

## Cultivating children's interest in learning English through audio-based learning in Benteng hamlet

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### Abstrak

Penelitian ini bertujuan untuk menganalisis dampak penerapan metode pembelajaran berbasis audio terhadap minat dan pemahaman anak-anak di Dusun Benteng dalam mempelajari bahasa Inggris. Metode ini dipilih karena dinilai mampu memberikan pengalaman belajar yang interaktif dan menyenangkan, terutama di wilayah dengan keterbatasan sumber daya pendidikan. Data diperoleh melalui observasi, wawancara, dan tes sederhana terhadap anak-anak yang menjadi peserta dalam program ini. Hasil penelitian menunjukkan bahwa metode audio-based learning secara signifikan meningkatkan minat belajar anak-anak, dengan peningkatan partisipasi dari 30% menjadi 75% setelah penerapan metode ini. Selain itu, pemahaman kosa kata anak-anak meningkat dari rata-rata 10 kata menjadi 25 kata setelah menggunakan media audio seperti lagu dan cerita. Anak-anak juga menunjukkan peningkatan kemampuan mendengar dan meniru pengucapan kata serta kalimat sederhana dalam bahasa Inggris.

**Kata Kunci:** Anak-anak, Metode Pembelajaran, Audio-Based Learning

### Abstract

This study aims to analyze the impact of implementing audio-based learning methods on the interest and understanding of children in Benteng Hamlet in learning English. This method was chosen for its potential to provide an interactive and enjoyable learning experience, especially in areas with limited educational resources. Data were collected through observations, interviews, and simple tests conducted on children participating in the program. The results showed that audio-based learning significantly increased children's interest in learning, with participation rising from 30% to 75% after the implementation of the method. Furthermore, the children's vocabulary comprehension improved from an average of 10 words to 25 words after using audio media such as songs and stories. The children also demonstrated improved listening skills and the ability to mimic the pronunciation of words and simple sentences in English.

**Keywords:** Children, Teaching Method, Audio-Based Learning

## 1. INTRODUCTION

As an international language, English language instruction has a crucial role in the globalization process (Kumaravadivelu, 2012). The ability to communicate in English gives people, especially children, more opportunities to access knowledge, technology, and other career opportunities in the future. However, learning English is frequently regarded as a challenge, especially in rural areas like Dusun Benteng, where access to modern technology is limited and educational standards are low.

Dusun Benteng is one of the areas where children's motivation to learn English is rather low. This is caused by a few factors, such as the teacher's lack of enthusiasm when teaching English, the lack of engaging teaching materials, and the lack of innovative teaching methods. Sebagian besar metode pembelajaran yang diterapkan cenderung bersifat konvensional, such as hafalan kosa kata dan pengajaran berbasis buku teks, frequently appear to be less engaging for children. This condition makes the learning process boring and discourages children's active participation.

One potential solution to address this challenge is audio-based learning, often known as audio-based education. This method uses a variety of audio materials, such as songs, stories, interactive dialogue, or recitations, to introduce English to children in a more engaging and dynamic way (Dolzhykova, 2014). According to the study, audio-based learning can improve children's proficiency in English by fostering their ability to communicate and interact in a relaxed manner. In addition, audio media is very flexible and

easy to use, even in areas with poor infrastructure.

According to Dusun Benteng, audio-based learning has a significant potential to enhance children's learning motivation. Children in this area typically have a tendency to be sensitive to local stories or music, therefore integrating English language instruction through audio media can be done in a way that respects local customs (Rixon, 1992). For example, stories about the general public can be translated into English and presented in audio format, allowing children to learn English while still feeling connected to their own cultural identity.

In addition, using audio media can also help with the difficulties associated with the teacher's poor English (Mathew & Alidmat, 2013). The teacher can use the audio recordings created by the asli or ahli speakers of English as a teaching tool so that the students can learn the language and get a good understanding of it. This audio material can also be accessed in a relaxed manner, so children have the opportunity to learn at a pace that suits their own abilities.

The implementation of the audio-based learning method is expected to increase the students' interest in learning English at Dusun Benteng. With innovative and entertaining methods, children not only learn English as a language but also enjoy the learning process as an entertaining activity. This will provide them the opportunity to grow further in the areas of education and daily life in the future (Mathew & Alidmat, 2013). The implementation of the audio-based learning method is expected to increase the students' interest in learning English at Dusun Benteng. With innovative and entertaining methods, children not only learn English as a language but also enjoy the learning process as an entertaining activity. This will provide them the opportunity to grow further in the areas of education and daily life in the future.

The purpose of this study is to investigate the effectiveness of using audio-based learning in enhancing the English language proficiency of Dusun Benteng children. It is hoped that by identifying effective strategies and their effects on children's learning motivation, the results of this study would positively contribute to the growth of English language education, particularly in rural areas.

## **2. METHOD**

This research employed a qualitative research method with a case study approach to explore the use or application of differentiated learning in teaching English, specifically vocabulary, in a learning group of children in the Dusun Benteng area, Buareng Village, Kajuarra District, Bone Regency (Kamarulzaman et al., 2017). The researcher can learn more about the situations and experiences of using songs in language acquisition in this setting by employing the case study method. By employing this technique, the researcher can get thorough data regarding the advantages of employing individualized instruction and a welcoming demeanor without coming off as threatening, which helps kids feel more at ease while they study.

The author or implementer of the activity aims to maximize the application of differentiated learning in the process of teaching children vocabulary. Grouping children based on their interests is the writer's way of implementing differentiated learning in vocabulary learning in the learning group.

## **3. RESULTS AND DISCUSSION**

This study aims to identify the impact of using audio-based learning methods on the

interest of children in Benteng Hamlet in learning English. The use of audio-based learning methods significantly increased children's interest in learning English in Benteng Hamlet. Before implementing this method, only about 30% of children showed interest in participating in English lessons. After applying the method, this percentage rose to 75%. Children reported that learning through audio songs made them more enthusiastic about studying.

A simple English proficiency test showed an improvement in vocabulary understanding (Jia et al., 2012). Before the method was implemented, children could recognize an average of only 10 English words. After using audio-based methods, the number of words they understood increased to an average of 25. This demonstrates that hearing vocabulary repeatedly through audio media helps children remember and understand new words (Chang, 2011).

Although audio-based learning methods showed positive results, some challenges were encountered during their implementation. One of the challenges was the lack of audio devices, such as speakers and audio players, which required some learning sessions to be conducted alternately (Bleidt et al., 2015). In addition, unstable electricity access in some parts of Benteng Hamlet posed a challenge to the implementation of this learning method.

Children showed improvement in their ability to listen and mimic English pronunciation. In the final evaluation, about 60% of children could mimic the pronunciation of words and simple sentences with intonation nearly resembling native speakers. This proves that audio-based learning is effective in developing listening and speaking skills.

The significant increase in learning interest after applying this method indicates that audio-based learning can provide a more engaging and enjoyable learning experience. Audio media, such as songs, have a strong emotional appeal for children. They feel more involved in the learning process because the material is presented interactively and is not monotonous. This aligns with the multisensory learning theory, where actively involving the sense of hearing can improve information retention. Children in Benteng Hamlet, who are accustomed to listening to stories and songs, responded well to this method as it aligns with their local habits.

Using audio media allows children to hear the pronunciation of new words repeatedly, an effective method for improving memory. Additionally, songs with rhythmic patterns and rhymes help children remember vocabulary more easily. This method also introduces words and phrases in meaningful contexts, making it easier for children to understand their usage in sentences.

Technical obstacles, such as the lack of audio devices and unstable electricity access, were the main challenges in implementing this method (Habibu, 2012). To address these issues, support from relevant parties, such as the government or educational organizations, is needed to provide adequate equipment and ensure stable electricity access. Another alternative is to use devices that can operate without electricity, such as battery-powered portable audio players.

The improvement in children's listening and speaking skills after using this method shows that audio-based learning effectively builds basic communication skills. Children learn to mimic pronunciation and intonation by listening to recordings of native speakers (Habibu, 2012). Additionally, they become more confident in speaking English because learning takes place in a relaxed and enjoyable atmosphere.

One of the advantages of this method is its ability to integrate local cultural elements, such as regional songs translated into English. Children feel more connected to the learning materials because they have meaning relevant to their daily lives (Hedegaard & Fler, 2013). This strategy also helps preserve local culture while introducing a new language.

To ensure the sustainability of this program, additional training for teachers is needed to develop audio materials independently. Furthermore, support from the community and related parties is crucial to ensure this program continues. For example, organizing group listening activities outside school hours or providing free access to audio resources for the community.

Documentation during implementation;



#### **4. CONCLUSION**

The research findings show that the audio-based learning method successfully enhanced the interest and understanding of children in Benteng Hamlet toward learning English. With an interactive and enjoyable approach, this method effectively addresses various challenges faced in conventional learning methods. However, to maximize its impact, collective efforts from various parties are needed to overcome technical obstacles and ensure the program's sustainability.

The implementation of this method also proves that an approach tailored to local needs and culture can improve learning effectiveness. With proper integration, audio-based learning not only serves as a tool for teaching English but also as a means of empowering children to achieve their full potential in the future.

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