CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points on the background of the study, research problem, the objectives of the research, significance of the research, scope and limitation, hypothesis, and definition of key terms.

A. Background of The Study

Reading is one of the main skills that students have to. It cannot separate from others besides listening, speaking and writing. Reading is one important and difficult skill. Why reading is one of important and difficult skill because it can help to improve the other skill, enrich vocabulary. And the difficulties of reading, when somebody wants to read English text they must understand what the text saying. Jain and Patel (2008:13) argue that reading is one of enjoyable activity. Which one can improve knowledge but also is needed to extend our mind? For students in second grade of junior high school, reading is not easy especially in a foreign language. According to Nurhayati (2018: 34), reading is a receptive skill or form nonverbal communication. Reading is important skill because reading can give the advantage to find the general knowledge.

According to Grellet (2004:7), reading is an interpretation process of predicting, the result of what we find is important. The student should be taught what the components of the text and how to understand and find what unknown word. According to Harmer (2007: 283), that reading has two types that must students do. First Intensive reading and the second is extensive reading. He said that students can read depend on their purposes and necessary. So, when students read the teacher can choose the type of reading with an appropriate type. Reading learning it is expected that there will be a renewal of the media used. There are 4 types of reading that it is underlined by Jain and Patel (2008:117): intensive reading, extensive reading, aloud reading and silent reading.

In fact, on daily activity in a classroom reading material is one of the lessons that almost all students don't really like reading. It will make them lazy to read because of the media is not fun and too much text. According to Nurhayati (2014:177) classroom condition can affect the activity in classroom they need new condition or challenging such as they can stimulate students' motivation to participate actively.

Media in learning English can be one of the important factors why students are less in pay attention to the material probably the media is too monotonous for the students. Additionally, the teacher less thinks to make something creative and on make the class more effective. As stated by Nurhayati (2014:927) in classroom needs teacher's creativity to deliver the material by redesigning instructional media. In the classroom activity, the

teacher needs to apply media that make students enjoyable for the learning process. Accordingly, the researcher chooses media to make students feel enjoyable when learning the English Language especially in learning Reading. According to Nurhayati (2017) Lecturers' habit of constructing sentences using Indonesian structure can lead students to follow their style when speaking.

According to Gagne and Briggs cited in Arsyad (2002:4), media in the learning process is a tool that may have formed comprised of books, tape, video camera, video recorder, tape-recorder, television and computers in which the media can be used on English learning process. There are also many types of media that the teacher used. Although the media suitable for the material of the lesson. The teacher can select it. For example, the user of audio media and visual media or the used of combining both of them is video. Herry (2007: 631) states, that the three types of learning media that can be developed and used in teaching activities by teachers in schools, namely: Visual media is a medium that can only be seen by using the sense of sight consisting of projected media (visual projected) and nonprojectable media (nonprojected visual).

Audio media is a medium that contains a message in the form of additive that can stimulate the thoughts, feelings, attention, and willingness of students to learn the teaching materials and types. Audio-visual media is a combination of audio and audio-visual media or viewing media. The suitable media and the professional teacher are needs to teach. In fact,

English teaching-learning processes especially learning reading in daily activity are still have no effective and creative media. Media in the learning process still uses monotonous media and tends to make students bored. Student can take learning reading one of which uses AudioBook media that will make them comfortable in reading.

AudioBook media form mp3, tape, with hard text. From enjoyable media to read it will result in good and high reading achievement. So teachers can teach their students maximally. Of course, AudioBook has the advantages for Reading activity. The AudioBook is good media to improve their achievements in reading. With the content of AudioBook can make students feel enjoyable when they do a Reading activity. AudioBook media is that can use on listening skill also. However, on this research, AudioBook is using on reading activity.

Based on the explanation, the researcher wants to apply the one teaching media, that is using AudioBook Script media which can help students get more information about the text, good vocabulary and enjoyable for reading. And appropriate for the schools' syllabus. Every skill (reading, speaking, listening, writing) are relevancies. It likes as acquisition of our language Tarigan (2008:1). Based on curriculum K13, there is any one material that students have to do. The material is about identifying expository text. This material want the learner classify the composition of text, which the students should read it appropriately.

There are several previous studies related to this study. First previous stated from Alicia (2016) doing research that discusses AudioBooks with Struggling Readers at the elementary school level. The research is taken from Walden University that has the same in a variable the use of AudioBook, but it has different in a total of the population and the treatment and the object level of the research. Alicia uses a quantitative comparative design that has the purpose to explore comparing associations between the use of AudioBook and the reading level on student third grade struggling readers. With the result that use of AudioBook was not significantly related to increasing reading or comprehension level with struggle readers.

The second previous study from Montgomery (2009) who conducted research that discusses using AudioBook to Improve Reading and Academic performances. This study has the same variable on the use of AudioBook but, it has different on designing study. The researcher uses qualitative design to know the increase in reading comprehension by using AudioBook. With the result, the researcher proposed to use AudioBook to generate student enthusiasm in reading. Camalia (2016) examined the use of AudioBook with the tools to demonstrate in the science learning process. The target of the study is disabled (blind) learners in Semarang. The result is students expected that AudioBook with tools to demonstrate is effective to use in the learning process in science. Camalia conducts

research with model Research and Development (R&D) and use pre-experimental research design one group pre-test post-test.

AudioBook is an effective media to use in students' reading achievements. From the explanation, this study is important to study for the English learning process, especially in a Reading activity. Anwas cited on Camalia (2016) states, AudioBook is recording textbook with a narrator that read the book and students have to give meaning the content illustration; picture when they read the book. Beside that AudioBook media, that book is recorded and having a certain purpose. The AudioBook is one new Technology in learning process Pedersen and Have (2012).

Moreover, the researcher wants to apply AudioBook media with achievements and steps that different from the previous study. AudioBook will help students more understand with the text, enrich vocabulary. Thus, this study is trying to find out of the effect of using AudioBook in the learning process at islamic junior high school. The researcher believes that AudioBook gives beneficial teachers in use for students' reading achievement. Additionally, AudioBook can give high motivation for students. With using this media, it can help students more enjoyable and easier to find the component of the text.

B. Research Problem

Based on that background of the study, the researcher found a research problem:

➢ Is there any significant effect of use AudioBook Script on Reading achievements at second grade of MTsN 2 Kota Blitar?

C. The Objectives of The Research

The general objective of the research is to find out whether there is any different on the students' reading achievement taught using AudioBook Script media and without AudioBook Script media.

D. Significance of The Research

The result of this study about AudioBook Script media can be used as one of the media that interest media. So, when teachers teach the students she/he can make the class atmosphere more comfortable for the learning process. This research can give knowledge about the AudioBook Script media which effectively to practice in the class.

For further researchers, they can get the other information from this research and they can do the researcher much better and deeper than this research.

E. Scope and Limitation

The scope this research tells about AudioBook Script media. There are so many media that can use in the reading process. AudioBook Script media is one of the media that can use in the reading process. So, reading AudioBook is reading a script of AudioBook that can make student feel

enjoyable. The scope of this study is about reading achievement. Reading has a large range. And also the limitation of this research is the effect of AudioBook Script towards student reading achievement of the second grade of MTsN 2 Kota Blitar.

F. Hypothesis

The hypothesis as follows:

1. Null Hypothesis (Ho)

   If t-table was higher than t-test, null hypothesis was not rejected and alternative hypothesis was rejected. It means there was no significant different score on students' reading achievements between treatment class and control class after using AudioBook Script media at the second-grade students of MTsN 2 Kota Blitar.

2. Alternative Hypothesis

   If t-test was higher than t-table, null hypothesis was rejected and alternative hypothesis was accepted. It means there was a significantly different score in reading between control class and treatment class after using AudioBook Script media at the second-grade students of MTsN 2 Kota Blitar.

G. Definition of Key Terms

1. Reading

   Reading is a receptive skill activity. It means that reading cannot produces something, but it can receipt information from other reader or speaker. However, reading activity has two types that are extensive

reading and intensive reading. This reading can be applied depending on their purposes. If the teacher wants her student to grow up fun and enjoy reading with the purpose to grow up the habitual of reading anywhere and anytime, they can use extensive reading.

2. AudioBook Script Media

The audiobook is derived from a combination of two words Audio which means sound and book which means book (script). The Meaning of audiobook is a book made from the audio itself version (can be in the form of mp3) where there is a narrator who read the book and then recorded. In another sense the audiobook means two words combined audio and book, it can be concluded that the audiobook is a book in the form of sound.

3. Reading Achievement

Achievement is something can get from what we will get from our learning efforts or the high score when students finish their duty excellently. Reading achievement is the result of what an individual have read from some educational experiences.