

CHAPTER I

INTRODUCTION

A. Research Background

The aim of this research is to find out how the use of audiobooks in listening report texts engages the Indonesian EFL students in the learning process and improves their listening skills. Listening skill is important because it is one of the big roles to improve student's skill in English learning like writing skill, speaking skill, reading skill, etc. Besides, listening skill has an important role in English learning and listening skill can be contributing to developing the process of English learning skill (Oxford, 1993 in Öztürk, 2018).

The contribution of listening is to support other language skills in English such as reading, writing, and speaking (Oxford, 1993 in Öztürk, 2018). However, listening has an important role in EFL students in Indonesia because the English language is to be a second language in EFL Indonesia's student. That is why listening has an important role in EFL student who used English as a second language. So student's ability in English more affluent.

Based on the preliminary observation in SMP Muhammadiyah 10 Bandung, there are listening problems faced by students. First, the ability to listen is still lacking. The researcher gives them a test to listen to a report text and they must answer the blank with vocabulary, but some of them were still confused to fill the answer because they cannot write vocabulary correctly and they did not understand the listening because any unfamiliar words that make them cannot write the words or sentences. The average score in that test was 54. It means the average score is low because the Minimum Criteria of Mastery Learning (KKM) in English is 75. Second, they were not interested in listening to material about the report text. They kept talking when the audio was playing. Third, the narrator in the audio is fast. It makes them did not understand the content of the text

by listening. So, the researcher thinks from the problems that have observed, media is needed to support the English learning process in junior high school.

Actually, based on the researcher's problems, there is another researcher that have the same problems. Mohamed (2018) in his research also have the same problems in his research those are they could only remember the first sentence of the listening material and missed remembering the rest of the material. They could not also express the information which they listened to in written and oral forms.

The audiobook is one of the media in English study. Audiobook's history is presented around the 1931s and it was implemented by the American government to be used as "Books for the Adult Blind Project" introduced for free to help the blind readers. It can be an inspiration and motivation for a normal person to using media through an audiobook in learning English. Audiobooks are not only another way to promote literary texts, but also a complementary-to-reading task which may encourage reading (Aaron, 1992 in Alcantud-Díaz & Gregori-Signes, 2014).

Several advantages using an audiobook for learning English process are providing a learner with a chance to learn new vocabulary (Serafini, 2004 in Mohamed, 2018), encompasses of helping learners learn the pronunciation of words which they listen to delivered in appropriate intonation and pronunciation and which they see in print (Saka, 2015 in Mohamed, 2018) and audiobooks can provide learners with opportunities to increase active listening, enhance listening skills and develop reading skills, writing skills and critical thinking skills (Jakobs, 2006; Türker, 2010; Kartal & Şimşek, 2011 in Mohamed, 2018).

Research regarding audiobooks to improve listening skill has been conducted by several researchers. First, research by Kartal & Simsek, n.d. The finding showed that using audiobooks had a positive impact on students' listening comprehension skills. Second, research by Mohamed, 2018. The results also revealed that a statistically significant difference was found in the mean scores of the experimental group between

the pre and post LCT in favor of the post LCT. Media can be a tool to support the teaching listening in narrative texts in order to improve their listening skills effectively. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Naz & Akbar, n.d.). Whereas in the research, the focus is to engage Indonesian EFL students exactly the junior high school level through audiobooks focused on its implementation process and its skill improvement in listening to report texts.

Therefore, the writer chooses audiobooks for media to improve listening skills. The title of this research is “ENGAGING INDONESIAN EFL STUDENTS IN LISTENING REPORT TEXTS THROUGH MEDIA AUDIOBOOKS: IMPLEMENTATION PROCESS AND SKILL IMPROVEMENT”

B. Research Questions

According to the background of the research, the research questions can be formulated as follows:

1. How significant is the difference between the students’ listening ability before and after using audiobooks?
2. How is the process of using audiobooks for teaching listening to report texts in order to improve their listening skills?

C. Research Purposes

Based on the research questions, the research purposes are:

1. To find out the significant difference between the students’ listening ability before and after using audiobooks
2. To find out the process of using audiobooks for teaching listening to report texts in order to improve their listening skills

D. The Significance of the Research

The research is expected to become a source of information about the way to improve student's ability in listening by using an audiobook through learning recount text. Practically, this research gives significance to:

1. Students

The results of this research are expected to help students enhance their listening skill by using an audiobook.

2. Teachers

This research could contribute to all teachers to consider student's listening skill and determine the best strategy in the teaching-learning process to minimize student's gap and maximize their potential in learning English, especially in listening ability.

Theoretically, this research can be beneficial information for curriculum planner as evaluation for creating improvement for a student in listening ability.

E. Limitation of the Study

Based on the research questions, this research limits Engaging Indonesian EFL Students in Listening Report Texts through Audiobooks: Implementation Process and Skill Improvement at 8th-grade students of SMP Muhammadiyah 10 Bandung. This research will focus on the research questions.

F. Research Framework

Listening is a fundamental skill which is related to the ability of comprehension (Berne, 1995; Graham, 2006 in Mohamed, 2018). The teaching of listening by using textbooks was a neglected area until the 1970s. It was supposed that learners could develop listening through practice when they are exposed to an oral discourse through

repetition and imitation and they might improve it naturally while learning an FL (Getahchew, 2002; Clement, 2007 in Mohamed, 2018). For EFL learners' development in learning an FL, mastery of listening comprehension is the first step towards fully acquiring a FL (Liu, 2009). Thus, it is necessary to discover and use suitable techniques and useful strategies for teaching listening comprehension to help learners develop it (Graham, 2006; Vandergrift, 2007; Rahimi, 2012 in Mohamed, 2018). To make listening comprehension effective, activities can be done through listening while reading, repeated listening, interactive listening and non-linguistic or semi-linguistic support (Elkhafaifi, 2005; Kao, 2006; Nation in Mohamed, 2018).

Listening is much more than hearing (Downs, 2008 in Mohamed, 2018). One can hear, but may not listen. In a similar way, one can listen, but may not understand. This highlights the importance of listening for language learners. Nation & Newton (2008) suggest the following activities to make listening easier: listening while reading, repeated listening, interactive listening, and non-linguistic or semi-linguistic support. According to them listening while reading may include a “written text, a PowerPoint presentation, and captioned movies.” Repeated listening, for them, improves fluency. Audiobooks allow us to listen while reading as well as repeated listening. Likewise, (Wilson, 2008 in Kartal & Simsek, n.d.) mentions some features of good listening texts: Interest factor, entertainment factor, cultural accessibility, speech acts, density, language level, quality of recordings, speed and number of speakers, accent, all of which are present in audiobooks (Kartal & Simsek, n.d.).

Listening is a conscious effort based on perceiving and understanding, evaluating and reacting, which requires an active mental process. Listening is an act in which many actions are realized together and in a complementing way. In other words, it is a whole of actions with a specific organizational flow. In this sense, listening is a time-based, progressive and transactional process. Listening as a process consists of the stages of hearing by paying attention to the message of a speaker, analyzing and interpreting the code of the message heard, remembering the message interpreted, critical thinking, making a judgment about the message and reacting to the speaker

(Brownell, 1985, Quoted by Gürel & Tat, 2012 in Mohamed, 2018). In this context, understanding what one listens to requires conscious planning in learning the first or second language, and it is defined as the process of understanding the speech (Richards & Schmidt, 2007 in Öztürk, 2018).

Audiobooks were previously referred to under the term "talking book". Talking books were first presented around the 1930s and they were implemented by the American government to be used as "Books for the Adult Blind Project" introduced for free to help the blind readers. The term "audiobook" appeared in the 1970s with the demand of audiocassettes (Rubery, 2011 in Mohamed, 2018). Audiobooks went through several developments. The first recordings of the talking books appeared in 1934 and involved sonnets by Shakespeare and short stories by Hasty and they were followed by a recording called Learning Ally which Macdonald founded in 1948. Several companies were established in 1952 with the purpose of making and selling spoken recordings which were in the form of poems, plays and short texts. Other companies such as Listening Library were founded in 1955 in order to distribute children's spoken recordings to libraries and schools. Cassette tapes were invented in 1963 and widespread in making them occurred since the 1970s and they were followed by technological innovations such as videos. CDs replaced cassette tapes and they were widely used from 2003. The advent of the Internet helped in the prevalence of the downloads of audiobooks from 1990 and they became available to be easily downloaded at any time (Rubery, 2011 in Mohamed, 2018). Audiobooks are not only another way to promote literary texts, but also a complementary-to-reading task which may encourage reading (Aaron, 1992 in Mohamed, 2018). According to Noland (2011: 12), "the importance of reading aloud to children in the development of emerging literacy is widely promoted today by libraries and schools". The benefits for beginners of listening to the audio while reading the print book have been highlighted by many authors, among which. Wilde and Larson (2007:24) explain that children make connections "between the words they hear and the written words. (Alcantud-Dáz & Gregori-Signes, 2014).

Other programs have adopted audiobooks as a strategy to improve writing, listening, and speaking skills of students with English language needs (Lopez, 2005; Parsons, 2005) (To, The, & Of, 2008). The results of a study by Aron (1992) concluded that both readers and listeners discussed and recommended the books they enjoyed to their friends, had favorite authors, and enjoyed rereading or replaying meaningful passages of text (p.211). (To et al., 2008).

One of the general advantages is providing a learner with a chance to learn new vocabulary because she/he encounters to new words when she/he reads and listens to a text and therefore these new words become part of her/his oral and written vocabulary (Serafini, 2004 in Mohamed, 2018). Another advantage of audiobooks encompasses of helping learners learn the pronunciation of words which they listen to delivered in appropriate intonation and pronunciation and which they see in print (Saka, 2015 in Mohamed, 2018). Moreover, audiobooks can provide learners with opportunities to increase active listening, enhance listening skills and develop reading skills, writing skills and critical thinking skills (Jakobs, 2006; Türker, 2010; Kartal & Şimşek, 2011 in Mohamed, 2018). Advantages of audiobooks also involve giving learners a chance to enhance their level of independent reading and to read fluently because they give them models of fluent reading for the material which they listen to (O'Day, 2002; Nalder & Elley, 2003 in Mohamed, 2018). Moreover, audiobooks can provide learners with the opportunity to discuss the stories which they listened to and read and thus they might develop reading comprehension among learners because they help them focus on meaning (Serafini, 2004; Wolfson, 2008 in Mohamed, 2018). They might also enable learners to comprehend different types of texts above their reading level, analyze, comprehend and enjoy and like more complex literature (Beers, 1998; Kartal & Şimşek, 2011 in Mohamed, 2018). And, they were regarded as valuable tools which might solve struggling readers' problem with reading because they learn to match the sounds of oral language with their written equivalents during listening (Jakobs, 2006; Türker, 2010; Kartal & Şimşek, 2011 in Mohamed, 2018). Easy access and use of audiobooks by teachers and students contribute to teaching foreign language skills.

Some previous experimental studies found that listening to audiobooks improves both reading comprehension and listening skills (Jakobs, 2006, Turker, 2010 in Mohamed, 2018). Moreover, a good audiobook helps to capture the elements of characterization, theme, tone and setting in the classroom (Brown, 2002 in Mohamed, 2018). Besides, listening to audiobooks encourages independent reading (O'Day, 2002 in Mohamed, 2018).

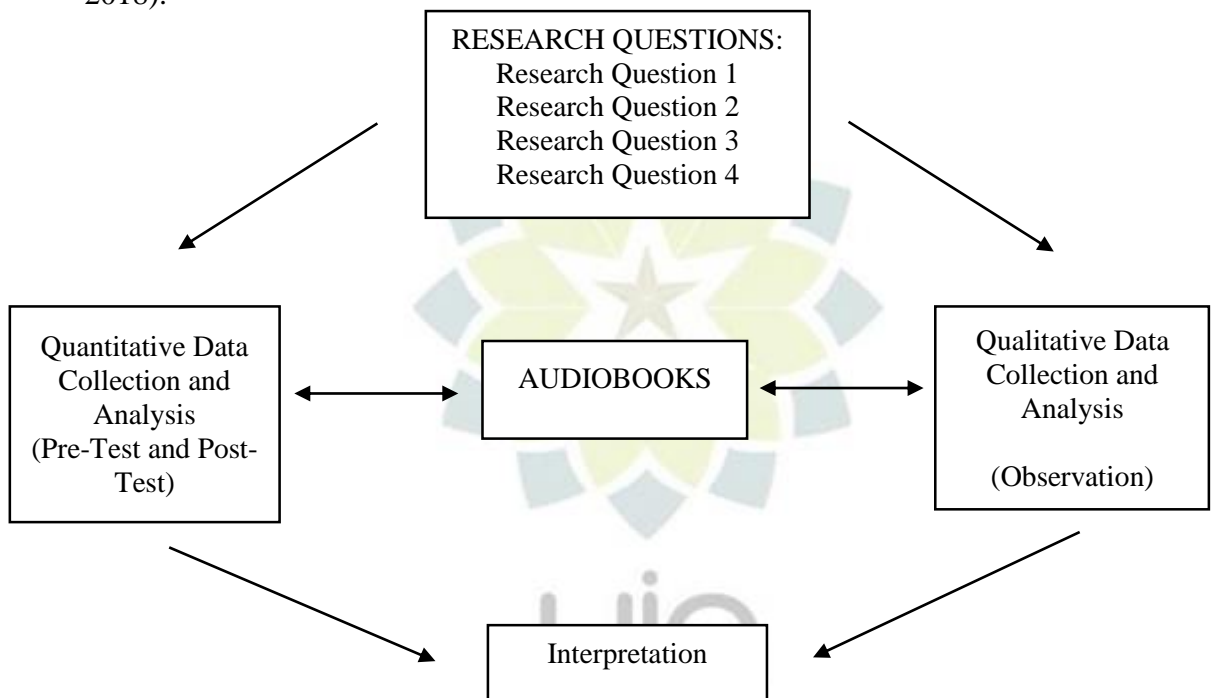


Figure 1.1 Schema of research

The schema of research is the mix method, so consist of quantitative data and qualitative data. The schema has two research questions. First, how significant is the difference between the student's listening ability before and after using audiobooks? Second, how is the process of using audiobooks for teaching listening to recount texts in order to improve their listening skills? All of the research questions is to answer the quantitative data and qualitative data. Research question one to answer the quantitative data because discusses before and after using audiobooks also the significant difference between before and after using an audiobook and research question two is to answer

the qualitative data because discusses the process of using audiobooks for listening skills. Audiobooks become media to support the process of research in order to simplify the quantitative data and qualitative data to answer the research question. The last is the interpretation of the result of quantitative data and qualitative data in this research.

G. Previous Research

Research concerning about audiobooks to improve listening skill has been conducted by several researchers. First, research by Kartal & Simsek, 2017 discusses the effects of audiobooks on listening comprehension skills of EFL students, and their attitudes towards using audiobooks in a foreign language classroom. The findings showed that using audiobooks had a positive impact on students' listening comprehension skills. The analysis of the survey data showed that audiobooks had contributed to participants' listening comprehension, pronunciation, and motivation. Second, research by Mohamed, 2018 discusses the usefulness of using audiobooks on developing listening comprehension among Saudi English as a Foreign Language (EFL) preparatory year students. The results also revealed that a statistically significant difference was found in the mean scores of the experimental group between the pre and post LCT in favor of the post LCT. Thus, it can be concluded that the audiobooks helped the experimental group develop listening comprehension as they exceeded the control group on the post LCT and they achieved a better result on the post LCT than the pre LCT. In this work, the writer addresses the issue of the effects of audiobooks on listening comprehension skills of EFL students and the usefulness of using audiobooks on developing listening comprehension among Saudi English as a Foreign Language (EFL) preparatory year students. Third, research by Tejulo, 2014 discusses improving fluency and instilling literary skills and education for development by Audiobooks. The conclusions indicate that using audiobooks in primary education may have a positive impact on the learners, and help students improve their language competence and their literary skills.