

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, formulation of the research problem, objective of the study, significance of the research, scope and limitation of the research, research hypothesis, and definition of key terms.

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

As one form of communication, listening is a language skill that takes a bigger part in daily communication along with speaking, reading and writing (Fajry, 2016). Listening itself has a definition; According to Vandergrift, Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. For the students, Listening is not skill that can be mastered within overnight, students who are eager to succeed in mastering the listening should practice every day not only once a week.

In addition, there are some aspects of listening, including the active listening, the way we normally process what we hear to make sense out of it. Active listening is about the activity of listening that is include understanding about the content of what the listener receive or heard the content of material. Another aspect is processing what we hear. In listening there are two distinct processes in comprehending spoken English, bottom-up processing and top-down processing. Bottom-up processing refers to a process of decoding a message that the listener hears trough the analysis of sounds, words, and

grammar. Top-down processing refers to using background knowledge to comprehend a message. And the purpose of listening, we can consider interactional and transactional function of language. When language is used to fulfill an interactional communicative function, the focus is on creating harmonious interaction among individuals. Unlike interactional use of language, transactional use focuses attention on the content of the message.

An understanding of top-down and bottom-up of listening and the transactional functions of language provides an awareness of what listener do as they listen, and this knowledge is useful when we consider the kind of listening activities we have student do in classroom. The implementations of learning listening often encounter obstacles. The students have difficulties in learning listening especially in identifying the main idea, finding specific information of the text and making inferences (Brown, 2006:7).

To help the students listening better, the teacher should be able to be more creative and innovative to help the students in listening. In this case, teacher can use appropriate media to support teaching learning process and make the students more interesting in listening. The teachers have to try to give good models that encourage them to practice it. The teacher has to use attractive media in teaching. It is one of a good way to make the students interested in their listening activity. By using media, it will give the chance for the students to provide their listening ability. The purpose of media is to facilitate communication and learning (Shaldino and Rusell, 2003:9). It means

that media is a tool of communication between the sender to the receiver. There are many media that can be used by the teacher in teaching learning process especially listening. One example of media can be used in teaching listening English is audiobook.

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry: 2016). Audiobook enhances literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listen the right pronunciation and also listen to the Varian accents. And also students can get audiobook easily they can get it on the internet on MP3 player forms, CD etc.

So far, several studies about audiobook have been conducted by some researchers. First study was conducted by Merliana Gita from Universitas Raden Intan Lampung (2017), entitled “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”. This study revealed there is a significant increasing score in students’ listening skill. The researcher used quantitative method, using the static-group comparison design (Gita, 2017).

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

Meanwhile the researcher wants to conduct a study with the same media that is Audiobook. An all of the subject of previous studies were students of Senior High School and have a positive revealing that Audiobook was effective. In this research, the researcher chooses different subjects that are eighth grade students of MTs. Al-Huda, Bandung. The researcher wants to investigate whether Audiobook is effective or not to be applied in Junior High School by using quasi experimental design.

The researcher took MTs. AL-Huda Bandung as the setting of the study. Currently, listening learning among the students of MTs. Al-Huda to understanding still less. Learning listening English in MTs. Al-Huda Bandung still use general media, that is by listen dialog or text description from audio then student is asked to answer question given by teacher. These activities take place repeatedly so that students feel bored and less motivated to follow the learning. This school also has great facility in teaching learning like Wi-Fi

internet connection that can be accessed by the students and teacher in every time to help teaching learning process. There are full day class and regular class. From these reasons, this research compatible to take this school as setting study by using Audiobook which internet connection and using laptop and sound. In this research, the researcher took two classes in the eighth grade of regular class as the subject.

## **B. Formulation of Research Problems**

Based on the background of the study mentioned above, the main problem of this study is formulated as follow: Is there any significant difference in students' listening skill between those taught by using Audiobook and those not taught without using audiobook?

## **C. Objectives of the Research**

Based on the research questions above, the research purposes the objectives of the research as follow: To find out whether there is or not any significant difference in students' listening skill of the eighth grade at MTs. Al-Huda Bandung between students taught by using Audiobook and those taught without using Audiobook.

## **D. Significance of the Research**

The researcher hopes that the results of this study are useful for:

### **1. The School**

Audiobook can be use dan innovative media to help teaching learning, especially to teach listening for eighth grade students at MTs. Al-Huda, Bandung.

## **2. The English Teacher**

For the teacher, the result of this study can be used by the teacher as references and feedback for the effectiveness in teaching listening.

## **3. The Other Researchers**

The result of this study is expected to give reference and review to conduct further research.

## **E. Scope and Limitation of the Research**

This study is intended to investigate by listen to Audiobook in increasing students' listening skill in Narrative text material, this research is limited only on Narrative text material and Audiobook basically was a teaching media.

## **F. Research Hypothesis**

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no significant difference on students' listening skill taught and taught without by using Audiobook.

2. Alternative hypothesis states that there is significant difference on students' listening skill taught and taught without by using Audiobook.

## **G. Definition of Key Terms**

### **1. Listening Skill**

Listening is the most critical communication and a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering (Machado, 2012). In this study, Listening refers to a narrative text material.

### **2. Audiobook**

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry, 2016). Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listen the right pronunciation and also listen to the variant accent. And also students can get audiobook easily they can get it on the internet on MP3 player forms, CD etc.