

**THE INFLUENCE OF USING AUDIOBOOK MEDIA TOWARD
STUDENTS' LISTENING ABILITY AT THE FIRST SEMESTER OF THE
TENTH GRADE OF SMA N 1 PADANG CERMIN
IN THE ACADEMIC YEAR OF 2021/2022**

A THESIS

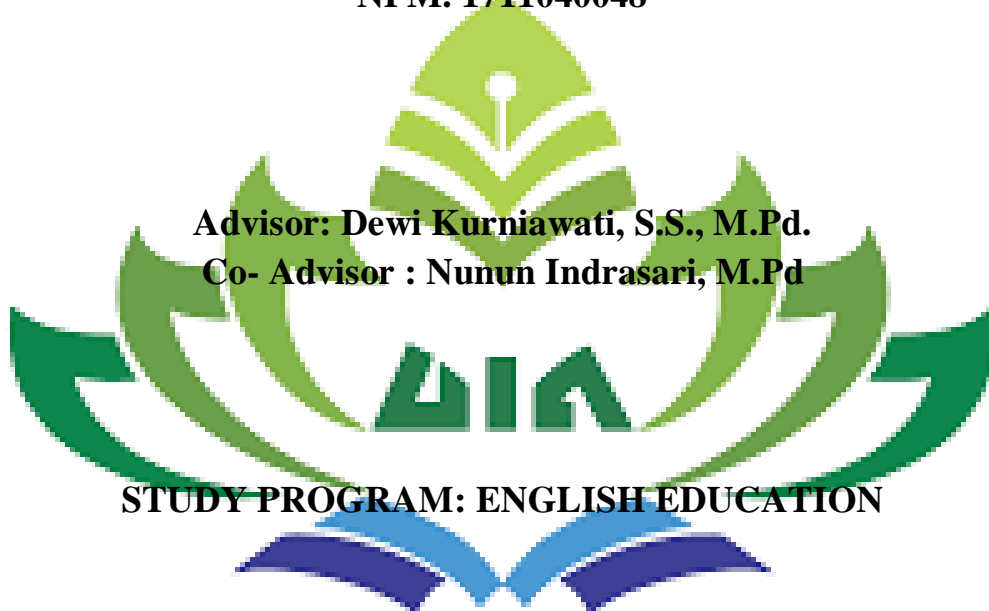
BY

ELVA NOVRIANA

NPM. 1711040048

Advisor: Dewi Kurniawati, S.S., M.Pd.

Co- Advisor : Nunun Indrasari, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

2022/2023

**THE INFLUENCE OF USING AUDIOBOOK MEDIA TOWARD
STUDENTS' LISTENING ABILITY AT THE FIRST SEMESTER OF THE
TENTH GRADE OF SMA N 1 PADANG CERMIN
IN THE ACADEMIC YEAR OF 2021/2022**

Thesis

**Submitted as Partial Fulfillment of the Requirement
for S1-Degree**

By:

ELVA NOVRIANA

NPM. 1711040048

Study Program: English Education

Advisor : Dewi Kurniawati, S.S., M.Pd.

Co- Advisor : Nunun Indrasari, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**

2022/2023

ABSTRACT

**THE INFLUENCE OF USING AUDIOBOOK MEDIA
TOWARD STUDENTS' LISTENING ABILITY AT THE FIRST SEMESTER
OF THE TENTH GRADE OF SMA N 1 PADANG CERMIN
IN THE ACADEMIC YEAR OF 2021/2022**

**BY
ELVA NOVRIANA**

Students in learning English, encounter some difficulties in listening. The problem was caused by the students who get bored during the listening section because the teacher use monotone media in teaching listening. Audiobook media was used in this research to solve the problem and aid the teaching learning process in listening. The purpose of this research is to find out whether there is a significant influence of using audiobook media toward Students' Listening Ability at the first Semester of The Tenth Grade of SMA N 1 Padang Cermin in the Academic Year of 2021/2022.

The researcher used a quantitative research in this research, more precisely an experimental research design, to be exact a quasi-experimental design. The researcher dealt with two class in this research, namely the experimental class (X MIPA 2) and the control class (X MIPA 4) consisting of 36 students in each class, 72 students in total. In order to collect the data, the researcher used tests as the instrument. The students did Pre-test before the treatment was given to the experimental class. The treatment was held three times by using Audiobook media for the experimental class, followed by post-test after the treatment was given. The researcher then analyzed the data by using SPSS 26

Based on the computation result by using independent sample t-test, it was found that Sig = 0,000 (0,000004) < $\alpha = 0.005$. The result showed that the Sig. was 0,000 (0,000004) which less than the $\alpha = 0.005$. Therefore, H_a is accepted and H_o is rejected, it can be assumed that there is significant influence of using audiobook media toward students listening ability at the first semester of the tenth grade of SMA N 1 Padang Cermin in the academic year of 2021/2022.

Keywords : *Audiobook media, Listening Ability, Quasi-experimental design*

DECLARATION

I hereby state that this thesis entitled “The Influence of Using Audiobook Media Toward Students’ Listening Ability at The First Semester of The Tenth Grade of Sma N 1 Padang Cermin in The Academic Year Of 2021/2022” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, April 2023

Declared by,



ELVA NOVRIANA
NPM. 1711040048



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmın Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

Title

THE INFLUENCE OF USING AUDIOBOOK
MEDIA TOWARD STUDENTS' LISTENING
ABILITY AT THE FIRST SEMESTER OF
THE TENTH GRADE OF SMA N 1 PADANG
CERMIN IN THE ACADEMIC YEAR OF
2021/2022

Student's Name : Elva Novriana
Student's Number : 1711040048
Study Program : English Education
Faculty : Tarbiyah And Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Dewi Kurniawati, M.Pd

NIP. 198006012006042047

Co-Advisor,

Nunun Indrasari, M.Pd

NIP. 198707272015032006

The Chairperson of
English Education Study Program

Dr. Mohammad Muhassin, M.Hum

NIP.197708182008011012



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN
LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmuri Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A Thesis entitled: "The Influence of Using Audiobook Media Toward Students' Listening Ability at The First Semester of The Tenth Grade of SMA N 1 Padang Cermin in The Academic Year of 2021/2022", written by : ELVA NOVRIANA, NPM : 1711040048, Study Program : English Education, was tested and defended in the examination session held on: Friday, April 14th 2023.

Board of Examiner:

The Moderator : Meisuri, M.Pd

The Secretary : Dr. Nur Syamsiah, M.Pd

Primary Examiner : M. Ridho Khotid, M.Pd

Advisor : Dewi Kurniawati, M.Pd

Co-Advisor : Nunun Indrasari, M.Pd

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Nirya Diana, M.Pd
NIP.196408281988032002

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا أُكْتَسِبَتْ^١

Allah does not burden any soul beyond its capacity. To its credit is what it earns, and against it is what it commits. (Q.S. Al-Baqarah: 286)¹



¹ Talal Itani. *Qur'an English Translation*. (Dallas, Beirut : ClearQuran), p.17

CURICULUM VITAE

The researcher is Elva Novriana. She was born in Hanura, Lampung on November 28th 1999. She is the last child of three children from her parents, her late father Mr. Syamsul Bahri and her mother Mrs. Anah. She has 2 older sisters, they are Ulva Yuniarti and Erni.

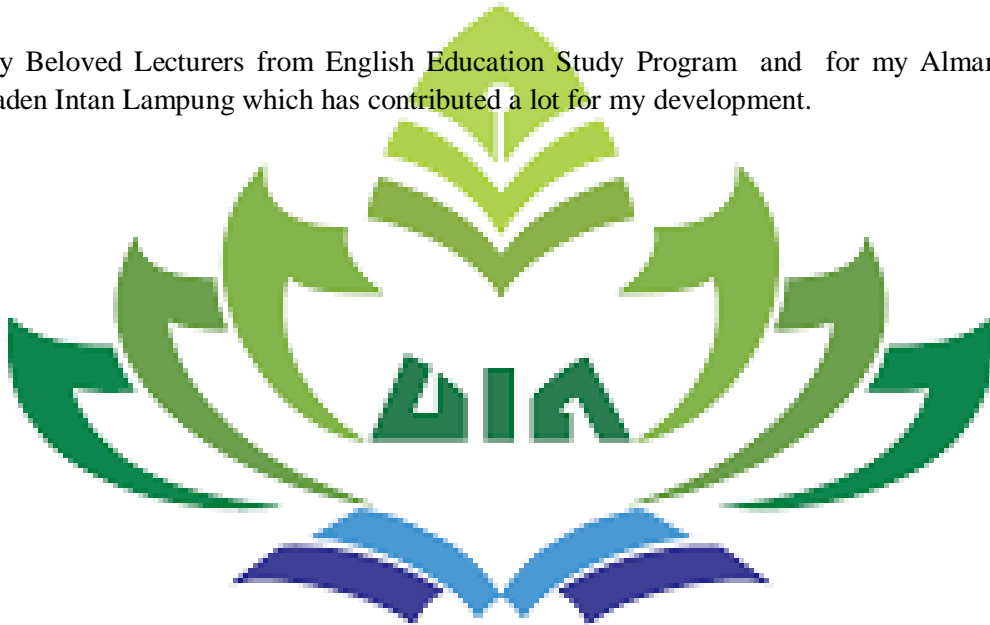
She started her formal education at Kindergarten called Dharma Wanita and continue her study to Teluk Pandan Elementary School. After that she enroll to Junior High School in SMP Negeri 1 Padang Cermin and Senior High School in SMA Negeri 1 Padang Cermin. After graduating, she decide to continued her study as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.



DEDICATION

This thesis is dedicated to everyone who always loves, cares, and support me. I would like to dedicate this thesis to :

1. Allah SWT who always loves and protect me everywhere and every time.
2. My Beloved Mother, Mrs. Anah who always taught me good things and always support me in any condition and my late father, Mr. Syamsul Bahri may you rest in peace by Allah side. Thanks for the love and everlasting prayer for me since I was a child. May Allah Bless you all.
3. My beloved Sisters Ulva Yuniarti and Erni and also for my Brother in-laws Nurul Hadhi and Zainal Abidin, who always support me to finish my thesis.
4. My beloved Best Friends and beloved Classmates who always remind me to not giving up.
5. My Beloved Lecturers from English Education Study Program and for my Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.



ACKNOWLEDGEMENT

First and foremost, praise to Allah the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis entitled “The Influence of Using Audiobook Media Toward Students’ Listening Ability at The First Semester of The Tenth Grade of Sma N 1 Padang Cermin in The Academic Year of 2021/2022” This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. When finishing the thesis the researcher has obtained many assistance, help, and support from various sides. Therefore, the researcher would sincerely thank to the following people:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher and Training Faculty, UIN Raden Intan Lampung with her personnel, who has given the opportunity and forbearance to the researcher when on going the study until accomplishment of the thesis.
2. Dr.Moh. Muhassin, M.Hum the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dewi Kurniawati, S.S., M.Pd. as my advisor who has always patiently and kindly given valuable and continuous guidance, advice, as well as encouragement in making and completing this thesis.
4. Nunun Indrasari, M.Pd. as my advisor who has always patiently and kindly given valuable and continuous guidance, advice, as well as encouragement in making and completing this thesis.
5. All lecturers of English Department of State Islamic University of Raden Intan Lampung (UIN) who have taught the researcher since the beginning of her study.
6. Tamzir Zamka, S.Pd the headmaster of SMA N 1 Padang Cermin for allowing the researcher to conduct the research.
7. Ruh Ibunda, S.Pd, the English Teacher of SMA N 1 Padang Cermin who has helped and given suggestions during the research process, and the students of the Tenth Grade of SMA N 1 Padang Cermin for being cooperative during the research.
8. My Beloved parents and Family. My Mother, Mrs. Anah and my late father, Mr. Syamsul Bahri. My beloved Sisters, Ulva Yuniarti and Erni and also for my Brother in-laws, Nurul Hadhi and Zainal Abidin, who always support me to finish my thesis.
9. All my friends for their love, pray and guidance during my study, who always give help, support and kindness when finishing this thesis.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcome criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 2023
The researcher,



ELVA NOVRIANA
NPM. 1711040048

TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
CURICULUM VITAE	vii
DEDICATION	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I : INTRODUCTION	1
A. Title affirmation	1
B. Background of the problem	2
C. Identification and Limitation of the problem	3
D. Formulation of the problem	3
E. Objective of the research	3
F. Significance of the research	3
G. Relevant Previous research	3
H. Scope of the Research	4
CHAPTER II : THEORITICAL FRAMEWORK	5
A. Theory	5
1. Listening	5
a. Concept of listening	6
b. Type of listening	7
c. Listening process	7
d. Teaching listening	8
2. audiobook media	8
a. definition of media	9
b. definition of audiobook media	10
c. The Procedure of Audio Book Media	11
d. The Advantages and Disadvantages of Using Audiobook Media	11
B. Conceptual Framework	12
C. Hypothesis	12
CHAPTER III : RESEARCH METHODOLOGY	13
A. Time And Place of The Research	13
B. Research Design	13
C. Population, Sample, and Data Collecting Technique	14
D. Operational Definition of Variable	15
E. Instrument and Data Collection	15
F. Research procedure	17

G. Validity and Reliability	18
1. Validity.....	18
2. Reliability	18
H. Data Analysis.....	19
CHAPTER VI : RESULT AND DISCUSSION.....	22
A. The Research procedure	22
B. Process of treatments.....	22
C. Result of the Research	23
D. Data Analysis.....	26
E. Discussion.....	28
CHAPTER V : CONCLUSION AND SUGGESTION.....	31
A. Conclusion.....	31
B. Suggestion	31
REFERENCES	
APPENDICES	



LIST OF TABLE

Table 1. English listening score at tenth grade of sman 1 padang Cermin.....	2
Table 2. Total number of the tenth grade students of padang Cermin in the academic year of 2021/2022.....	14
Table 3. Specification of the pre-test.....	16
Table 4. Specification of the post-test.....	16



LIST OF APPENDICES

Appendix 1. Result of the interview with the english teacher.....	36
Appendix 2. Result of interview with the students in preliminary research.....	37
Appendix 3. Intrument in pre-test.....	38
Appendix 4. Intrument in post-test	43
Appendix 5. Syllabus	49
Appendix 6. Experimental class lesson plan.....	52
Appendix 7. Control class lesson plan.....	67
Appendix 8. Experimental Class score	80
Appendix 9. Control Class score	81
Appendix 10. Validation form.....	82
Appendix 11. Documentation.....	83
Appendix 12. Research permit from school.....	84
Appendix 13. Picture of student score worksheet.....	85



CHAPTER I INTRODUCTION

A. Title affirmation

This research is entitled “The Influence of Using Audiobook Media Toward students’ Listening Ability at the First Semester of The Tenth Grade of SMA N 1 Padang Cermin in The Academic Year of 2021/2022”. The researcher explained about the affirmation of the title that the researcher used for this research, in order to provide a clear understanding of the title to avoid misunderstandings of this research :

1. Influence is a term which shows a psychological power that have an effect on people or things, it is also a strategy of persuading others to influence their decisions to behave in a certain way.
2. Audiobook media is one of the media in the form of a book or story narrated by a professional narrator and recorded onto a CD, cassette, or digital file. Usually accompanied by a text ebook that is synchronized with the audio.
3. Listening ability is a process to receive, understand, or appreciate the contents of the messages, ideas, thought, conveyed or implied by the speaker.

Therefore, what is meant by the title that the researcher used is to find out whether there is an influence of using audiobook media toward students’ listening ability at the first semester of the tenth grade of SMA N 1 Padang Cermin in the academic year of 2021/2022.

B. Background of the problem

English is used and taught as a foreign language to almost every country in the world, as well as in Indonesia. Teaching English is important because English is often used as an International communication means and widely used in several activities around the world. In Indonesia itself, English has been taught since elementary school and continues to middle school, high school, University, and also taught in many language courses in Indonesia. There are 4 major basic skills to master when learning english for students, namely : Listening, Speaking, Reading and Writing.

Listening is one of the basic skills that must be learned when learning languages. The very first steps human learn a language when they are child is through listening. Listening as one of basic skills along with speaking, reading and writing is a form of daily communication. Listening skill takes a big part in communication the total time spent on listening takes up 40-50% whereas speaking 25-30%, reading 11-16%, and writing about 9%.² It means that, listening play an important part in language learning, because if the listener can’t hear or grasp the meaning from the speaker the communication will fail or misunderstood, the speakers can’t fully convey what they really mean.

The primary purposes of Humans listening are to gather information and to entertain one-self.³ We hear to obtain something from the speaker, be it casual information such as the breakfast menu, or even important information such as the time for the meeting will start. Not only that, we also entertain our self with listening, for example like listening to music in your phone, or hearing horror podcast at night, or listening to an audiobook of the novel that you really like. We can listen for different purposes but with listening we will acquire something new from there. Listening gives the students

² Mendelsohn. 1994, *Journal of Language Teaching and Research*, Vol. 2, No.1, p 1, Retrieved on 05 january 2022

³ Jj Wilson, *How To Teach Listening* (London : Pearson Education Limited, 2008), P. 9

information from which to build up the knowledge necessary for using the language, In this case English language. When this knowledge is established, the students can begin to speak or acquire other skills. Just like a new born baby who can't speak, read, or write, they acquire the information just by listening and from listening they can learn language. There are many people who are a good speaker but bad at listening and this often resulting to communication fail, the listener takes information from the speaker and when the listeners do not comprehend the meaning correctly they cannot provide a correct answer or dont know what to answer, the communication will stuck. Because of that, the researcher recognized that listening is important in language learning and must be taught in teaching learning process because listening is the basic tool in communication.

According to the preliminary research that the researcher conducted at SMA N 1 Padang Cermin, the researcher did an interview to Mrs Ruh Ibunda, S.Pd one of English teacher that teaches the first grade students, the researcher summarize that the students seem to easily get bored while listening due to their lack of understanding of the materials given. The teacher also said that one of the problems in learning listening skill is because the myth that occurs in the environment that listening especially in English is hard, that will lead to students' lack of interest in learning them resulting to their low score on test (it can be known from their score below).

Table 1
English Listening Score at Tenth Grade of SMAN 1 Padang Cermin

No.	Score	Class								TOTAL	Percentage
		X MIPA I	X MIPA II	X MIPA III	X MIPA IV	X IPS I	X IPS II	X IPS III	X IPS IV		
1	<70	24	18	20	20	16	18	23	20	159	58,24%
2	>70	9	18	13	16	9	16	8	15	114	41,76%
Total		33	36	33	36	35	34	31	35	273	100%

Source: The Data from English Teacher of SMAN 1 Padang Cermin

The researcher also ask some students' problems in learning English especially in listening section, the problems are the students still find it difficult to understand the question given, and the media used by the teacher is not interesting enough for the students. Media used by the teacher will also play an important part to assist the teacher teaching this skill. A good media will make the teaching learning process more enjoyable and improve the listening skill of the students. Media have always been linked to the processes of teaching and learning both formal and informal situation.⁴

That's why using media is always connected to teaching learning process be it on class or outside the class. Teacher has always intuitively search to use objects from their environment, or even make and produce a certain instrument (media) to increase their teaching process to enrich students' learning experience. There are many media that can be used in teaching learning process in this context is listening. There are six types of media which are text, audio, visual, motion, manipulative, and people.⁵ The audio, visual, and people can be used in teaching listening. One kind of audio and visual media can be used is audiobook. Audiobook is a book or story that's being narrated by professional narration and

⁴ Wai Meng Chan, Et. Al. *Media In Foreign Language Teaching And Learning*(Boston : Walter De Gruyter Inc, 2011), P.1

⁵ Sharon E, Shaldino, And James D Rusell, *Instructional Technology And Media For Learning*(Ohio : Merrill Prenticehall,2003), P.9

synchronized with an e-book text.⁶ The Audiobook can be used to teach listening skill and suitable to teach listening to the students because audiobook media is being narrated by professional narrator in this case a native speaker. The students can hear the correct pronunciation and variant accent that's suitable to the students' level. The students also can obtain or download the audiobook media easily too in internet, for example in kindle site or other free audiobook site like storynory. Based on that, the researchers conclude that the listening ability test can use audiobook media to help the teacher to teach and the students' to learn more easily.

C. Identification and Limitation of the problem

The researcher finds the problems as follow:

1. The students get bored during the listening section.
2. Students lack of interest in learning resulting in low score.
3. The teacher use un-interesting media in teaching listening.

Considering from the background of the problem and identification of the problem the researcher focused on the research only in an experimental study of using audiobook media toward students' listening ability in a form of a narrative, for the narrative text subject at the first semester of the tenth grade students.

D. Formulation of the problem

Based on the limitation of the problem, the researcher formulate the problem as follow: is there any significant influence of using audiobook media toward students listening ability at the first semester of the tenth grade of SMA N 1 Padang Cermin in the academic year of 2021/2022?

E. Objective of the research

Based on the formulation of the problem above, the purpose of this research is to find out whether there is a significant influence of using audiobook media toward Students' Listening Ability at the first Semester of The Tenth Grade of SMA N 1 Padang Cermin in the Academic Year of 2021/2022.

F. Significance of the research

This research is expected to give some benefit :

1. Theoretical contribution
This research hopefully provided information for English teacher about the influence of using audiobook in teaching listening and other additional information for further research.
2. Practical contribution
The practical significance that the researcher expected are as follow :
 - That the result of this research can improve the way how the English teacher teaches especially in listening ability.
 - Also expected that the use of the media can make the students easy to learn so it can improve their listening skill.

⁶ Lotta C. Larson, *E-Books And Audiobook*, International Literacy Association, September 2015, P. 169

G. Relevant Previous research

In the prior research, Febriana Rohma Rizana wrote a research with the title “The Effectiveness Of Audiobook On The Students Listening Skill Of Eight Grade Students at MTS Al-Huda Bandung”, this research conducted to identify the any significant differences of the students listening skill of the eight grade at MTS Al-Huda Bandung taught with and taught without using audiobook. The researcher used quantitative approach with quasi experimental design and the data collected through test. The finding in the research showed significant difference between two classes and the use of audiobook media is effective on students listening skill.⁷

The next study was by Gita Merliana “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 is a comparative research to compare listening comprehension that’s taught by using video and taught by using audiobook media. In this research, the researcher used static-group comparison design where there was one step to collect the data, it was post-test and the population of this research was tenth grade of SMAN 1 Gedong Tataan Pesawaran and the sample as chosen by doing cluster random sampling. The result of this research showed that there is a significant different of students’ listening comprehension taught using video and taught using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran. It was provided by the result of statistical calculation using t-test formula.⁸

The differences between previous research and this present research is the researcher want to look for the significant influence of using audiobook media especially in listening comprehension on the tenth grade high school students. Based on the theories mentioned, it can be concluded that teaching listening can use the audiobook, students can listen and (optional) see the text given. Therefore the researcher interested in conducting a research entitle. “The Influence of Using Audiobook Media Toward Students’ Listening Ability At The First Semester Of The Tenth Grade Of SMA N 1 Padang Cermin In The Academic Year Of 2021/2022”

H. Scope of the research

1. Subject of the research :
The subjects of the research was the first semester students’ of the tenth grade of SMA N 1 Padang Cermin, Teluk Pandan.
2. Object of the research :
The object of this research was to find out whether there is significant influence of using Audiobook media toward students listening ability.
3. Place of the research :
The research was conducted at SMA N 1 Padang Cermin, Teluk Pandan.
4. Time of the research :
The research was conducted at the first semester in 2021/2022 academic year.

⁷ Febriana Rohma Rizana, *The Effectiveness Of Audiobook On The Students Listening Skill Of Eight Grade Students at MTS Al-Huda Bandung*, (Thesis Undergraduate IAIN Tulungagung, Jawa Timur: 2018)

⁸ Gita Merliana, *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*, (Thesis Undergraduate UIN Raden Intan, Sukarame: 2018)

CHAPTER II

THEORITICAL FRAMEWORK

A. Theory

1. Listening

a) Concept of listening

Within the linguistic area, there are four fields such as listening, speaking, reading, and writing. According to Schultz listening is deeply involved in understanding what other means by observing and analyzing their words, gesture, and action. Listening also often demand the listener to respond to the speaker.⁹ It means that, Listening is one of the receptive abilities that require the listener to receive and comprehend the spoken word via their words, gesture or action and sometimes require the listener to give an answer. Listening also require the subject to establish the meaning map in their mind, not only to listen but to figure out the meaning by themselves.¹⁰ As listeners, we construct meaning by making connections based on background knowledge, analyze the context, consider the speaker's tone, gestures, and other nonverbal cues, and reflect on our own understanding and perspective. Field also mention that listening is an individual activity, because the speaker is not the one who instill the message in the listeners mind. The listener is the one who has to remake the message and fathom the speaker intentions and extract from any message that seems relevant to the listener own goals.¹¹ In summary, listening is a receptive ability that involves actively receiving and comprehending spoken words, gestures, and actions. It requires the listener to establish a meaning map in their mind by making connections, analyzing the context, considering nonverbal cues, and reflecting on their understanding. Listening is an individual activity where the listener takes responsibility for constructing meaning and interpreting the speaker's intentions.

Listening can also be regarded as an active skill because it goes beyond simply hearing the words being spoken and involves actively participating in the communication process. The Listeners require to receive then construct the meaning and then respond to the verbal or non verbal messages from the sounds that they heard to get the information from the speaker.¹² This statement was also supported by a journal written by Selin and Osgur that Said “To summarize, when all the aforementioned definitions are taken into account, defining listening as a passive skill would be misleading. If the listener takes part actively in the process of listening linguistically and uses his/her non-linguistic knowledge to follow up the message that the speaker intends in a conversation, if s/he listens, replies, and asks/answers questions, it is active listening. Understandings is not something that happens because of what speaker says, the

⁹Katherine Schultz, *Listening: A Framework for Teaching Across Differences*,(New York: Columbia University, 2003), p.30

¹⁰ I. S. P. Nation and Jonathan Newton, *Teaching ESL/ELF Listening and Speaking*, (New York: Roudledge, 2009), p.38

¹¹ John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2009),p.37

¹² Ahmadi Syedeh, “The Importance of Listening Comprehension in Language Learning.” *International Journal of Research in English Education* 1 (1): 7–10. www.ijreeonline.com http://ijreeonline.com/browse.php?a_code=A-10-1-2&

listener needs to make connections between what s/he hears and what s/he already knows and at the same time he/she tries to comprehend the meaning negotiated by the speaker.”¹³

Osada Nobuko also mentioned about listening as an active skill, “Listening is not a passive skill, but an active receptive skill which need special attention in study of language”.¹⁴ Studying and developing listening skills are indeed crucial in language learning and communication. Active listening allows learners to improve their comprehension, fluency, and overall proficiency in the target language. It enhances their ability to understand and engage in conversations, academic settings, and real-life situations. By recognizing listening as an active receptive skill and giving it the necessary attention, learners can enhance their language abilities and effectively navigate the complexities of communication.

Based on several definition above, it can be concluded that, listening is an individual activity where the listener takes responsibility for constructing meaning and interpreting the speaker's intentions. It involves actively receiving and comprehending spoken words, gestures, and actions. It requires the listener to establish a meaning map in their mind by making connections, analyzing the context, considering non verbal cues, and reflecting on their understanding. Listening can also be regarded as an active skill because it goes beyond simply hearing the words being spoken and involves actively participating in the communication process.

b) Type of Listening

According to Wilson JJ in his book called “How to Teach Listening”, there are 4 type of listening:¹⁵

1) Listening for main idea/gist

This type of listening refers to the occasions when we want to know the general idea of what is being said, the details are less important. The students have a quick listen to the recording before plunging into it for detail, teachers help them to get a general understanding of what it is all about to get the main idea of the conversation.

2) Listening for Specific Information

This type of listening is when the students or the listeners don't need to understand everything, but only a very specific part. For example, while listening to a plane boarding announcement, we are only interested in hearing news about one particular plane - the one we want to catch - and so we listen selectively for this specific information and ignore everything else.

3) Listening in Detail

This refers to the type of listening we do when, for example, we need to find something wrong or find the difference between each passage. Because of that, the students listen very closely, paying attention to all the words and trying to understand as much information as possible.

¹³ Selin YILDIRIM, Özgür YILDIRIM, “The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review”, November 2016, p.2097

¹⁴ Osada, Nobuko. 2004. “Listening Comprehension Research: A Brief Review of the Past Thirty Years.” Dialogue3 : P. 53–66”

¹⁵ Wilson JJ, *Op. Cit.*, P.225

4) Inferring

This type of listening require thinking skill in which we make deductions by going beyond what is actually stated in the passage. It is all about making analogy to situations that we recognise.

Based on Wilson JJ's categorization above, the researcher used these type of listening to teach in the class, whether it's understanding the main idea, seeking specific information, listening attentively for details, or making inferences, because each type of listening requires specific skills and strategies. By recognizing and developing these different listening abilities, the students/learners can become more effective listeners in various contexts and improve their listening ability.

c) Listening Processes

There are 2 models to describe the listening process :¹⁶

1. Bottom-up model

The bottom-up model emphasises the deciphering of the smallest units (phonemes and syllables) to guide us closer to meaning. The process is primarily based on discrete units of language within the textual content. This model depends more on the sounds heard and centered on grammatical relationship within the words. So the listeners recognize with the sounds, phrases, intonation, grammatical structure, and different components of spoken language.

2. Top-down model

The top-down model emphasizes using background knowledge to predict the content. This can refer to word understanding, knowledge of the speaker, context, or analogy (if the scenario is familiar, listeners can guess what they're going to hear next). The top-down model is primarily based, at least in a part, at the listener; a lot of the comprehension is based on what occurs in the thoughts earlier than the listening has even started.

In conclusion, the bottom-up and top-down models provide different perspectives on the listening process. The bottom-up model focuses on deciphering the smallest units of language, while the top-down model emphasizes the use of background knowledge and context. Both models contribute to our understanding of how listeners comprehend spoken language, highlighting the importance of linguistic elements and prior knowledge in the listening process.

d) Teaching Listening

Teaching listening is important because it helps students understand spoken language, communicate effectively, and improve their overall language skills. It also develops critical thinking abilities and enhances cultural understanding. Good listening skills are valuable in real-life situations, such as work and social interactions. By teaching listening, the teacher equip students with essential skills that support their language development and prepare them for success in various contexts.

¹⁶ Wilson JJ, *ibid.*, P. 15

John Field in his book "Listening in the Language Classroom" Use pre-listening activities to activate prior knowledge, employ techniques like bottom-up and top-down processing during the listening task, and include post-listening activities to reinforce understanding.¹⁷ The teacher also can Integrate listening skills into real-world contexts, using authentic materials including audio, video, and other online resource, interactive tasks such as role-plays, and strategies like predicting, inferring and summarizing to enhance students' critical thinking ability.¹⁸ Larry Vandergrift recommends teaching students listening explicitly, such as selective attention (focusing on relevant information) and self-monitoring (checking comprehension). Vandergrift suggests incorporating activities that encourage students to reflect on their listening experiences and identify effective strategies. He also emphasizes the value of providing feedback and opportunities for students to practice and refine their listening skills.¹⁹

In conclusion, teaching listening is important because it helps students understand spoken language, communicate effectively, and improve their overall language skills. Incorporating the activities and using authentic materials such as audio, video, and other interesting online resources so that students are interested in learning listening. The teacher can equip students with the necessary tools in order for the students to become proficient listeners. Through effective listening teaching, students can develop their language abilities and confidently engage in various contexts.

2. Audiobook Media

a) Definition of Media

Media is anything (usually tools) that can assist teacher to deliver the materials to the students or large group of people, so that the information can be received more easily if the teacher use the media correctly compared to the usual teaching learning process in the classroom. This statement was supported by Robert Heinich, Et,Al. in "*Instructional Media And Technologies For Learning*" they said that : A media is a channel of communication, based on the latin word that means "between" refers to anything that convey information from the source to receiver.²⁰ Media provides alternative and more effective features compared to traditional teaching methods in a conventional classroom.²¹ This highlights the advantages of using media as a valuable decision in the teaching and learning process. Media can be employed in any classroom situation and adapted to the diverse characteristics of the students. The key lies in selecting the appropriate media for a particular class.

Media in general term means television, radio, newspapers that carries news, information, or entertainment to a large number of people.²² This applied to media that were used in teaching

¹⁷ John Field, *Listening in the Language Classroom*, (Cambridge : Cambridge University Press,2008) P. 132

¹⁸ Michael Rost, *Teaching and Researching Listening*, (New Jersey : Pearson Education, Ltd,2011) P.281

¹⁹ Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening: Metacognition in Action*, (new york : routledge,2021) P.120

²⁰ Robert Heinich, Et-Al, *Instructional Media And Technologies For Learning*, (New Jersey : Pearson Education, Ltd, 2002), P.9

²¹ Wai Meng Chan and Anna Uhl Chamot, *Media in Foreign Language Teaching and Learning*, (Boston: Walter de Gruyter Inc., 2011) P. 10

²² Nuhung Ruis, Muhyidin, Tri Waluyo, *Instructional Media* (Jakarta: Gramedia, 2009), P. 2

learning process too, the media facilitates the teaching learning process and bring the information that the teacher want to share. Teacher and learners are helped by using media to achieve their teaching learning process goals. The internet and digital technologies have transformed how students access information. Through media, such as e-books, audiobooks, online articles, videos, and educational websites, learners have a vast educational resources. This enables them to explore different viewpoints, stay updated with current information. Media fosters independent learning and empowers students to go beyond the boundaries of traditional classrooms, expanding their knowledge and enhancing their educational experiences.

In conclusion, media is anything that helps teachers deliver information to students more easily. It can be tools like television, radio, newspapers, or digital resources like e-books, audiobooks, videos, and educational websites. Using media in teaching has advantages over traditional methods because it makes learning more effective and adaptable to different students. Media provides access to a wide range of information and promotes independent learning, it allows students to go beyond the classroom and expand their knowledge. Overall, media plays a valuable role in education by enhancing the teaching and learning process.

b) Definition of Audiobook media

Audiobook media is a kind of media that's in a form of an audio recording (be it a cassette, mp3, or cd) or video recording (with text in them) based on a book or short-story that's being narrated by professional narrator usually a native speaker. This statement was supported by Lotta C. Larson in "E-Books And Audiobooks", he said that : Audiobook is a book or story that's being narrated by professional narration and synchronized with an e-book text.²³ Audiobook is generally read with the aid of native speaker so because of this the students can pay attention to the proper pronunciation and listen to various accent. Audiobook also enhance literacy abilities by means of constructing vocabulary, increasing comprehension, encouraging independent, and offering models for fluent reading and listening, this means audiobook can be a good medium in teaching listening.

Iben Have And Brigitte Stougaard Pedersen in their Ebook named : "*Digital Audiobooks : New Media, Users, And Experiences*", mentioned audiobook as a sound recording of a book that is performed by a professional narrator or the author.²⁴ The students can get audiobook easily because it is in a form of reccording, they could get it on the internet, MP3 player, CD and so on. It can be a good media because you can carry it everywhere, for example you can download the file on the internet and listen to it while you exercise, dinning or whenever you have a free time. This means that the students can have a lot of practice because audiobook is flexible.

Anwas stated that audiobook media is also a source of teaching materials that are cheap, easily accessible by all groups, and easily duplicated by students to record subject matter. In addition, the order of presentation is fixed, definite, and can serve as an instructional medium for self regulated learning.²⁵ Audiobooks can be accessed by individuals from various socioeconomic backgrounds, as they are often more affordable compared to physical books or other resources.

²³ Lotta C. Larson, *Loc. Cit*

²⁴ Iben Have And Brigitte Stougaard Pedersen, *Digital Audiobooks : New Media, Users, And Experiences* (New York: Routledge, 2016) ,P.3.

²⁵ Anwas, O. M. (2015), *Audiobook: Modern society learning media*. Jurnal Teknodik, 18(1), 54-62. <https://doi.org/10.32550/teknodik.v18i1.111>.

They are also easily accessible through digital platforms and can be downloaded or streamed on various devices, making them convenient for the students. The content of audiobook media is structured and organized, allowing students to follow along and grasp the subject matter in a systematic manner. This is beneficial for self learning, as students can independently engage with the material at their own pace. Audiobooks provide a consistent and reliable instructional medium, ensuring that students receive a consistent learning experience. Moreover, the audio format of audiobooks offers additional advantages. Listening to the content can improve auditory processing skills and enhance language acquisition. It allows students to engage with the material through auditory channels, which can be particularly helpful for individuals who are auditory learners or those with reading difficulties. Audiobooks also enable multitasking, as students can listen while performing other activities, such as commuting or doing chores, maximizing their learning opportunities.

In conclusion, audiobook media is a valuable teaching tool that provides audio recordings or synchronized video recordings of books or stories narrated by professional narrators, often native speakers. Audiobooks offer benefits such as improving pronunciation, exposing students to various accents, enhancing literacy skills, expanding vocabulary, and promoting independent learning. They are easily accessible through digital platforms, affordable, and flexible for use in different settings. The fixed order of presentation and the ability to engage auditory channels make audiobooks an effective media for self-regulated learning. Overall, audiobooks offer a convenient and engaging way for students to improve listening ability.



The example of audiobook media in one of free audiobook site on internet

c) The Procedure of Audio Book Media

M. Arief Assiddiqhi and Rusdi Noor Rosa provides the procedures of using audiobook as follows:

1. First, prepare the lesson plan and the Audiobook media Player.
2. Then, engage the students to predict the lesson materials that will be learned by giving them some clues. After that, tell the students the topic they about to learn.
3. The students then will listen to the audiobook recording of the narrative text based on the suitability of the length and the words difficulty displayed.
4. After done listening, the students has to do a follow-up activity to build up students knowledge and relate it to the material.

5. Lastly, students were asked to summarize the materials by giving them some question/questionnaire.²⁶

d) The Advantages and Disadvantages of Using Audiobook Media

Advantages:

Garip and Harun state that, the most problematic areas in listening for ESL is the speech rate, and audiobooks may help with the spoken and written form. Its also stated that the mind of the people processes visual and oral information in a different channels and it is effective to use verbal/oral and visual together as one.²⁷

Other Advantages of audiobook are stated in a journal by Manal Mohamed and Khodary Mohamed :

- 1) 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.
- 2) Helping learners learn the pronunciation of words which they listen to delivered in appropriate intonation and pronunciation and which they see in print.
- 3) Audiobooks can be obtained easily,through the site internet whether its free or paid
- 4) 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.
- 5) A 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.²⁸

Disadvantages:

- 1) It is based on the recoding or the media used by the teacher in displaying the audiobook, if it is in a big classroom and the teacher use a speaker to display it but the speaker is in a poor condition so the sounds produced isn't clear it is sometimes difficult to consider whether all the students in the room can hear it or not.²⁹
- 2) Another disadvantages is from the tempo of the speaker is it too fast or too slow for the students. It means that audiobook media is more suitable to be used in an English laboratory with headphone but not all school have them so the teacher have to make sure that the audio is clear enough for the students to hear. Teacher also have to find suitable speed in the audiobook for the students, because students have different capabilities in listening, so the teacher must

²⁶ M. Arief Assiddiqhi, Rusdi Noor Rosa, "Audiobook Implementation in an EFL Listening Classroom", Journal of English Language Teaching, Volume 10, Number 1, March 2021, P.96

²⁷ Galip Kartal, Harun Simsek, "The Effects of Audiobooks on EFL Students' Listening Comprehension", The Reading Matrix: An International Online Journal Volume 17, Number 1, April 2017, P.113

²⁸ Manal Mohamed, Khodary Mohamed, "Using Audiobooks for Developing Listening Comprehension among Saudi EFL Preparatory Year Students", Journal of Language Teaching and Research, Vol. 9, No. 1, pp. 64-73, January 2018, P.66

²⁹ Rose Brock, Ph. D, Why Listen? Using Audiobook To Support Literacy, *Internet Article Of Listening Library*, 2015, Accessed On www.Goolescholer.Com

consider very carefully the tempo used in that audiobook to fit all students, that's not too fast and not too slow.

B. Conceptual framework

Listening is a process of acquiring and comprehends information from the speaker which leads to providing the appropriate answers as well. Listening is also an active skill if it is required to understand the meaning of what the speaker says and answer it. So the students must understand the meaning first so they can give appropriate response to the speaker, if they don't understand or misunderstand what they hear it will resulting in miscommunication between the speaker and the listener. The communication will not be effective because the message isn't conveyed correctly.

Audiobook media is a kind of media that's in a form of an audio recording (be it a cassette, mp3, or cd) or video recording (with text in them) based on a book or short-story that's being narrated by professional narrator usually a native speaker. Audiobook is generally read with the aid of native speaker so because of this the students can pay attention to the proper pronunciation and listen to various accent. Audiobook also enhance literacy abilities by means of constructing vocabulary, increasing comprehension, encouraging independent, and offering models for fluent reading and listening, this means audiobook can be a good medium in teaching listening. The researcher wants to implement an action that could improve the quality of students listening ability through the use of media. In this research, the researchers choose audiobook media as one of the media that might improve the students listening comprehension.

C. Hypothesis

Based on the conceptual framework, the researcher formulated the hypothesis as follow :

Ha : There is significant influence of using audiobook media toward students listening ability at the first semester of the tenth grade of SMA N 1 Padang Cermin in the academic year of 2021/2022.

Ho : There is no significant influence of using audiobook media toward students listening ability at the first semester of the tenth grade of SMA N 1 Padang Cermin in the academic year of 2021/2022

REFERENCES

- Arikunto, Suharsimi, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: RinekaCipta 1998).
- Ary, Donald, Et. Al, *Introduction To Research In Education* (10th Ed). (Canada : Wadsworth Cengage Learning ,2010).
- Assiddiqhi M. Arief, Rosa Rusdi Noor, *Audiobook Implementation in an EFL Listening Classroom*. Journal of English Language Teaching, Volume 10. Number 1. March 2021.
- Brock, Rose Ph.d, Why Listen? Using Audiobook To Support Literacy, *Internet Article Of Listening Library*, 2015, Accessed On www.google.com
- Brown, H. Douglas, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2004).
- C.Larson, Lotta, E-Books And Audiobooks, *International Literacy Association*, September 2015.
- Case, Alex, *Why Your Students Have Problems With Listening Comprehension Using English*, 2 April 2008.
- Creswell, John w, Educational research, *planning and conducting quantitative and qualitative research*, (Boston: Pearson, 2012)
- Field, John, *Listening in the Language Classroom*, (Cambridge : Cambridge University Press,2009).
- Have, Iben And Pedersen Briggitte Stougaard. *Digital Audiobooks : New Media, Users,And Experiences*, (New York: Routledge, 2016).
- Heinich, Robert, Et. Al, *Instructional Media And Technologies For Learning*,(New Jersey : Pearson Education, Ltd, 2002).
- Kartal, Galip, Simsek, Harun. *The Effects of Audiobooks on EFL Students' Listening Comprehension*. The Reading Matrix: An International Online Journal Volume 17. Number 1. April 2017.
- Mendelsohn. 1994, *Journal of Language Teaching and Research*, Vol. 2, No.1, p 1, Retrieved on 05 january 2022
- Meng Chan, Wai, Et. Al, *Media In Foreign Language Teaching And Learning*, (Boston: Walter De Gruyter Inc., 2011).
- Merliana, Gita, *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*, (Thesis Undergraduate UIN Raden Intan, Sukarame: 2018)
- Mohamed, Manal, Mohamed, Khodary. *Using Audiobooks for Developing Listening Comprehension among Saudi EFL Preparatory Year Students*. Journal of Language Teaching and Research. Vol. 9, No. 1, pp. 64-73. January 2018.
- Nation, I. S. P. and Newton, Jonathan, *Teaching ESL/ELF Listening and Speaking*, (New York: Roudledge, 2009).
- Nobuko, Osada, *Listening Comprehension Research: A Brief Review of the Past Thirty Years*, Dialogue3 : P. 53–66”, 2004.

- O. M., Anwas, *Audiobook: Modern society learning media*. Jurnal Teknodik, 18(1), 54-62.
<https://doi.org/10.32550/teknodik.v18i1.111>, 2015.
- R. Fraenkel, Jack And E. Wallen, Norman. *How To Design And Evaluate Research In Education*, Boston: The Mcgraw-Hill Companies Inc, 2009.
- Rismawati, *Teaching Listening By Using Authentic Videos*. English Education Journal (Eej). 8(2), 222-233. April 2017.
- Rohma Rizana, Febriana, “*The Effectiveness Of Audiobook On The Students Listening Skill Of Eight Grade Students at MTS Al-Huda Bandung*, Thesis Undergraduate IAIN Tulungagung, Jawa Timur. 2018.
- Rost, Michael, *Teaching and Researching Listening*, (New Jersey : Pearson Education, Ltd,2011).
- Ruis, Nuhung, Etc, *Instructional Media*, (Jakarta: Gramedia, 2009)
- Schultz, Katherine, *Listening: A Framework for Teaching Across Differences*, (New York: Columbia University, 2003).
- Setiyadi, Bambang A.g, *Teaching English As A Foreign Language*, (Yogyakarta : Graha Limit, 2006).
- Shaldino, E.Sharon, Rusel, D.James, *Instructional Technology And Media For Learning*, (Ohio : Merrill Prenticehall, 2003).
- Shukla, Satishprakash, Variables, *Hypotheses and Stages of Research*”, Icssr, 2018, P.1.
- Siegel, Joseph, *Exploring Listening Strategy Instruction Through Action Research*, (London: Palgrave Macmillan, 2015).
- SyedeH, Ahmadi, *The Importance of Listening Comprehension in Language Learning*. International Journal of Research in English Education – 1 (1): 7–10. [www.ijreeonline.com](http://ijreeonline.com)
http://ijreeonline.com/browse.php?a_code=A-10-1-2&
- Vanderg rift, Larry and C. M. Goh, Christine, *Teaching and Learning Second Language Listening: Metacognition in Action*, (new york : routledge,2021).
- Wilson, jj, *How To Teach Listening*, (London: Pearson Education Limited, 2008).
- YILDIRIM Selin, YILDIRIM Özgür. *The Importance of Listening In Language Learning and Listening Comprehension Problems Experienced by Language Learners: A Literature Review*. November, 2016.