

THE EFFECTIVENESS OF USING AUDIO BOOK IN TEACHING LISTENING SKILL OF EIGHTH GRADE STUDENT

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Abstract

The objective of this research was to find out whether teaching listening using audiobook in listening significant or not. The method used in this research was true experimental method. The population of this research was all the tenth grade students of SMP Muhammadiyah 1 Palembang. The total number of population was 90 students. The samples took out were 60 students from 90 students by using non-probability sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching listening using audiobook on listening help students to improve their listening skill. The mean in posttest of experimental group was 77.17, it was higher than the mean posttest of the control group which was 64.47. The result of T-Test obtained significance (sig. 2 tailed) was 0.001, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_0 was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students' listening taught using audiobook than those who are not

Keywords: Teaching, Listening, Audiobook.

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Introduction

As a foreign language English has four skills which is speaking, listening, reading, and writing. Between these skills, the first skill must be mastered from other skills are listening. Listening is one of the most important language skills (Kirbas, 2017, p.205). Beside the the important of language skill, the most difficult language skill to study by student is listening. One reason may be that students are not teach how to study to listen effectively (Kurita, 2012, p.1)

There are four skills in language teaching which include writing, reading, speaking, and listening are taught to students. Reading and listening are group to receptive skills while writing and speaking are productive skills. The four skills need to be taught to language learners continuously. Students will be able to write if they are able to read and the students' speaking skill will be good if the students have good in listening skill.

But one of the most important language skills is listening. Listening can assist us develop and defend relationships and can even help us to determine whether the person we were talking to was being lie. The essential skill that needed for the success of business was listening. Because of effective listening. (Hardiah, 2018, p.39)

Listening is the primary ability of people when they are born. Because the maximum primary part of language ability, listening plays an important function in gaining knowledge of as it's far one in all four most important capabilities in language acquisition

The evolution of digital media in this modern era has pushed everyone to decline certain aspect, traditional aspect, in teaching material method of delivery. Audiobooks are recently considered as a teaching tool and as one of the most essential resources in the EFL learning process because they might help construct students' listening skill (Arief & Noor, 2021, p.99)

The teachers' ability to use effective approaches, methods, tactics, or procedures in teaching is where complaints are most frequently voiced. Based on the researchers' observation at SMP Muhammadiyah 1 Palembang, Teacher used repeat after me method because the lack of students' interest in studying English. According to (Sulaiman, 2021, p.2) Because every student is different and has a distinct learning style, goal, and area of interest in their studies, a good teacher is one who is not only well-prepared but also attentive to the needs of the learners.

Conducting the study on the Effectiveness of Using Audiobooks in Teaching Listening Skills of Eighth Grade Students at SMP Muhammadiyah 1 Palembang is crucial for several reasons specific to this particular educational institution. SMP Muhammadiyah 1 Palembang serves as a representative setting, allowing for a targeted exploration of the impact of audiobooks on eighth-grade students' listening skills within a distinct cultural and academic environment. By focusing on this specific school, the study can provide insights into the effectiveness of audiobooks tailored to the unique characteristics, needs, and challenges of the students at SMP Muhammadiyah 1 Palembang. The findings can offer practical recommendations for teachers and administrators at the school, contributing not only to the enhancement of listening skills but also to the refinement of teaching methods that align with the specific context of this institution.

Based on the explanation above, the researchers is motivated to conduct this present study in teaching listening and choose audiobook as a media. Finally, this media is expected to be an effective media in teaching listening of eighth grade students at SMP Muhammadiyah 1 Palembang. Therefore, the researchers choose "The Effectiveness of Using Audiobook in

Teaching Listening Skill of Eighth Grade Students at SMP Muhammadiyah 1 Palembang" as thesis title.

Listening

Listening is the most important skill in language. People use this skill every single day. People do this skill a lot of extra than speaking, reading, and writing. Most people thinks that listening has the same meaning as hearing. Actually, there is the difference between listening and hearing. Hearing is essentially just an automatic, passive activity. It is difficult to hear sounds without consciously engaging in the process. Besides, when listen to sounds brain does not automatically translate the words into the message people are conveying. That is what listening is determining the meaning and the message of the sounds.

Language plays the vital roles to communicate to humans. It means that the most effective media that can adopt the people will such as expressing feelings is language. According to (Krisdalaksana & Kentjono, 2014, p.32) language is a sound symbols system use by members of social groups to work together, communicate, and identify something. But basically, the key function of the language is to dispatch someone message or meaning to other. There are many types of language that humans used. One of which is English. English is one of the international languages. Beside from being a means of communication.

Audiobook

Audio book is a recording text of a book that can be listen by people with the same content as when read a book (Warsihna et al., 2021, p.138). Audio book can increase learning skills by develop vocabulary, extending comprehension, capabilities, encouraging independent, and providing models for fluent reading. That means audiobook is the right media in teaching listening.

An audiobook is a recording of a book being read. A reading of complete text was called as "unabridged" and reading of the shorter version called as "abridged". (Tsany,

2021) states that using audio as a teaching tool gives students more contextualized learning experience. Students can easily apply what they learn in the audiobooks to real life situations. Students learn through media, generate information from mediated environments, and develop cognitive skills through media

The Procedure of Using Audiobook in Teaching Listening at Experiment Class

In this study, the researchers used a specific procedure in the experimental class. Initially, an audiobook of a story slightly above the students' listening levels was chosen. During the first playback, students were instructed to listen attentively to the story. Subsequently, upon completing the initial listening, the audiobook was replayed, with students focusing on identifying unfamiliar words. Following this step, students were prompted to listen to the story while simultaneously following along with the book or text. Once students had grasped the meaning of the words, they were instructed to listen again, this time paying closer attention to elements they may not have noticed during the initial playback. This multi-step approach aimed to enhance comprehension and engagement with the audiobook material.

The Procedure of Using Audiobook Teaching Listening at Control Class

In the control class of this study, the researchers implemented a specific procedure comprising three steps. Firstly, a book with a story slightly above the students' listening levels was selected. Subsequently, students were instructed to listen attentively to the narrative. Following the initial listening, students were prompted to engage in a repetition exercise, where they were asked to listen again and repeat the words spoken by the researchers. This sequential approach aimed to assess the impact of traditional book-based teaching methods on the listening skills of the participants in

comparison to the experimental class using audiobooks.

Methodology

Research design was a process of steps used to collect and analyze data in order to enhance the topic or issue concept. In taking this study, the researchers used a true experimental design. According to (Syahri, Sulaiman, Susanti, 2017, p.47) All variables are controlled in a true experimental design, so that the impact of other variables may be foreseen.

The selection of a true experimental design for the study on "The Effectiveness of Using Audiobooks in Teaching Listening Skills of Eighth Grade Students at SMP Muhammadiyah 1 Palembang" stems from its ability to establish causal relationships between the use of audiobooks and improvements in listening skills. This design allows for the manipulation of variables, such as the integration of audiobooks into the curriculum, and the random assignment of participants to control and experimental groups. By employing rigorous controls and randomization, the true experimental design enhances internal validity, enabling researchers to confidently attribute any observed changes in listening skills to the intervention. This approach ensures a robust and credible examination of the effectiveness of audiobooks in a real-world educational setting, offering valuable insights for both the specific context of SMP Muhammadiyah 1 Palembang and the broader field of language education.

The study's internal validity was higher compared to the earlier design. The existence of a control group and experimental group are characteristics of this study. This design was typically split into two parts: posttest only control group design and pretest-posttest control group design. The researchers divided the sample of students for this study into two groups after choosing a small number of them. These are the experimental group and the control group. The researchers then used a study strategy known as non-equivalent groups pretest-posttest design (Syahri,

Sulaiman, Susanti, 2017, p.47).

Operational Definitions

This study entitled “The Effectiveness of Using Audiobook in Teaching Listening skill of Eighth Grade Students of SMP Muhammadiyah 1 Palembang “. The key words which needed to be explain were: Teaching, Listening, Audiobook.

1. Teaching

Teaching was the activity among the researchers and the eighth grade students of SMP Muhammadiyah 1 Palembang in the classroom.

2. Listening

Listening was one of the skills that eighth grade students of SMP Muhammadiyah 1 Palembang learn in the classroom

3. Audiobook

Audiobook was the media that the researchers used for teaching listening of eighth grade students of SMP Muhammadiyah 1 Palembang in the

Finding of the Study

The findings of this study were obtained through the analysis of data using SPSS 26 and encompassed several key aspects, (1) the result of pretest and posttest in control group (2) the result of pretest and posttest in experimental group (3) the normality and homogeneity of pretest and posttest in control and experimental group (4) the competency between pretest and posttest of experimental group (5) the comparison between posttest of experiment and control group.

The Result of Student Pretest and Posttest in Control Group

The student who participated in pretest consisted of thirty students. The pretest was given before the treatment. The pretest score gotten by students was presented in the distribution as in table 1

Table 1. The Statistics data of Pretest in Control Group

N	Valid	30
	Missing	0
Mean		52.13
Std. Error of Mean		2.929
Median		50.00
Mode		39
Std. Deviation		16.042
Variance		257.361
Range		53
Minimum		26
Maximum		79
Sum		1564

Based on the table above, it showed that the pretest result in control group showed the mean was 52,13 and median was 50,00, mode was 39, standard deviation was 16.042, the highest score was 79 achieved by one student and the lowest score was 26 achieved by one student.

Table 2 The Statistic Data of Posttest in Control Group

N	Valid	30
	Missing	0
Mean		64.47
Std. Error of Mean		2.551
Median		63.00
Mode		59
Std. Deviation		13.975
Variance		195.292
Range		50
Minimum		39
Maximum		89
Sum		1934

Interpretation

Based on the researchers' findings, it was found that the students who were taught by using audiobook their listening skill improve. It could be proved by the average score between the students in pretest and posttest. In conducting the treatments, the researchers gave eight treatments by given another audiobook story in teaching and learning process in the class.

In the posttest, the researchers gave the same test as the pretest test. The posttest was implemented after being given seven treatments to students and saw the development of students listening skill. Based on the result, the average of pretest score in the experiment group (30) students was 66.30 the highest score was 89, and the lowest score was 39. The mean of the posttest was 77.17, The highest score was 100, and the lowest score was 46. The result showed that t-obtained 3.598 which was 0,05 of level significance with the degree of freedom (df) was 58. It could be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

After conducting this study, the researchers were able to conclude that there was an effective difference between the pretest and posttest in teaching listening skills by using audiobooks. In other words, there was a significant influence of using audiobooks in the teaching of listening skills among eighth-grade students at SMP Muhammadiyah 1 Palembang. Supporting this perspective, Tsany (2021) affirms that employing audio as a teaching tool provides students with a more contextualized learning experience. Consequently, students can easily apply what they learn in the audiobooks to real-life situations, learning through media, generating information from mediated environments, and developing cognitive skills through this multimedia approach.

Conclusion

Based on the result of analyzing the data, there were some conclusions which could be described in this chapter. From the scores that were found the result of student score in experiment class who was taught by audiobook in teaching listening was higher than the control class who was not taught by audiobook in teaching listening. It showed from the mean score between control and experiment group. The result of independent sample t-test also showed that t-obtained was higher than t-table value. It

could be concluded that it was effective to teach listening by using audiobook to the eighth grade student of SMP Muhammadiyah 1 Palembang.

Suggestions

Based on the study that have been done, some suggestions were presented to teachers, student, and other researchers who were interested in this particular section.

1. For Teacher of English

The teachers of English were recommended to :

- 1) Use direct method in teaching listening because it was interesting model and efficient way that was proved by the researchers experiment result.
- 2) Motivate the students, therefore they could pay attention in studying English especially in listening through direct method.
- 3) Give chance to the students to ask to add more sound if they do not hear clearly when teaching listening process through direct method.

2. For Students

The students are suggested to :

- 1) Listen more English audiobook to improve their listening skill
- 2) Have motivation and pay attention in studying English.
- 3) Always bring and use dictionary.

3. For institutions

The school is expected to :

- 1) To solve the library facility with many kinds of dictionary, English book, newspaper, magazine, and internet, therefore they can access audiobook. It can improve students' listening skill.
- 2) Increase the teaching media to support teaching and learning process.

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