

CHAPTER I

INTRODUCTION

This section introduces the research background, research questions, research goals, the importance of the research, the scope, and limitations of research, and systematics in the initial writing of this research. The importance of the research carried out is to determine the reading process of students reading through audiobooks. The research design will be described in the following sub-chapters.:

A. Background of Study

English is one of important language that have to learn and mastered because it used as international language. Therefore, students must be taught English vocabulary. Vocabulary is an important component in understanding language that must be mastered by students. Vocabulary must be mastered in order to students can interact, read, write, and listen more effectively. Because if students cannot master vocabulary they will have difficulty mastering a language.

In this millennial era, students are required to master English because English is used as a subject that is tested in national exams from junior high to high school levels. However, it can be seen that not all students can master and apply English in everyday life. One of the obstacles encountered by students in learning English is memorizing vocabulary.

Language learning, according to Muria Celc e-Murcia (2001), cannot be split up from vocabulary learning. Vocabulary assists the talker in expressing his or her communication opinions, ideas, and feelings. Vocabulary used to communicate with each other because it contents the meaning of what we want to say with the listeners. So if students' mastering the vocabulary, they will be easier to express their idea. Students could also easier to understand what they read, what they listen, what they said and what they write. Vocabulary has a strong carrier of meaning (Elfrieda and Michael, 2005). It means that the more vocabulary students' have, the more they will understand and able to communicate well in every situation.

Based on students' difficulties, teachers should continue to develop their students' ability to communicate with others by giving them practice patterns, by including vocabulary items in each situation. By knowing and understanding vocabulary students will succeed in achieving the four English skills. Mastering vocabulary for students is not easy, it is more difficult than English grammar. To assist students in mastering English there are many teachers using different methods and techniques. But sometimes the technique used by the teacher is a monotonous exercise and this makes students bored and has difficulty memorizing vocabulary.

Students believe that vocabulary is the most difficult point of learning English. One of the factors of their difficulty is the lack of interest in being involved during vocabulary learning. This is because they feel bored in class, which in the end makes students not understand vocabulary concepts. If this condition continues they will feel very bored and not interested in learning English.

Therefore, teachers must apply fun and enjoyable learning techniques that make students not only interested but also make students enjoy and feel happy to learn English. Learning in a pleasant atmosphere will have a positive effect on students, of course increasing their learning motivation.

To attract students' to learn vocabulary mastery, a suitable media is needed. Based on what students' need, the researcher trying to used an alternative media to learn vocabulary easily. The researcher used reading online through audiobooks to improve the students vocabulary mastery. Audiobooks are books or stories that are read aloud by expert storytellers using high-standart recording technology (Fajry, 2016). This means that audiobooks can help to improve ability to read and write by increasing vocabulary, enlarge understanding of abilities, encourage independence, and set an example in fluent reading. The advantages of using audio books can be found in research on the practice of reading while listening to audio books and listening to books read aloud by teachers. This stimulates the concentration of students to focus and translate their imagination about what they see and hear.

Several studies suggest that reading to audiobooks improves children's comprehension and understanding of the text. The researcher can learn from previous studies, as well as their discrepancies, and the current study is based on the gaps discovered. Tiffany Tipton conducted the first previous study, titled "*Effects of Audiobooks and Group Discussion in Inclusive Special Edition*" (2019). Reading while listening has been shown in studies to have possibility advantages. With the popularity of audio books and the advancement of technology, it is much easier to implement audio books in the classroom than in the past few years. There is also

evidence that social interaction has a positive impact on students' reading skills and habits, such as those that occur in group discussions and literary circles. The purpose of this action research is to evaluate the combination of these two technologies to improve the reading comprehension of a small group of readers who are identified as having difficulties receiving special education support in general education English language arts courses. Data will also be collected to evaluate the impact of audiobooks on participants' voluntary participation in independent reading activities.

Merliana Gita from Universitas Raden Intan Lampung conducted the second previous study, titled *"A Comparative Study of Students' Listening Comprehension Taught Using Video and that Taught Using Audiobook at the First Semester of the Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 Academic Year"* (2017). According to Merliana Gita's research findings, there was a significant increase in students' listening understanding scores.

The last previous study was conducted by Botagoz Tusmagambet, entitled *"The Effect of Audiobooks on the Reading Development of EFL Learners: Focus on Fluency and Motivation"*. The purpose of this study is to investigate the impact of using audiobooks for intervention on the development of reading fluency, including reading speed, reading comprehension, and reading motivation of K-11 English as a foreign language (EFL) students in the K-11 system. The experimental and control groups were compared using a mixed method research design, a reading motivation questionnaire, and semi-structured interviews.

Based on the various descriptions above, the researcher decided to use online reading through audiobooks to enhance students' vocabulary mastery. The study was carried out by the researcher and was titled **“The Effectiveness of Online Reading through “Audiobooks” on Vocabulary Mastery in The Eleventh Grade at SMKN 3 Boyolangu Tulungagung”**

B. Problem of The Research

To lead to research that has a focus on the study, this research tries to answer the following questions: Is effective towards students' vocabulary mastery in the eleventh grade of SMKN 3 Boyolangu Tulungagung?

C. The Objective of The Research

The purpose of this research is to determine whether is effective in improving students' vocabulary mastery at SMKN 3 Boyolangu Tulungagung in the eleventh grade, based on the research question posed above..

D. Research Hypothesis

The research hypothesis of this study can be described as follows:

1. Null Hypothesis (Ho): Students' vocabulary mastery is not being used effectively.
2. Alternative Hypothesis (Ha): There is any effectiveness of using towards students' vocabulary mastery.

E. Significance of the Research

This study have the significance effect that students were more enthusiastic in learning vocabulary mastery. This study's results are expected to be helpful to those working in the field of education and to contribute to:

a. For the Students

The study's findings are expected to inspire students to learn vocabulary mastery more easily. With listening and reading online through audiobooks, the students will be interest to find out English lessons. At least, they can achieve the learning by the text effectively.

b. For the English Teachers

The researcher recommend to the teachers to use reading online through audiobooks as the alternative media while teaching English for students. By using reading online through audiobooks to taught vocabulary mastery, students can improve their vocabulary mastery and its motivate students to use and practice in daily interaction.

c. For the Future Researchers

For other researchers, this study used reading online through audiobooks as the alternative media the students' voabulary mastery. The researcher is know that this researcher is not yet perfect, but the researcher advises other researchers to conduct research using this application.

F. Scope and Limitation of the Research

The researcher only targeted on the effectiveness of using reading online through audiobooks towards students' vocabulary mastery. This study conducted at the eleventh grade of SMKN 3 Boyolangu Tulungagung in academic year 2020/2021.

G. The Definition of Key Term

a. Audiobooks

Any comprehensive reading plan should include audio books. Educators who ignore the advantages of this technology are abandoning an effective strategy for both difficult readers and skilled readers (Serafini, 2004; Whittingham et al.). According to researchers, audiobook technology in the classroom has long been considered a viable teaching intervention for readers with difficulties (Carbo 1978; Gilbert, Williams & McLaughlin). In terms of usability, the popularity of audiobooks has increased in the past decade, and the audiobook publishing industry has grown into a multi-billion dollar industry (Benson, 2011).

According to Casbergue and Harris (1996), people now have a greater awareness of the fun audio books provide. Since written texts are derived from oral storytelling, audio books are catch on the enthusiasm of ancient traditions. With the introduction of technology, educators now have access to a large number of new titles. In the past, audiobook titles were mostly limited to picture books for beginner readers. There are now a large number of audio books available for classic and modern books (Casbergue and Harris, 1996).

Audiobook-capable digital machine are also gaining popularity, and more Americans now have entry to them. This provides educators with even more opportunities to gain technology into the hands of their students (Hett, 2012). For educators, this is an exciting possibility as having more options allows them to find more interesting and relevant books to encourage students. Furthermore, Hett (2012) found that audiobooks give teens more time to read, serve as examples of verbal fluency, and motivate reluctant readers.

Reading can help a person consolidate and broaden their understanding of language. Thus, the reader can get all the information and pleasure related to the subject. This activity also provides several benefits for the readers. One of the advantages is that students can increase their knowledge by reading a text without the help of the teacher because they can interpret it themselves (Rivers, 1981: 260).

b. Vocabulary Mastery

One of the keys to understanding the text was vocabulary mastery. Besides that, reading also has an impact on mastering English vocabulary which will enrich information from reading comprehension. The vocabulary of students will keep on to increase and develop along with the increasing number of experiences that are gained or taught directly to children. The increasing number of vocabulary in students does not only learn new words but rather fills in the language concepts of communication and information through reading (Deighton, 1970: 461).