

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key term. This part is made as an introduction to the study being conducted.

### **A. Background of Study**

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. In the classroom, the students listen to the material delivered by the teacher, outside the class there are other students who are doing sports, on the other hand one of the students drops a pencil. That's all happens at the same time and without any noticeable difficulty. The brain tends to take it for granted just by listening. In fact, listening is more complex than we think. Sari (2013) stated that listening is not a simple thing because it is an important medium of information gathering in daily life and used most frequently. Good communication starts from the other person who can listen well and right response given after they listen well.

Luchini and Arguello (2009) stated that listening takes the greatest part of communication compared to the other three skills in which the fact says that 45% corresponds to listening, 30% to speaking, 16% to reading, and 9% to writing. It means listening has a vital part in the life of a human being, especially in term of communication both in learning mother language and foreign language.

Researcher stated that people spend 45% of their communication activity to listen. As what has already been mentioned earlier that listening has a vital role in language ability. However, based on information from English teacher and observation shows that students still have not good result and score in listening comprehension achievement. This is might happen because English is a foreign language which completely different from Indonesian language in vocabulary, pronunciation, and structure. Students might think that it is difficult to listen well because sometimes they are bored and not interested in the subject. Therefore, students need to improve their listening ability. In this case, the teacher has really important role. As a facilitator in a classroom the teacher needs to select and prepares variety qualified teaching materials and suitable method or technique to be used in a listening class. Also helps students to face their difficulty in listening so that students gain their best result of listening score. It is believed that teaching strategy used by teachers can help students in English classroom (Ayu & Zuraida, 2020).

Besides, the teacher should observe about students motivation in learning. The method and technique applied should be suitable with students motivation and students interest. The low motivation on students absolutely will bring a serious

problem for the students itself. At the end, their enthusiasm in learning English will decrease and even disappear and it will influence their achievement. Someone's success and failure in learning English depends on his or her motivation level (Fachriani, 2017).

In addition, several studies showed that audiobooks are an effective media in teaching English enhance the student comprehension skills (Brown & Fisher, 2006; O'day 2002 as cited in Türker, 2010). Furthermore, in a study conducted in Boston Public School by twenty-three teachers in twelve-middle and high school in Boston which participated in the audiobook projects to enhance students' learning. The students were divided into groups for using audiobook and group's independent learning. Then, the teachers performed pre-and post-testing. The result found that the audiobooks not only improves comprehension, but also help student in vocabulary development (RB Education, 2003). Subsequently, no research of audiobook is correlated to listening comprehension in the theory of the experts (Antonaccy et. al., 2015 & Burkey, 2013).

Audiobooks are audio-based media sourced from books, narrations, or magazine 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. The fact that Indonesia is a country with low literacy interest and is ranked 62 out of 70 countries. The audiobook has historically been associated with children or practices concerning either dyslexia or visual handicaps. With the phenomena that have been mentioned, researchers want to know the effectiveness of audiobooks have on

students' listening achievement. Through audiobook students can listen to the variant accent and also the correct pronunciation.

Especially in learning speech, audiobooks are very important for the pronunciation of words and the original accent of the narrator. Listeners can imitate the words that the narrator speaks and practicing it. In listening comprehension students need to listen to how a word should be pronounced. Students can write down what was they heard and also asks to the teacher what they do not understand. This will help students improve their listening achievement.

The first previous study entitled “The Effectiveness of Audiobook on Students “Listening Skill of Eighth Grade Students at MTS. Al- Huda Bandung” by Febriani Rohma Rizani (2018). This study revealed that, the Hypothesis Ho is rejected and Ha is accepted. It means that there is a significant difference of students' listening skill which is taught by using the audiobook method and which is taught by using the conventional method. The students' listening skill which is taught by using audiobooks is higher than the students' listening skill which is taught by using the conventional method. It is provided from a mean score and the total number of students who pass the graduated minimum score.

The second previous study entitled “The Effectiveness of Using Audiobook Media and Retelling Story in Teaching Speaking at SMK PGRI 2 Ponorogo” by Ria Umayu (2021). This study revealed that, the using of audiobooks media and retelling story is effective in teaching speaking. This matter because there is a significant value on the students' speaking skills taught using audiobook media and retelling story to XI students of SMK PGRI 2 Ponorogo 2020/2021 school year.

The use of audiobooks and retelling stories in teaching helps increase student grades higher than teaching that does not use audiobook media and retelling stories. The researcher used quantitative and correlational method.

The third previous study entitled “Audiobook: Teaching Listening Comprehension” by Khairul Fajry from Syiah Kuala University, Banda Aceh (2016) that had been done by Fajry, Komariah, and Silvianti in SMAN 1 Ingin Jaya Aceh Besar in 2014/2015 of academic year. This study revealed that, audiobook was successful in enhancing the students’ performance in listening comprehension. The researcher used quantitative approach with pre-experimental design (Fajry, 2016)

Compared to all previous studies, this research focuses on emphasize to enhance the students’ listening achievement. Meanwhile the researcher wants to conduct a study with the same media that is audiobook. The difference between this research from the other research is that this research uses quasi experimental design to improve the result of the research. Because in the quasi-experimental design there is a control class and an experimental class, it is possible to test the effectiveness in this study. So that researchers can analyze the effectiveness of audiobooks towards students' listening achievement between those who are given treatment and those who are not given treatment.

Based on the explanations above, the researcher is interested to conduct research by the title The Effectiveness of Teaching English by Using Audiobooks towards Students’ Listening Achievement at MTs Darussalam Ariyojeding.

## **B. Formulation of Research Problem**

Based on the background of the study that had been explained, the research question can be formulated as follow:

Is there any significant difference in achievement between the students' taught using audiobook and those who are not at MTs Darusslam Ariyojeding?

## **C. Purpose of The Study**

According to the research problem, it can be formulated that the purpose of this study is:

To know whether there is any significant difference between the students' listening achievement taught with and without using audiobook at MTs Darussalam Ariyojeding.

## **D. Formulation of Hypothesis**

There are two kinds of hypothesis that will be used in this research:

### **1. The Null hypothesis (H<sub>0</sub>)**

There is no significant difference in achievement between the students' taught using audiobook at MTs Darussalam Ariyojeding.

### **2. The Alternative Hypothesis (H<sub>a</sub>)**

There is significant difference in achievement between the students' taught using audiobook at MTs Darussalam Ariyojeding.

## **E. Significance of The Study**

The funding the study are expected to be useful and relevant for:

### **1. Theoretical Significant**

The result of this research is to enhance the concept and knowledge about teaching English towards students' listening achievement by applying audiobook media. And it is hoped that this research could be beneficial for future researcher who will conduct with the similar subject.

## 2. Practical Significant

- For student: the research is expected to help students in learning English independently. So, that it can help improve students' academic scores and skills. Especially listening skills in English.
- For teacher: to select the audiobook in increasing students' listening achievement.
- For the next researcher: to develop the knowledge about teaching English by using audiobook towards students' listening achievement.

## **F. Scope and Limitation**

In this research, the researcher will focus on the effectiveness of Teaching English by Using Audiobook towards Students' Listening Achievement at MTs Darussalam Ariyojeding.

## **G. Definition of Key Term**

### 1. Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology. According to Alsamadani (2017) mentions that the audiobook was explicitly designed for impaired people to enable them to read through their ears. The audiobook has consisted of some literary works, such as an oral tradition, including

folktales, poetry, and drama. In the early time of its emergence, the audiobooks were used to inform history, life experiences, and traditions of each generation to the next. Interestingly the audiobooks were narrated by the English native speaker voluntarily, who attracted audiences for their reading (Whittingham, Huffman, Christensen, & McAllister, 2013).

## 2. Listening Achievement

Listening can be defined as “The process of understanding speech in a second or foreign language.” (Richard and Lockhart, 1994). It is “The ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says.” (Howatt and Dakin, as quoted in Nunan and Miller (2002).