

## CHAPTER I

### INTRODUCTION

This chapter is divided into six parts that consist of the background of study, research questions, research purposes, the significance of the research, research scope, conceptual framework, and previous study.

#### A. Background

English is taught as a compulsory subject for all senior high schools (SMA) in Indonesia. When learning English, students ought to master the four English language skills. Listening is one of the essential language skills that should be learned since it helps students develop other English language skills. It is widely believed that students can improve their English listening as long as they do a lot of listening training (Min, 2020). It means that without listening students cannot acquire a lot of vocabularies because listening provides them with language input. Such an argument is reinforced by Richards (2008) stating that listening can provide much of the input and data that learners receive in language learning.

Listening skills are perceived important in raising the students' academic achievement, therefore, EFL teachers should invest the skills and employ them in the way to becoming more beneficial for students (Alrawashdeh, & Al-zayed, 2017). Besides, listening skill plays an important role in English learning since it can contribute to the development of the process of English learning skill (Oxford, 1993 in Öztürk, 2018). However, teaching listening skills to the students is not always easy for an EFL teacher since there is an internal factor that cannot be directly intervened by a teacher. In this case, a teacher has some difficulties in providing better understanding and context to students. They sometime are reluctant to ask any questions that they perceived hard to understand.

Based on the limited observation during Internship Program within 1 month at one of senior secondary schools, some crucial problems are frequently found in the teaching of listening. *First*, some students struggle to locate the key idea from

the video, and some supporting ideas or information. Besides, the constrained materials make the students less interested and feel bored. *Second*, some others asked the teachers to repeat what they have presented in the classroom. They complain that the teachers' explanation is difficult to catch to the voice to the audio since it is too fast to listen.

Considering the problems above, the teacher was challenged to find an appropriate teaching technique that can be applied in teaching listening so that students become more interested and feel facilitated when developing their listening skills. Relevant to this, Jabbarova (2020) states that minimal interference of the teacher by giving maximum exploration to the learners. The present study employed several listening teaching techniques using an internet application. This technique was chosen to enable students to effectively improve their listening skills. According to La Hanisi, Risdiany, Dwi Utami, & Sulisworo (2018), all activities can be arranged by teachers so that students can improve their skills in English during the classroom activities. Meanwhile, guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning.

A study related to this topic has been conducted by several scholars (for example, Mohamed (2018), Fajry, Komariah, & Silvianti, (2016), Safranjanj (2015), and Yoestara & Putri (2019). *First*, a study by Mohamed (2018) investigated the usefulness of using audiobooks to improve listening comprehension among preparatory-year students of Saudi English as a Foreign Language (EFL). *Second*, a study conducted by Fajry, Komariah, & Silvianti, (2016) aims at finding out whether the implementation of an audiobook with a narrative story could enhance the listening comprehension of SMA Negeri 1 Ingin Jaya Aceh Besar. *Third*, a study conducted by Safranjanj (2015) trying to improve listening comprehension through film. *Fourth*, a study by Yoestara & Putri (2019) discusses about the media that can be used in enhancing students' ability in listening skill and speaking performance. However, the present study is different

from the previous studies. It focuses on the process of developing listening learning in the classroom using internet-based applications and use question and interview techniques to measure the level of development of students' understanding in listening. Meanwhile, this research will be conducted with Indonesian students who have a relatively low level of language.

## **B. Research Questions**

Based on research problem explained above, this research will inquire the answers on the following questions:

1. How is the process of the teaching of listening using audiobook application?
2. What is the students' response to the teaching of listening using audiobook application?

## **C. Research Purposes**

This research has the following purposes:

1. To find out the process of the teaching of listening using audiobook application
2. To know the students' response to the teaching of listening using audiobook application

## **D. Significances**

The present study is expected to give theoretical and practical significance. Theoretically, the study may give provide information about the importance of listening skills and the results of this research can contribute to knowledge in developing students' listening comprehension which is supported by media in the form of internet-based applications. Besides, this research can be used as a reference for English teachers in developing teaching media in the future. Practically, the study give some benefits on the following parties. *First*, this research may give provide a reference for teachers in applying learning methods with the concept of listening. Therefore, teachers need to motivate students when

opening listening activity, more control over students' listening progress, giving respect to the students, avoid answering directly when students ask questions in listening. In addition, this research would be an additional reference for teachers in preparing media as a supporter in the learning process in the classroom. *Second*, future researcher would be able to use this application audiobook in online learning. Besides, it needs the future research to modify the program to make listening be enjoyed, and more interested. Moreover, the students are enthusiastically in learning listening by using audiobook applications. *Last*, the benefit of this research for application makers is as a reference material in making audiobook applications based on education and more interesting for students in classroom learning in the future.

#### **E. Conceptual Framework**

Listening is an important skill that provides L2 learners with the foundation for successful communication. As stated by Djaborova, FO (2020) listening comprehension skills are the basic of language learning. It means that listening is a basic skill that is very important to be mastered by every student. It related to the topic conducted by Uthaya Kumar, S., & Sandaran, SC (2018) listening is said to be the most important of the four language skills as young children imitate to produce the language and this imitation occurs through the process of listening and acquiring of the sounds first.

Listening is an activity that is often done by students in interacting both with teachers and with other students and they need mastery of listening skills for better communication. Such argument is reinforced by Yurko et al., (2020) Listening is the most regularly used language ability in daily life. In addition, effective teaching carried out by the teacher will affect the students' listening ability. As stated by Liubinienė, V. (2009) Effective listening skills increase the ability to learn and adapt new information, knowledge, and skills. Furthermore, Listening practice will strengthen these skills and there are many opportunities to build students' listening skills. Supported by Min, L. (2020) It is believed that students can improve their English listening as long as they do a lot of listening

training.

In listening learning, media relations and education are not new in learning foreign languages, because the media is a very important tool in supporting students to improve their listening skills. Audiobooks are one of the media to improve students' ability in learning foreign languages. According to Popescu, (2020) Audio books are a blend of oral storytelling traditions and emerging technologies. In learning using audiobooks, the teacher must prioritize material that is entertainment and easy for each student to understand. Supported by Wilson (2008), taken from Bulut, A. (2019) suggests that a good listening material must feature entertainment, interest, cultural accessibility, density, appropriate language level, good recording quality, a balanced number of speakers, appropriate speech rate, clear and various accents and cultural accessibility which are readily present in audiobooks.

According to Rubery (2008) believes that listening to audiobooks is more feasible than merely reading aloud since listening to audiobooks is not restricted in time and space. In other words, the advantage of listening to audiobooks is that they can be accessed by anyone and anywhere through computers, multimedia players, cassettes, CDs, smartphones, etc. Beside, another advantage according to Wolfson (2008), is that they are recorded by professional narrators, actors or actresses and even by the authors of the texts. Similarly, Talalakina (2010) taken from Bulut, A. (2019) points out that listening to audiobooks contributes to overall listening proficiency in the academic setting. It means, listening to audio books is an effective way to improve students' listening comprehension.

Meanwhile, the English Stories application for foreign language learning can provide a more realistic learning about new languages and cultures in the classroom. According to Ramírez Verdugo, & Alonso Belmonte, (2007), It is believed in this study that digital stories, if appropriately selected, can prove to be very useful in developing children's listening skills. They tend to be visual, interactive and reiterative. Furthermore, Ramírez Verdugo, & Alonso Belmonte explained that children will be actively involved in understanding the types of

stories that can directly help in learning a foreign language gradually. In addition, teacher support to students in learning through a story is the main thing that needs attention. because, motivating young learners to learn English through stories at an early age provides them the opportunity to widen their horizons and stimulate their early enthusiasm and enhance their awareness of the rich use of English (Mart, C. T. 2012).

Therefore, this study applies a new learning concept to improve students' listening skills and see the learning process using audiobooks. This new concept in learning is in the form of a media application called "English Stories Audiobook Application". This application is an application that supports the listening learning process, because in the application there are lots of folklore, myths, legends, etc. so that it will be easier for students to understand each story they listen.

#### **F. Previous Studies**

There are some research reports regarding to the use of English stories-audiobook application to improve students' listening skill. *First*, Chafai, S. (2019). The study aims at investigating the theoretical chart around verbalization in extension to the part of ICTs insides the classroom particularly audiobooks. This research gives a theoretical diagram approximately articulation in expansion to the part of ICTs interior the classroom especially audiobooks.

*Second*, Mohamed, (2018). The current study investigated the usefulness of using audiobooks to improve listening comprehension among preparatory-year students of Saudi English as a Foreign Language (EFL).

*Third*, Yoestara & Putri (2019). The aims to view the impacts of using podcast in improving listening and speaking performance. As there is a trend of using ICT in language teaching growths, the authors intend to discuss about the media that can be used in enhancing students' ability in listening skill and speaking performance

*Fourth*, Fajry, Komariah, & Silvianti, (2016). The goal of this study was to find out whether the implementation of an audiobook with a narrative story could enhance the listening comprehension of SMA Negeri 1 Ingin Jaya Aceh Besar.

The differences of this research compared to the previous studies above are on the description of the implementation of Audio-book and the way the use of Audio-book can improve students' listening skills. Therefore, the research expected to reveal the results of examining students' activity in digital English stories from Audio-book and improve students' listening process in the classroom.

