

## ABSTRACT

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*The Effectiveness of Teaching English by Using Audiobooks towards Students' Listening Achievement at MTs Darussalam Ariyojeding*, Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Nurul Chojimah, M. Pd

**Keywords:** Audiobooks, Listening Achievement, Teaching English

One of the language that must be learned by all students from elementary school to university level is English language. There are four skills of English language: listening, reading, speaking, and writing. Listening is one of the abilities that must be mastered by students, because every activity in the classroom always has relationship with listening. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. Audiobooks are audio-based media sourced from books which is read by a narrator. The reader does not have to spend a lot of time to reading the book and they can listen anytime and everywhere. Audiobook can be alternative media to teaching and learning listening, because it makes students more interest and enjoy their listening session in the classroom. Besides, audiobook is helpful and suitable for students to memorizing the pronunciation of some words. It is believed that audiobooks is more innovative and effective than conventional method in teaching listening.

The formulation of the research problem was “Is there any significant difference in achievement between the students’ taught using audiobook and those are not at MTs Darussalam Ariyojeding?”

Research method: 1) The research design of this study was Quasi Experimental Design with quantitative approach, 2) the population of this study was seventh grade of MTs Darussalam Ariyojeding, 3) the samples were VII-A students consisted of 18 students (as experimental class) and VII-B class consisted 18 students (as control class), 4) the research instrument was test, 5) the data analysis used T-test.

The result of this research showed that audiobook was effective used in teaching English towards students listening achievement at seventh grade of MTs Darussalam Ariyojeding. The effectiveness of audiobook can be shown in the following points: 1) the mean of pre-test score was 59.17 and the mean of the post-test score was 84.44. The gained of the mean score between pre-test and post-test was 25.27. 2) the mean score of pre-test was 56.11 and the mean score of post-test was 64.72. The gained of the mean score of control class between pre-test and post-test was 8.61. 3) the result of T-test showed that significant value (sig-2 tailed) was

0.000, and it was smaller than 0.05 ( $0.000 < 0.05$ ). So, the alternative hypothesis ( $H_a$ ) was accepted and the Null hypothesis ( $H_0$ ) was rejected. The result means, there was significant difference score of students who taught by using audiobook and those who taught by using conventional method. It means audiobook was effective in teaching English towards students' listening achievement at seventh grade students of MTs Darussalam Ariyojeding.

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*The Effectiveness of Teaching English by Using Audiobooks towards Students' Listening Achievement at MTs Darussalam Ariyojeding*, Skripsi. Departemen Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Pembimbing: Dr. Nurul Chojimah, M. Pd

**Kata kunci:** audiobook, prestasi mendengarkan, mengajar bahasa Inggris

Salah satu bahasa yang harus dipelajari oleh semua siswa dari tingkat sekolah dasar hingga perguruan tinggi adalah bahasa Inggris. Ada empat keterampilan bahasa Inggris: mendengarkan, membaca, berbicara, dan menulis. Menyimak merupakan salah satu kemampuan yang harus dikuasai oleh siswa, karena setiap kegiatan di dalam kelas selalu berhubungan dengan menyimak. Mendengarkan juga telah dipertimbangkan dari perspektif lebih lanjut dalam beberapa tahun terakhir ketika diperiksa dalam kaitannya tidak hanya dengan pemahaman, tetapi juga untuk pembelajaran bahasa. Mengajar mendengarkan membutuhkan sedikit lebih banyak di pihak guru daripada peserta didik. Audiobook adalah media berbasis audio yang bersumber dari buku-buku yang dibaca oleh seorang narator. Pembaca tidak perlu menghabiskan banyak waktu untuk membaca buku dan mereka dapat mendengarkan kapan saja dan di mana saja. Audiobook dapat menjadi media alternatif untuk belajar mendengarkan, karena membuat siswa lebih tertarik dan menikmati sesi mendengarkan mereka di dalam kelas. Selain itu, audiobook sangat membantu dan cocok bagi siswa untuk menghafal pengucapan beberapa kata. Buku audio dipercaya lebih inovatif dan efektif daripada metode konvensional dalam mengajar mendengarkan.

Rumusan masalah penelitian ini adalah “Apakah ada perbedaan prestasi yang signifikan antara siswa yang diajar menggunakan audiobook dan yang tidak di MTs Darussalam Ariyojeding?”

Metode penelitian: 1) Desain penelitian penelitian ini adalah Quasi Experimental Design dengan pendekatan kuantitatif, 2) populasi penelitian ini adalah siswa kelas VII MTs Darussalam Ariyojeding, 3) sampelnya adalah siswa kelas VII-A yang berjumlah 18 siswa (sebagai eksperimen). kelas) dan kelas VII-B terdiri dari 18 siswa (sebagai kelas kontrol), 4) instrumen penelitian berupa tes, 5) analisis data menggunakan uji-t.

Hasil penelitian ini menunjukkan bahwa audiobook efektif digunakan dalam pengajaran bahasa Inggris terhadap prestasi mendengarkan siswa di kelas tujuh MTs Darussalam Ariyojeding. Keefektifan audiobook dapat ditunjukkan pada poin-poin berikut: 1) rerata nilai pre-test 59,17 dan rerata nilai post-test 84,44. Perolehan nilai rata-rata antara pre-test dan post-test adalah 25,27. 2) nilai rata-rata

pre-test adalah 56,11 dan nilai rata-rata post-test adalah 64,72. Perolehan rerata skor kelas kontrol antara pre-test dan post-test adalah 8,61. 3) hasil uji-t menunjukkan nilai signifikansi (sig-2 tailed) adalah 0,000, lebih kecil dari 0,05 ( $0,000 < 0,05$ ). Jadi, hipotesis alternatif ( $H_a$ ) diterima dan hipotesis Null ( $H_0$ ) ditolak. Hasil tersebut berarti, terdapat perbedaan skor yang signifikan antara siswa yang diajar dengan menggunakan audiobook dan siswa yang diajar dengan menggunakan metode konvensional. Artinya audiobook efektif dalam pengajaran bahasa Inggris terhadap prestasi mendengarkan siswa pada siswa kelas tujuh MTs Darussalam Ariyojeding.