CHAPTER I

INTRODUCTION

This chapter provides information about the background of the study, research questions, research purposes, research significances, rationale, hypothesis, and previous study.

A. Background of Study

Vocabulary is essential for the students to keep up with their four language skills (David, 1991:9). It means that if the students want to learn English easier, vocabulary mastery will help their learning. The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will help students master English and its four primary skills. This importance is proven by Huyen, et al (2003), as stated by Rouhani, et. Al (2013), who define vocabulary as connection between the four language skills, which are listening, speaking, reading, and writing.

Improving vocabulary is complex. Based on the preliminary observation at one of highschool in Sukabumi, the students have difficulties making simple conversations in English because they do not master basic vocabulary. The students also have difficulty understanding the instruction in English. The teacher should look for methods to improve student vocabulary to solve that problem.

One of the alternative methods is to use interactive media to learn English. One excellent media that can beneficial for EFL students who struggling in learning English is the audiobooks. According to Bilianska (2018), the spread of audiobooks has become one of the current move that open up a new opportunities for improving some skills in a non-authentic language environment. The evolution of devices and sound media has led to audiobook format changes. The evolution of devices, media, and its sounds has led to changes in audiobook formats. The audiobooks now are

a digital audio files with fiction and non-fiction records that can be play on smartphones, computers, stereo, and others devices. Moreover, there are several modern applications, namely audible, iBooks, and Kindle apps that allow a person not only to control the listening process directly but also have other vital functions.

Audiobooks have many benefits. It can improve students' fluency, scale-up vocabulary, activate background knowledge, evolve comprehension, and increase motivation to interact more with books (Wolfson, G., 2008). Vocabulary building will be grown by using audiobooks (Whitten, 1998. & Reid, 2002). When listening to the audiobooks, students encounter new words and words they know but are not familiar with. When encountering words on audio, students will know how to pronounce them correctly and hear them used in context. These lead to developing a more fluent understanding of words.

Reid (2002) also declares that the audiobooks can support vocabulary growth and language expansion and play a constructive role in establishing receptive and productive language skills. It can also increase the background knowledge of new concepts in some words that may appear in spoken and written language. Based on the reasons above, pre-experimental research on the effects of audiobooks on students' English vocabulary mastery.

There are three previous types of research about using audiobooks for teaching English. The first is the research by Nuraini (2021) about developing students' reading skills by using an English story with audiobooks. Second, Hajar (2020) also researched the effect of the audiobook on reading comprehension. The last one is the research about using new concept student book audio for teaching vocabulary in listening by Amaliyah (2019). The current study is different from the previous ones. The previous studies focus on receptive skills such as reading and listening skills, whereas this study focuses on vocabulary mastery. Another

difference is that the current study experiments to find out the result of the treatments before and after using audiobooks.

B. Research Question

From the description above, this research is intended to answer the three following questions:

1. What is students' vocabulary mastery before learning English using audiobooks?
2. What is students' vocabulary mastery after learning English using audiobooks?
3. How significant is the difference in students' vocabulary mastery before and after learning English using audiobooks?

C. Research Purpose

From the research questions above, this study is aimed at obtaining the three following purposes:

1. To find out the students' vocabulary mastery before learning English using audiobooks.
2. To find out the students' vocabulary mastery after learning English using audiobooks.
3. To find out the difference in students' vocabulary mastery before and after learning English using audiobooks.

D. The Significances of the Research

Theoretically, new knowledge and experience about improving students' vocabulary mastery will be continued by another researcher in the future. This research is expected to become a source of information about using the audiobooks for learning English and its effects on students' vocabulary mastery. This research also contributed to English education learning, such as becoming a new reference for teaching English.

Practically, the result of this research can be beneficial for the researcher and the teacher in developing a method in the teaching-learning process. Moreover, the result of this study can be helpful for everyone in teaching vocabulary. The students hopefully can improve their vocabulary mastery by using audiobooks as a media in the teaching and learning process.

E. Research Limitation

This research focuses on the effects of audiobooks on students' vocabulary mastery. The participants of this study are 11th-grade high school students in Sukabumi. This study uses a quantitative method and using pre-experimental research. The students use audiobooks as media for learning English, and the teaching method will be based on some relevant theories from previous current study. This study was conducted in offline learning.

F. Rationale

This chapter presents the theories supporting the theory of study.

1. Audiobook

According to Fajry (2016), the audiobook is a book read by a professional narrator using the highest technology to record the voice. The audiobook can also be called a tape-recorder book. The students have the obstacle with how fast the narrative speaker speaks, but audiobooks can help them follow the spoken to written form (Chang & Read, 2006). Anwas (2014) states that audiobooks are another form of textbook can be heard. In 1931, audiobooks are initially know as The *Books for the Adult Blind Project.* Then, it starts to introduce to improve children's reading comprehension (Koskinen, Blum, Bisson, Philips, Creamer, & Baker 2000; 17 O'Day, 2002). To such an extent, it can be a good purpose and can be continued for generation

nowadays. The audiobook is also accessible; According to Wilson (2008), the audiobooks have such as entertaining and interesting factors, cultural accessibility, language level, speech acts, quality, density, accent, and all the benefits presented in audiobooks. Therefore, it can help students to learn English by listening.

2. **Vocabulary**

Vocabulary is usually explain as the meaning of a word. However, vocabulary is not just about meaning or definition of one word; it also comprehend spelling, pronunciation, morphology, syntax, and depth of meaning (Carlo et al., 2008), as stated in (Hunt, 2018). The role of vocabulary in students' learning is essential. Achieving vocabulary mastery will help the students to learn other important skills because vocabulary is one of the elements that can connect to other language skills (Huyen & Thi Thu Nga, 2003). In addition, vocabulary has several focuses that include the number of words that make up a language, all the words that a person recognize and use in a particular things, and a list of words with their meaning, (Hornby, 1995 as stated in Asyiah, 2017). When students master vocabulary, they will express their opinions better than others. Alqahtani (2015) states that learning vocabulary is fundamental; numerous studies delineate that vocabulary learning is essentials for learners, especially for second language learners. Lack of vocabulary can influence students' English skills, so vocabulary is the center of language learning.

3. **Teaching Vocabulary Using The Audiobooks**

Vocabulary teaching can make the learners acquire vocabulary in various ways through the media, the teachers, texts, or materials. The students can absorb vocabulary by many things (Harmer 1993: 159) as stated in (Apriyanti, 2016). Several techniques, strategies, and

activities are aimed directly at vocabulary learning. Audiobooks can be use to teach vocabulary as well. Although audiobooks are quite popular among people nowadays, the audiobooks are rather considered as a pastime and not as a teaching resource. However, the audiobooks can be helpful and beneficial for teaching tools which may significantly improve students' linguistic competence. Not only for improving students vocabulary mastery, but also can be develop the writing and reading skill (Sekścińska & Olszańska, 2019).

To reach these four skills, the students need to enrich their vocabulary first. The effectiveness of the learning process can be improve when listening activities are incorporated by teachers in their teaching practice. The students learn about new language using listening tasks, students get used to the linguistic features of a new language, learn new vocabulary in in context. Chang (2011) state that the students found most comfortable to listen the story presented in the reading while listening method, in which more students responded that the story was easy and interesting, they knew most words and understood the story. The students can comprehend the story based in the context and found new words and put it together to another words that they know to understand the meaning (Chang, 2011). Listening the right tools and beneficial teaching media such as audiobooks can engages the brain and is an integral part of a communication process. Indispensable for comprehension to be achieved, listening entails the ability to decode auditory input into comprehensible linguistic structures, and to understand and interpret the message by utilizing long-term memory.

The research begins with a pre-test in an experimental class to know students' vocabulary mastery. After knowing their vocabulary mastery, it goes on with an experimental study in one class. The experimental class uses the audiobooks as media to improve students'

vocabulary mastery. The post-test was conducted after treatment to know the difference before and after using the audiobooks.

The sample of this research used two kinds of variables. The first is using audiobooks as the dependent variable and the students' vocabulary mastery as the independent variable. The study can be seen in the figure below:

Figure 1.1 Framework of The Research

THE EFFECTS OF AUDIOBOOK ON STUDENTS'
VOCABULARY MASTERY

Experimental class

Pre-test

Treatment using audiobooks

Post-test

Result
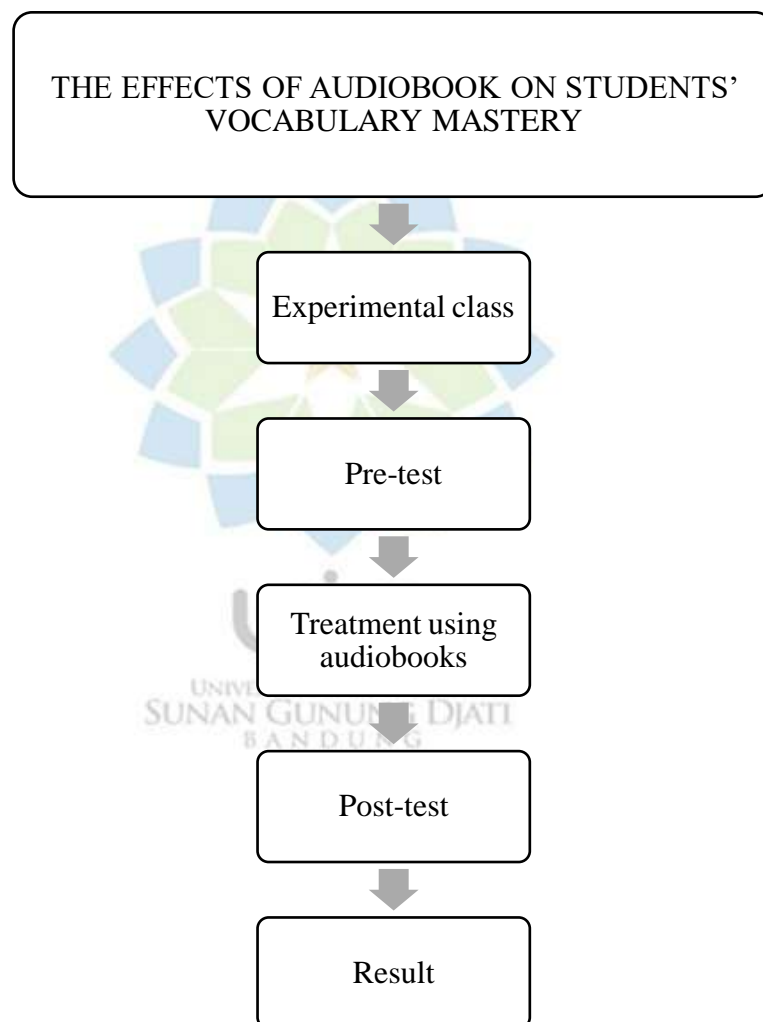
G. Hypothesis

The hypothesis is a forecast of the study's outcome (Cresswell, 2012). A hypothesis must be tested and founded on logic, or it must be

described in detail. The link between variables must be specified with precision. Therefore, the hypothesis can generate clear research questions. The dependent variable in this study is the use of audiobooks, while the independent variable is students' vocabulary mastery. The relationship proposed by the research hypothesis is as follows: "Students' vocabulary mastery will improve using audiobooks."

The hypotheses in this study are the alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

H_a: There is a significant improvement in students' vocabulary mastery through teaching using audiobooks.

H_0: There is no significant improvement in students' vocabulary mastery through teaching using audiobooks.

H. Previous Study

Three researchers have conducted several types of research on using audiobooks to teach English.

The first is research conducted by Nuraini (2021). The purpose of the study was to improve students' reading abilities by using an English story with audiobooks. Case study is utilize as the qualitative research method. Participants include three students of seventh-graders. Observations, examinations, and interviews are use to collect and analyze the data. On the basis of the data and discussion, the result shows that the participants meet and exceed the Standard Minimum Score. In addition, students are eager and engage to the material when using the Audiobooks to read English stories during the learning process.

Second, the research by Hajar (2020) sought to investigate the effects of the audiobook on students' reading comprehension and to find out students' interest in audiobooks in the teaching of reading. The mixed-method called the Quanqual model was applied in this study. Some sixty

eleventh-grade students participated, and data were collected by employing reading comprehension tests and questionnaires (open-ended questions). Moreover, the students are interested in using audiobooks because it is stimulating, challenging, available, powerful, and innovative in the reading activity.

Third, Amaliyah's (2019) research sought to determine how listening activities conduct in schools and how they respond to these activities. The qualitative approach of observation and interview serve as the data collection for this study. This study conduct at Indramayu High School. It involve 32 eleventh-grade Science students. Based on its findings, the research concludes hat the innovative concept of student book audio improves their listening skills through a variety of activities. In addition, the participants' responses to the listening exercises is determine by their capacity to process the information they hear. Their capacity to process the information is contingent upon their background knowledge and English proficiency.

The current study is different from the previous studies in some ways. The previous research mainly focuses on receptive skills, listening and reading. The previous research also mostly used the qualitative method when using the audiobook, while the current study uses the quantitative method. The genre of the audiobook is also different from the current study. The current study uses fiction audiobooks meanwhile the previous study uses non-fiction audiobooks.