of very short conversations, small talk, standard greetings and responses; 4) Interactive, are broken down into two types: transactional language to exchange the specific information, and interpersonal exchanges to maintain the social relationship which become pragmatically complex; 5) Extensive (monologues) well known to assess the learners including speeches, oral presentation, and story-telling. Meanwhile, the principle of teaching speaking skills emphasizes both fluency and accuracy, ensure that techniques' complexity is appropriate, provide a technique that sparks the interest of students, encourage the use of authentic language in meaningful contexts, provide appropriate feedback, capitalize in the natural link between speaking and listening, give students opportunities to initiate oral communication, encourage the development of speaking strategies (Brown & Lee, 2015).

The communication purposes have not been achieved since in the university English is given for reading purposes where students should struggle to get the information by comprehending the English sources (Rini, 2014) and be more aware of the strategies to be used in English reading to help them gather the information about the text (Abrar et al., 2018). Speaking (and listening) becomes the crucial aspect that should be developed and mastered by the higher education students due to its an essential skill in communication, creating situations that can encourage learners to produce English oral communication that provides learners with opportunities to explain concepts and help them to vocalize concrete meaning, by vocalizing concrete meaning, (Diyora & Diloza, 2020) become a consideration of this study.

A technology-based media is believed to play a significant part in succeeding the language learning process and a way to solve the higher education students' problem by making learning English skills more interesting and enjoyable. The utilization of technology is crucial to assist self-

understanding (Ahmadi, 2018), advantageous to the development of students' receptive abilities than their expressive skills (Ngo & Eichelberger, 2019) in learning English skills, the majority of the college students enjoyed learning by using mobile applications. Learning media is exploited as a media to enhance students' experience in studying so that the materials presented are easier to understand and might be used to encourage independence. Due to the characteristics of the higher education students, generally, they need some tools to assist them in the learning process so they can obtain and achieve the learning objectives. As stated by (Shoffa et al., 2021) learning media is a tool to deliver messages or points to the receiver in the communication process. By utilizing the media, it not only supports the learners in increasing their ability and knowledge but also supports the educators in delivering the materials easier and clearer in any kind of context, and gives the opportunity of evaluation in media technology. Some advantages of using digital media in education are making the learners more enthusiastic in learning, assisting the educators in conveying the concept accurately, providing visual experiences that are more interesting than conventional media (Shoffa et al., 2021).

This study would address the emerging issues as an effort to provide effective instructional media to support the learning of English as a medium of global communication. This study focuses on designing an audio e-book to support the students' English skills and business input. The audio e-book will emphasizes the competence of communication-based on a real-life situation, therefore, the students may improve their English and at the same time they also increase their knowledge on the management and business field. Audio e-book, which is a combination a reflowable text eBook with an audiobook that enables advanced functions like synchronous highlighting and tap-to-play, is believed to be effective in introducing English to students (Griffey, 2019.). The audio ebook gives advantages to students learning English by increasing reading accuracy by 52%, speed, expanding vocabulary, improving fluency, teaching pronunciation, improving comprehension by 76% where all of these elements are the most essential to support speaking skill (Saka, 2015).

2.   Method

This study was classified as design-based research (DBR) which focused on designing interactive digital media using the ASSURE Model as an instructional media and implemented in six stages; analyze learners, state standards and objectives, select strategies, technology, media and materials, utilize technology, media and materials, require learners participation, evaluate and revise. It was conducted in two faculties namely; the Faculty of Economy and the Faculty of Teacher Training and Education in one of the private universities in Yogyakarta which involved students as participants who have taken the "Bahasa Inggris 1" course in the academic year of 2020/2021.

The data were obtained through some instruments: tests, questionnaires, interviews, and observation. The questionnaire which consisted of 30 Likert scale questions was employed to obtain the need analysis of the students and the problems which were encountered by the students. Then, open-ended interviews were used to gain the data related to students' behaviour, problems, and learning skills during the learning process. Afterwards, convening the pre-test and post-test was also used to acquire the students' competencies.

3.   Finding and Discussion

As stated, ASSURE MODEL was utilized as an instructional design media for this study. The data gained would be discussed in Need Analysis, Media Development, Expert Judgment and Revision, and The Usage of the Designed Interactive Media.

Need Analysis

The need analysis was aimed to analyze the characteristics of the learners, competencies and learning skills. First, this study conducted the interview session with the lecturer virtually by Zoom Meeting to obtain information about the students (characteristics, English proficiency) and problems encountered. It was discovered that only a few of the students responded to the lecturers

during the learning process and discussion; while others remained silent. In contrast, when the lecturers used Bahasa Indonesia, most of them responded as well and looked comfortable expressing their ideas in Bahasa Indonesia. Regarding the students' English proficiency, they could be classified as a post beginner or elementary group as well-known as an A2 level (CEFR) based on the midterm-final exam result and observation during the learning process. This group were considered as those who could communicate in English within a limited range of contexts; verbally and written but were not aware of the grammatical form.

Further, students were categorized as visual and kinesthetic learners. 54, 9% of the students prefer utilizing the visual contents; pictures, maps, videos, graphs, diagrams and posters. They enjoyed learning by watching the lecturer or the materials presented, memorizing written things and when processing or retaining the information, they had a tendency to glance upwards. 38, 7 % of them belonged to kinesthetic that they understood better when actively learning through doing activities and usually preferred group work more than others (Pritchard, 2009). Following that, the data of the need analysis would be summarized in table 1.

Table 1. Need Analysis Result

TARGET NEEDS		LEARNING NEEDS	
Types of Need Analysis	*Based on Target Situation*	*Types of Needs Analysis*	*Based on Learning Needs*
Why is the language needed	• For study • For work,	*Why are the learners taking the course*	• because it's compulsory subject • want to SPEAK better • They jsut want to study during the course to improve their
How will the language be used?	• Medium: listening, speaking, writing, reading, • Channel: face to face; • Types of text or discourse: e.g. formal conversations	*How do the learners learn?*	• Learning background: 9 year study English • Students assume that learning is difficult • Methodology that appeal to them: more practice, and drilling, • Techniques: experiental learning
What will the content areas be?	• Subjects: general English & personal branding • Level: freshmen	*What resources are available*	• Sufficient numbers of professional competence of teachers; • Attitude of teachers to students: positive • Teachers' knowledge of and attitude to the subject content: adequate • Materials: lack • Aids/opportunities out of class activities: lack
Who will the learner use the language with?	• Native Speakers of nonnative; • Level of knowledge receive: e.g. expert, layman, student; • Relationship: e.g. colleague, teacher, subordinate.	*Who are the learners?*	• Age, sex, nationality: Indonesian, 18-21, • For them English is international language • Subject knowledge do they have: beginner level • Interests: group discussion and lecture • Sociocultural background: middle to high economic • Teaching styles they used to have: lecture and performance • Their attitude to English or to cultures of the English-speaking world: negative
Where will the language be used?	• Campus area/ work • Seldom, in small	*Where will the EAP course take place?*	At campus area and the surroundings usually dull and silent.

Media Design

The process of designing media involved the second, third, and forth stages of ASSURE: state standards and objectives, select strategies. It was started by designing the blueprint of the English syllabus and materials, storyboard of the media, flowchart,

Syllabus is a reference to establish the appropriate content of the materials. This study used a competency-based syllabus which is designed to emphasize more on the concept of competency and tends to focus on the outcomes or outputs of learning. (Richards & Rodgers, 2014). Hence, instead of their knowledge of the language, the emphasis is on how the students could use it by providing a list of competencies that would be covered in the course; and these are typically required of students in real world situations. The competencies consist of a description of the essential skills, knowledge, attitude and behaviors required for effective performance of an authentic task or activity. Subsequently, the syllabus was designed for students which are required to demonstrate specific language skills that they have already learned during the course (Richards & Rodgers, 2014).

Instead, selecting a topic and designing the material or activity to be taught, followed by selecting concepts, knowledge and skills that comprise that field of knowledge. The learning background would be about the academic field and some based on real life. Subsequently, the higher education students are supposed to be able to communicate in English through spoken and written well and confidently as stated as core competence. The topics that should be learnt covers self-identification, describing people, describing things, substances and conditions, comparing and contrasting, telling future, forming questions, telling procedures or instruction, telling reportage, giving advice and solution, and the last id cause and effect. Since they are higher education students, the topics accommodate the global expectation and personal awareness; and the materials that contain language components grammar, vocabulary, comprehension, fluency, pronunciation and task (Brown & Abeywickrama, 2018) and are given in the pre intermediate level.

Among those topics, the main goal in this study, students would learn one topic in a single meeting and were expected to be able to introduce themselves using personal branding both orally and written. It was aided by the availability of activities to assist students to meet the learning objectives. The activities such as; identify the personal branding by analyzing the personal qualities, demonstrate how to do self-introduction by practicing the imitative speaking activities, and describing their branding by utilizing the self-introduction through email format and extensive speaking as well-known as a monologue to introduce themselves by explaining their personal qualities.

The designed audio ebook consists of some sections of each unit: materials, brainstorming and activities. It present 1) a welcoming section as the opening and provides the competencies to achieve including the basic competence and indicators; 2) a menu of materials in which students could choose the menu instead of personal branding and self-introduction consists of explainer video and interactive brainstorming in each; 3) Audio menus such as identifying self introduction using personal branding, dialogue in interview; 4) Speaking activities, the media provided warming up through imitative, and extensive speaking. Students could imitate the language expressions so they practice pronouncing them correctly. The imitative speaking activities could also be used for improving students' listening skills. Another activity was given in a monologue by performing how to do self-introduction by implementing the personal qualities they have learnt.

The designed audio ebook was made to assist the students in enhancing their language skills and grow themselves more professional. As found out in the questionnaire result, students' reasons for learning English are to prepare themselves in boosting their quality after graduation to obtain a brighter future through a good job. The visual of the designed audio ebook would be presented as shown in figure 1.
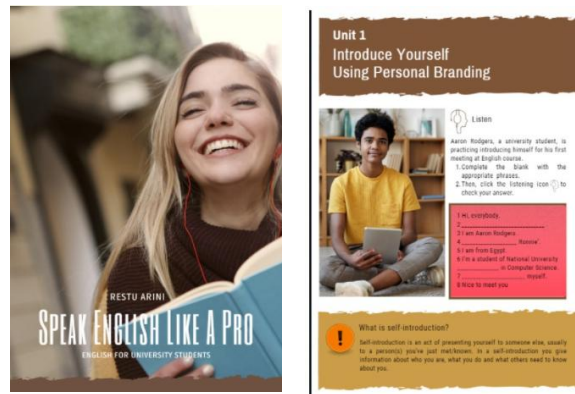
Figure 1. The layout of the designed audio ebook

Implementation

Considering the result of expert judgment which the media was ready to use, hence, the implementation was carried out to present the media contents and demonstrated how to utilize the ECOM Application as a learning tool. It was conducted virtually by zoom meetings which were carried out in 45 minutes and attended by the 15 students. In the first instance, the students were informed about the result of the pre-test which most of the students still did self-introduction incorrectly and unprofessionally. Subsequently, they got explanations about what personal branding is, how to analyze personal branding and the importance of having personal branding. Afterwards, the discussion on how to do self-introduction professionally through using personal qualities as well-known as personal branding was carried out.

As a result of the fact that some of them still did not understand how to do self-introduction, providing examples was the best choice to make them catch up and imagine to practice. Hence, the limited time that we had for having implementation, we directly demonstrated how to use the designed audio ebook. The students needed to install it on their android smartphones which took no less than 2 minutes. Later on, the students encountered the welcoming page on the application, continued with the competencies page, and the materials menus. After students caught up with the instruction, they operated the application by choosing the materials page of "Personal Branding" and "Introducing Oneself". Thereafter, students could play the videos provided there to acquire definition, function, examples and the vocabulary list used for describing the personal branding. Then, they dealt with brainstorming by 1) matching the adjectives and their meaning, 2) filling the blank based on the audio played. Moreover, students practiced analyzing personal branding and self-introduction based on the examples provided through written and audio on it. They even improved their pronunciation and speaking by doing the imitative activity provided which related to practicing the language expressions used for doing self-introduction. Eventually, the students had opportunities to practice how to do self -introduction by doing the activities on that media by clicking the button to record their speaking and submit to the submit button. During implementation, it could be seen that the students were enthusiastic about using the ebook since it supported their speaking skill through the activities provided.

The Utilization of The designed audio ebook

In order to discover the impact of the media, this study carried out the pre-test and post-test to measure the English proficiency of the learners before and after implanting the media. To assess the learners' ability in speaking, it utilized Oral Proficiency Scoring Categories adapted from (Brown & Abeywickrama, 2018). It was employed to assess in any kind of spoken aspects including the grammar, vocabulary, fluency, pronunciation and task, which 20 is the score maximum in each.
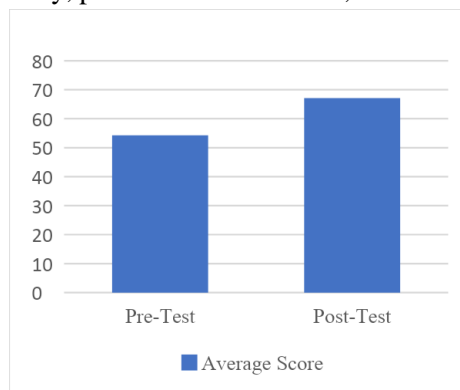

Figure 2. Students' Test Score

Figure 2 informed the improvements of the students after having implementation using the the designed audio ebook. For the pre-test, the students obtained an average score of around 54.3 and after implementation, the score of the post-test increased to 67,1. It could be conveyed the successful improvement of pre-test and post-test conducted around +12.8 in only having one meeting. It means by considering the outcome, the media could be claimed to support students in acquiring language abilities and competencies.

Students' Feedback on the Designed Media

After the implementation of using the designed interactive media in teaching, a questionnaire which was adopted by (Leow, 2014) and (Cunningsworth, 1995) was distributed to students to get their feedback. Based on the questionnaire distributed to figure out the students' feedback after implementing the media. The data presented showed positive results about students' judgment toward the interactive digital media used in this study.

Table 3. Students' Feedback

Aspects	Score	
	Score (%)	Category
Learners-Centered Environment	87%	Very Good
Use of Media	85,2 %	Very Good
Understanding the Content	88,2%	Very Good
Motivation	91%	Very Good
Content Organization	86%	Very Good
Availability of Feedback	90%	Very Good
Speaking Skill	85%	Very Good
Total Score	**612,4%**	
Average Score	**87, %**	**Very Good**

It was seen from table 3 that all of the aspects of the media were considered very good by the students by gaining a score of 87%. Students admitted that the designed media was well organized and easy to use (85%) which helped them in practising their speaking (85%) that would

boost their spoken communication skill. Further, since the materials were designed by considering the level of difficulties, students gave high scores between 86-88 for three aspects: layout, learners-centred, and content. They also appreciated that the instructions and examples provided in each task made the learning easier. The highest score (90%) was given to the availability of feedback and motivation. The feedback provided as the follow-up activity could successfully increase the students' motivation for learning English. In short, the designed media known as ECOM application was said to be satisfactory suitable for being used as an alternative learning media to improve the spoken English communication skill.

Conclusion

Education during the pandemic of a covid-19 outbreak is one of the most affected sectors that forces us to adapt by changing face-to-face learning patterns into distance learning which is carried out online. This condition needs awareness from all parties, especially teachers, to switch and substitute the teaching-learning process from the traditional media into a more student-centred e-book that promotes digital and self-learning.

This study tried to answer such a situation by designing interactive digital media to support higher education students to enrich their English spoken communication skill to meet the global demand. The designed media that offers interactive activities, audio, visual content such as videos, pictures, and games is constructed to establish the English materials and learning environment more enjoyable, interesting, and motivated. Meanwhile, the interactive activities promote independence in learning while the feedback helps students to practice speaking and boosts their spoken communication skill that becomes the concern of this study. Through this study, the issue of how the designed audio ebook is believed as an appropriate learning tool that could assist the students in gaining knowledge and boosting their English skills is proven.

Fundamentally, the advantages of the designed audio ebook encompasses the availability that can be accessed via smartphones owned by all the students, the execution of various assigned tasks which could encourage students' enthusiasm in learning, as well as improve learning outcomes and facilitate attempts to accomplish learning objectives. For this reason, it was supported by the students' feedback that the e-book successfully helped them in practicing English spoken communication skills more confidently and accurately. Consequently, utilizing digital media in the learning environment as well as in online learning is strongly suggested; therefore, teachers and also the related parties must consider this for the betterment of the teaching-learning process and the improvement of the education quality.

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