

CHAPTER V

TEACHER PERCEIVE THE UTILITY OF THE DIGITAL AUDIOBOOKS IN THE LEARNING PROCESS

This chapter describes the opinion from English teachers perceiving digital audiobooks in the learning process and middle school students on the quality of utilizing digital audiobooks. In collecting data, researcher conduct interviews for asking teacher's opinion and doing questionnaires for students related the topic discussed. For teacher interview conduct within 15 questions that divided with five topics, there are; digital learning resources, uses of CEFR in English language learning, the effectiveness of audiobooks, comparison of resources offered to traditional resources, and challenges and solutions.

5.1 Research Findings

The finding of this study collected from teacher's opinions by collecting the data through interview regarding teacher opinion of using digital learning audiobooks in learning process and teacher response about it. Teachers' views of digital resources use have been well record by the researcher. Furthermore, researcher also analyse the findings using thematic analysis of interviews with teacher, and teacher's perspective through the product itself. To collect the data of this study, interviewing teacher to know their perspective are important for further research and change the way of teaching for more creative and innovative.

The versatility of audiobooks as instructional resources that can accommodate diverse learning styles and abilities, allowing them to reach and engage all students effectively. Moreover, teachers appreciate the ability of digital audiobooks to foster a love of reading and literature among students, as well as to support language development and fluency for English language learners. Research findings indicate that teachers often integrate audiobooks into their lesson plans to enhance comprehension, facilitate discussions, and promote critical thinking skills. Overall, the research suggests that both students and teachers perceive digital audiobooks as valuable assets in the

educational toolkit, offering opportunities for personalized learning, increased accessibility, and improved literacy outcomes in the classroom.

5.1.1 Teacher's Views

In this thesis study, the researcher conduct data by interviewing a teacher that taught English in the class sample. Therefore, teacher's views on perceiving audiobooks as digital learning resources been conduct without a hitch. Furthermore, data interviews were analyzed by using thematic analysis and the analysis carried out to discover of teacher's opinions related to the topic discussed. The analysis results are follows:

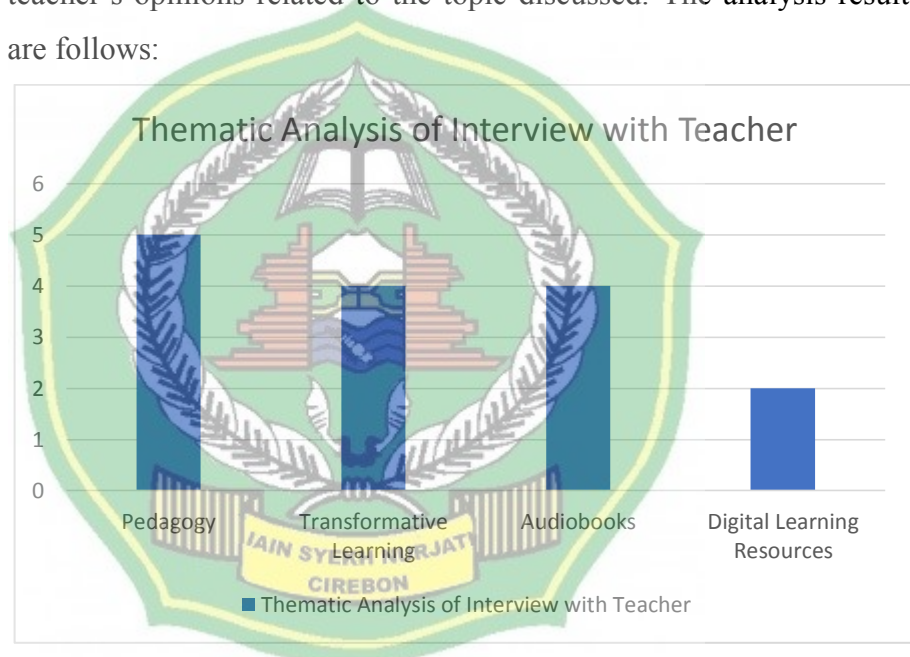


Figure 5.1 Thematic analysis interview with teacher

Thematic analysis in this research was conduct by researcher from a teacher that mentioned four themes in the interview session. These four themes are pedagogy, transformative learning, audiobooks, and digital learning resources. Refer to figure 5.1 Thematic analysis interview with teacher above, can be seen that pedagogy and transformative learning is the most word often said during the interview session. Therefore, the interview session was conduct from the teacher that teaches in the class sample of junior middle school students in East Cirebon.

Teacher's answer the interview questions after the implementation of the product have been completed. In this interview session, researcher offered fifteen questions which divided into five topics; digital learning resources, uses of CEFR in English language learning, the effectiveness of audiobooks, comparison of resources offered to traditional resources, and challenges and solutions.

In the topic of digital learning resources, teacher compared the utility of teaching with digital learning resources within teaching with traditional methods. The teacher once said:

“Teaching English using digital learning resources compared to traditional teaching methods requires careful consideration. While digital resources offer flexibility and interactivity, they may not always facilitate deep understanding or critical thinking skills as effectively as traditional methods. I assess effectiveness by analyzing student engagement, comprehension levels, and learning outcomes.”

Because of the respondent is one of elderly teacher in this school who rarely using digital for teaching English, it is such a new experience to the teacher for teaching English by utilizing audiobooks as digital learning resources.

Furthermore, researcher also asking the teacher about CEFR level. However, the teacher not quite familiar of what is CEFR itself. This answer guide researcher as the one to describes and promotes to the teacher about further explanation of CEFR levels and differentiated learning which how learning in this era supposed to be. The teacher once said:

“As a language teacher, I am not quite familiar with the CEFR and its application in language teaching and assessment. I only know there are several stages in the CEFR which can measure your level in English.”

The above two topics been answered by teacher passively, make this difference when the teacher answer of how she perceiving utility of audiobooks in classroom and avow that teaching and learning through audiobooks that preserved cultural things into it can create new experience for both students and teacher. The teacher once said:

“Audiobooks offer several benefits in the classroom. Firstly, they provide students with access to authentic spoken language and natural pronunciation, which can improve listening comprehension skills. For struggling readers or students with learning differences, audiobooks offer a valuable alternative format that can support comprehension and accessibility.”

The teacher also added:

“As an instructional tool, audiobooks serve a valuable way for teaching literary analysis and drill students’ critical thinking. After listening to a chapter or passage, I facilitate discussions and activities that encourage students to analyze characters, plot developments, and themes. The auditory nature of audiobooks can stimulate meaningful class discussions and deepen students’ understanding of the text.”

From the answer of teacher’s opinion above, can be conclude that teacher perceived the positive way of utilizing audiobooks in the learning process in the classroom.

Next is the comparison of audiobooks as resources with the traditional resources. The contribution of audiobooks rather than traditional resources such as textbooks been asked by the researcher to the teacher in order to know teacher opinion about it. Teacher answered:

“Utilizing audiobooks as learning media in the classroom makes the teaching and learning way flexible, and the accessibility of using it also way more creative and innovative rather than traditional resources. Our school has a policy where students are

allowed to carry cell phones, utilizing digital resources such audiobooks enable students to make good use of cell phones in learning English in the classroom activity.”

Teacher also added:

“In the learning process I observed that while listened to the audiobooks, students encourage active listening and reflection, prompting students to make predictions, infer meaning, and analyze text structure and language usage. It realizes me unlike textbooks, audiobooks offer narration, sound effects, and character voices that bring the text to life, making the learning experience more immersive and engaging.”

Therefore, by utilizing audiobooks in the learning process, the teacher also found some limitations on using it. These limitations can cause by some technical issue such as weak signal that can be delayed the learning process, and the assessment. The websites provided by researcher does not have assessments form which makes the assessment can be held by using traditional methods, so it is need to be developed for.

The last topic is about challenges and solutions find while utilizing audiobooks in the classroom. Before answered these questions topic, teacher once said their thoughts of audiobooks to accommodating students' diverse learning styles. The teacher once said:

“Audiobooks support differentiated instruction by catering to diverse learning styles and preferences. While some students may excel in traditional reading activities, others may benefit more from auditory learning experiences. In my opinion, audiobooks provide auditory learners with an opportunity to engage with content in a way that aligns with their strengths, promoting deeper comprehension and engagement.”

Meanwhile for the challenges faced by teacher is not much different with been described above, it is about assessment. Teacher said:

“I hope this digital learning resource product can provide a way for teacher to explore alternative assessment strategies, such as oral discussions, presentations, or multimedia projects, to evaluate students' understanding effectively.”

While for the solutions given by teacher such as:

“To address the challenges above, I incorporating varied assessment methods that allow students to demonstrate their understanding and skills acquired through audiobook experiences.”

In this study, the teacher has given positive response through the utility of audiobooks in the classroom, but it seems that the audiobooks made by researcher need to be develop again regarding the challenges faces by the teacher when using it for teaching and learning. As learning media, digital learning resources audiobooks is one of a good way to improve learning process and it is also giving the multisensorial aspects which advantageous to diverse students' learning styles.

5.2 Discussions

In examining how teachers perceive the utility of audiobooks in the classroom, several key themes emerge, reflecting positive attitudes and commendations from educators. Firstly, many teachers view audiobooks as transformative learning tools that enrich the educational experience for students. By providing auditory access to textual content, audiobooks cater to diverse learning styles and preferences, fostering a more inclusive and engaging learning environment. Teachers commend the transformative potential of audiobooks to enhance student comprehension, critical thinking, and analytical skills, thereby enriching the overall learning process.

Moreover, teachers recognize the pedagogical value of audiobooks as effective instructional resources. Recognizing these facts can prove that role of transformative pedagogical is played a huge role, in this context this transformative can be seen by provided digital learning resources such as audiobooks. In line with this statement, Farren (2020) stated that

transformative pedagogy' supports teachers in developing a more encompassing professional identity than specific target language teachers, as practitioner- researchers and leaders.

Transforming the learning process can improve the ability and sense of how pedagogic teaches their students. In present days, teacher should have fundamental skills and various approach applied to the concept of digital literacy, digital competence, e-literacy, e-skills, e-competence, computer literacy, and media literacy (Sudimantara, 2023). Cover up those things are important to help students and the data of Indonesian students increases in the EPI score. Then it makes introducing audiobooks as one of digital learning resources to middle school students is a good way to further educational in Indonesia

Audiobooks offer a dynamic and interactive approach to teaching and learning, allowing teachers to incorporate multimedia elements, such as sound effects and narration, to enhance the delivery of educational content (Assiddiqhi & Rosa, 2021). Teacher commends the pedagogical versatility of audiobooks, which can be integrated into various teaching strategies and curriculum areas to support differentiated instruction and promote student engagement. Furthermore, teachers appreciate the flexibility afforded by audiobooks, enabling them to adapt their teaching methods to meet the diverse needs and abilities of their students.

Additionally, teacher acknowledge the role of audiobooks as valuable digital learning resources that complement traditional teaching practices. In an increasingly digitalized educational landscape, audiobooks provide educators with innovative tools to enhance student learning outcomes and facilitate meaningful learning experiences (Imawan & Ashadi, 2019). Teacher commends the accessibility and convenience of audiobooks, which empower students to engage with educational content beyond the confines of the classroom, promoting independent and self-directed learning. From the interview, teacher also recognize the potential of audiobooks to bridge the

digital divide and promote digital literacy skills among students, preparing them for success in the digital age.

Furthermore, teacher commends the transformative potential of audiobooks to foster a love of reading and literature among students. By providing immersive and engaging listening experiences, audiobooks captivate students' interest and ignite their passion for storytelling and narrative exploration. The role of audiobooks in promoting a culture of lifelong learning and literacy, instilling in students a deep appreciation for the power of words and the joy of reading. Learning through audiobooks would promotes students' social-emotional development and empathy, as students engage with diverse characters and perspectives through audio narratives.

