Audio Book: Teaching Listening Comprehension

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Abstract

This study was aimed at finding out whether the implementation of audio book with narrative story can enhance students’ listening comprehension of SMA Negeri 1 Ingin Jaya Aceh Besar. The population of this study was the second grade students from the second semester and the sample was the students in 2 IPA1. The framework used in this research was suggested by (Antonaccy, O’callaghan, & Berkowitz, 2015 & Burkey, 2013), while the design of this study was a pre-experimental study. To obtain the data, the researcher used 10 items of multiple choice question in pre-test and post-test. The result of data collection in this study shows that average post-test score is higher (74.44) than the pre-test score (36.66). The result of the difference scores both of the test is 37.78. The result of hypothesis test is higher than critical value of t-table (t 4.73> t-2.06). It means Ha is accepted and Ho is rejected or in other words, audio book with narrative story can enhance students’ listening comprehension. In conclusion, audio book is recommended as good media in language teaching and learning listening skill.

Keywords: Listening comprehension, audiobook, narrative

1. INTRODUCTION

Listening is a language skill that takes a bigger part in daily communication along with speaking, reading and writing. Tyagi (2013) explains that listening is the essential part in information exchange. It includes the process of hearing and speaking between speakers and interlocutor at the same time. River (1966) argues that a good communication happens when both speaker and interlocutor are able to comprehend the meaning of conversation (as cited in Alonso, 2012). No matter how good and careful the speaker gives their thoughts and ideas in a clear and friendly ways, if the listeners do not understand while receiving the information, the communication will be misunderstood and failed. Like any other skills, listening is also achieved through study and practice.
Listening is also one of the competencies that must be developed based on the School-Based Curriculum 2006. Standard competency for listening skill of the second grade students of senior high school clearly states that the student should be able to comprehend monolog text of narrative, report, and analytical exposition. Based on the researcher preliminary study at SMA Negeri 1 Ingin Jaya, he found that teachers seldom teach listening in the classroom. It was because the teachers did not have appropriate media and material in teaching listening, so they only focused on teaching writing, reading, and speaking. Unfortunately, the researcher found no data about the students’ score in listening, because listening practice was very limited basically for monolog text. The researcher assumes that the students face some difficulties in comprehending listening monolog text. Nevertheless, the students are obligated to be able to comprehend listening skill because listening is one of foreign language skills to be tested in national examination. Thus, there is no reason for the English teacher to ignore teaching listening in the classroom.

To overcome these problems and to improve the students’ listening comprehension, teacher should use an appropriate media and materials. In this case, the researcher believes that audio book is a good media for teaching listening. Marchionda (2001) states that audio books provide learners with opportunities to increase active listening and critical thinking skills (as cited in Kartal & Simsek, 2011). Moreover, the use of audio book in teaching listening proved to be successful in terms of contributing to increase academic listening proficiency of EFL students (Talalakina, 2012). In line with Talalakina, Wolfson (2008) also asserts that audio book can provide students with another dimension for understanding. Based on those views, it can be concluded that audio book is a good media as alternative for teaching listening comprehension.

According to standard competency in School-Based curriculum 2006 for listening of second grade students of senior high school, the researcher used audio book with narrative story as material for teaching in the classroom. Casbergue and Harris (1996) also believe that the oral example provided through audio books enables students to not only better understand the story but also be exposed to instances of modeled fluency (as cited in Whittingham, et. al, 2013).

In addition, Several studies showed that audio books are an effective media in teaching English enhance the student comprehension skills (Brown & Fisher, 2006; O’day 2002 as cited in Türker, 2010). Furthermore, in a study conducted in Boston Public School by twenty-three teachers in twelve-middle and high school in Boston which participated in the audio book projects to enhance students’ learning. The students were divided into groups for using audio book and group’s independent learning. Then, the teachers performed pre- and post-testing. The result found that the audio books not only improves comprehension, but also help student in vocabulary development (RB Education, 2003). Subsequently, no research of audio book is correlated to listening comprehension in the theory of the experts (Antonaccy et. al., 2015 & Burkey, 2013). Thus, this study would fill in this gap. Compared to the previous study which focused on comprehension in reading skill, this present study was emphasized to enhance the students’ comprehension in listening skill. The researcher formulated the research question as follows: Can the audio book with Narrative story enhance the performance in Listening comprehension?
2. LITERATURE REVIEW

2.1 Definition of Listening

Listening can be simply defined by an attempt to understand what we hear (Downs, 2008) Listening also plays an important role in communication, most of the total time spent on communicating. Mendelsohn (1994) states that listening takes up 40-50%, speaking, 25-30%, reading, 11-16%, and writing, about 9% (as cited in Bingol & Mart, 2014). Based on the data above it is clear that listening is an active process because most of the time we spend for listening. O’malley, et. al (1989) also allude that listening is active and conscious process in which listener construct the meaning from the information and give the response (as cited in Matsuoka, 2009).

Besides, Alonso (2012) claims that contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. Listening is the basic skill to acquire another language skill. This is the basic reason why recently, teaching English also has focused on listening comprehension. In addition, Maya (2014) defines listening comprehension is the ability to understand the speech of native speaker at normal speed in listening situation (as cited Abdalhamid, 2012). Listening is also the main key to gain other language skills. This statement is also affirmed by (Kartal & Simsek, 2011) that before acquiring other language skills, a baby spend one or two years for listening. Then, they learn to speak, to read and to write.

2.2 Audio book

Audio book is a recording on CD or cassette of a reading of a book, typically a novel. Have & Pedersen (2016) define audio book as sound recording of a book that is performed by a professional narrator or the author. Most of novel researcher uses audio book for presenting their novel in audio version. In brief, recorded book or audio book can be defined as a book or story which is read by professional narrators, using the highest quality of recording technology. Audio book supports the listener better understanding.

New technology revolutionized the way listeners experienced audio books. In early era, the rise of cassette provided the technology that gave birth to audio book. Audio book firstly recognized and established a K-12 school division in early 1990s after developing a compact disc (CD) in 1984. Digital audio players first appeared in 1997 and since the Apple’s release the in 2001 marked the beginning of the MP3 era. Recorded book is migrated to the digital format and recently well-known as audio book. Based on the digital format, audiobook may be slowed down easily when the students feel that content is delivered too fast (Antonaccy, et. al, 2015).

Several studies showed that audio books are effective on comprehension skill (Tucker, 2010; Brown & Fisher; O’day 2002 as cited in Kartal & Simsek, 2011). Audio book has been considered as a good media and a shortcut to overcome language learners’ problems in learning foreign language. Audio book provides a number of benefits that enhance literature and experience for student and learners of all ages, but especially for young learner, it can develop reading, comprehension, listening and critical evaluation skills (Pelt, 2009). Audio books allow listeners to concentrate on theme, conflict, setting and character from the story and also making mental prediction about the story’s outcome while developing critical thinking skill (Burkey 2013).
In addition, Burkey (2013) assumes that the unique qualities of an audio book provide listener an important active listening skills. The major difference from the common listening is that it is even more important to have a strong story, engaging listeners’ attention, make them care about the character and what happens to that character. Moreover, Burkey adds that audio book can also provide listeners a direct connection of unfamiliar costumes, eras, ethnicities and vocabularies. In brief, audio book is an aid in developing listening skills and developing all reading skills, especially for better comprehension among students in regular classroom (Simskin, 2004). Some people learn English by reading and some people can learn English by listening. So the audiobook can provide both and help the students in learning English at the same time.

Meanwhile, students elaborate listening with reading a script at the same time. Since it focused on understanding meaning in teaching English, audio book can be an exciting part of a literacy program (Wolfson, 2008). Moreover, Kartal & Simsek (2011) say that audio book helps teachers and students to create opportunity for multi-tasking which is very important in language teaching and integration in EFL classes. In conclusion, teaching listening and supported by reading a text is allowed as long as it maintains teaching purposes for better understanding. Many educators have begun to implement these resources into their classroom teaching programs. Johnson (as cited in Pelt, 2009) states that audio books are now used to teach critical listening skills with a good narration to illuminate the humor in literature, and also expand vocabularies mastery.

O’day (2002) conducted a research about teaching English with audio book, the sample of the research is 28 fifth elementary level students. The result indicated that the audio book can enhance students’ comprehension and vocabulary mastery (cited in Türker, 2010). In this study, researcher followed School Based curriculum 2016 2006 steps in teaching audio book with narrative story. There are three main steps in School-Based 2006 curriculum, namely Exploration, Elaboration and Confirmation. By following KTSP steps, the students are also provided by small group discussion method in order to teach them critical thinking and have better comprehension.

Modern and finding studies have demonstrated audio books are good for some purposes. In education, audio book can be used by teacher as the alternative tools for teaching English. According to Brown, audio book story can provide students the element of characterization, theme, tone, setting and other significant aspect of the text (as cited in Kartal & Simsek, 2011). The audio book also can develop critical thinking of students and their vocabulary building (Tüker, 2010). The audio books use the highest quality of recording technology, so the learners can hear it clearly.

Most of audio book read by professional narrators and some read by author himself, then the learner can feel like they are interacting with the author him/herself. The author completely understand the nuances of the story and give listener better intonation in humor or important part in the story. The benefit of audio book in education provides an easy access, low cost and selecting educational vocabulary for students. In addition, audio book provides students spoken support along with text confirmation for better understanding.
2.3 Narrative

Narrative is a kind of stories which tell us about past activities or event. Narrative basically concern on the problematic and resolution of the story in order to amuse and even give the moral message to the reader or listener. Toolan (2001) also states that narrative is a sequence of event story, “event” itself is really complex term while set of condition sometimes can change a whole of story.

Narrative has sequence of event, basically organized into three parts: Orientation as introduction of the story which focus on introducing characters, setting and time of story. Next is complication that tells about the problem to be solved by characters. The last is resolution which tells the reader or listener the solution of problem and gives an ending to the story. The resolution may have happy or unhappy ending. Some of text types categorized in narrative are folk tale, legend, fable, science fiction, historical fiction, etc. These kinds of text are used in teaching English in senior high school. In this experimental research the researcher focused on tales story.

3. METHODS

This research is called quantitative research because it used numbers or statistics. This research applied pre-experimental design with one group pre-test and post-test design. Pre-test was given to the students before the treatment. The post-test was given to the students after the treatment to find out the students’ enhancement.

The design was proposed by Phakiti (2014) above means that the teacher gave them pre-test before using Audio book then gave them post-test after teaching two times using audio book with narrative. The population of this research was the second grade students of SMA Negeri 1 Ingin Jaya. In addition, there were six classes for the second grade students. Moreover, for the research sample, the researcher used simple random sampling. The procedures of selecting the sample are as follows. First, the researcher wrote all the names of the classes on a piece of paper and put them into a box. Next, one paper was picked in random and the sample was II-IPA-1.

The researcher gave two kinds of test namely pre-test and post-test. Furthermore, the researcher gave the test to the students about comprehension in listening monolog text of narrative story, it consisted topic, detail information, vocabulary ad characteristic. Each pre-test and post-test consist ten multiple choice items with maximum score 100. The researcher set made all the questions took taken from the narrative story which students have heard before. After scoring process, the researcher counted the average scores (mean) of the students by using the formula of mean which is proposed by Moore, McCabe, & Craig (2009). Finally, the researcher used t-test as suggested by Phakiti (2014) to find out the significant difference between pre-test and post-test.

4. FINDINGS AND DISCUSSION

4.1 Finding

This is the results of the analyzing data that the researcher conducted toward the sample. The figure below illustrates about the score of experimental group in pre-test:
It is showed that the students’ pre-test score. It reveals the raw score before the treatment was given. The researcher took the data from twenty-seven students and the score range from 10 to 70. It can be seen that the highest score is 70 which was only achieved by one student, while the lowest score is 10 which was achieved by two students.

Most of the students achieved 40, there were 11 students who got that score. Further, 4 students achieved 20, 4 students achieved 30, 4 students achieved 50 and 1 students achieved 60.

Therefore, based on the explanation above, it can be concluded that the average pre-test score is 36.66 and compared to the minimum completion criteria (KKM) which is 70, it means that only one student who passed the minimum completion criteria (KKM) and most of the students’ listening comprehension was very poor and still far from curriculum’s expectation. After the treatment, the researcher gave students post-test.

The figure below illustrate about the score of experimental group in post-test:

It is illustrated that the student’s post-test score after the treatment was implemented. The researcher also took post-test data from twenty-seven students which the range of scores from 60 to 90. From the figure, it can be seen that the highest score after the treatment was 90 achieved by 7 students. Furthermore, the
lowest of the post-test is 60 achieved by 7 students. Most of students got 70 which achieved by 8 students. The average score of post-test is 74.44. It can be concluded that the score of the post-test is higher than the score of pre-test.

The mean of pre-test score and post-test score are from 27 students. The pre-test result was 36.66 and the post-test result was 74.44. The difference score between of the test is 37.78 points. The differences of each aspect of listening score between pre-test and post-test could be seen in the following table:

Table 1. Mean Analysis of Listening aspects of Pre-test and Post-test.

<table>
<thead>
<tr>
<th>Aspects of Listening Score</th>
<th>Mean</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Topic</td>
<td>12.75</td>
<td>23.7</td>
</tr>
<tr>
<td>Detail Information</td>
<td>13.96</td>
<td>26.66</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>8.14</td>
<td>15.55</td>
</tr>
<tr>
<td>Characteristic</td>
<td>2.22</td>
<td>8.88</td>
</tr>
</tbody>
</table>

Based on table above, it could be concluded that all aspects of listening score increased after the researcher applied audio book with narrative in teaching listening process. Therefore, audio books with narrative story help students in improving listening comprehension. In addition, the hypothesis testing is used to measure the result of critical value of T-test of students’ achievement in pre-test and post-test. Form the result of the study, the t-score value is higher than critical value of t-table (t- 4.73>t- 2.06). So the difference was significant. Here, it means that Ha is accepted and Ho is rejected. In other words, the implementation of audio book with narrative story can enhance students’ listening comprehension.

4.2 Discussion

Based on the explanation above, it is clear that implementing audio book with narrative story can enhance students’ listening comprehension. The researcher found that the common difficulty faced by students who were lack of practicing listening skill was less of vocabulary mastery and the speed of speaker was too fast. But it could be helped by the audio book. In line with previous finding research, audio book may be slowed down when the students feel that content is delivered too fast (Antonaccy et al. 2015). The researcher tried to slowed down the pace or speed of narrator, in order to help students for having better comprehension. In the result of this study, practicing listening with narrative story is also proved that it can enhance students’ comprehension, build critical thinking, expand vocabulary mastery and also more enjoyable while the students can listen and read a text at the same time.

5. CONCLUSION AND SUGGESTIONS

The objective of this study was to investigate the students’ enhancement in listening comprehension in monolog text through the use of audio book with narrative story. Firstly, the researcher concluded that generally students’ listening was still poor. It found when the researcher gave the test (pre-test) to the students before experiment, they got very low score. They did not understand the teacher's explanation, and they became confused, passive, and bored. However,
after researcher did the experiment, the result of the research showed that T-score (4.73) is higher than T-table (2.06).

It means that the alternative hypothesis which is stated that audio book with narrative story enhances the students’ listening comprehension is accepted. As a consequence, the null hypothesis which is stated that audio book with narrative story cannot enhance the student’s listening is rejected. In addition, according to finding research, the researcher found that audio book was successful in enhancing the students’ performance in listening comprehension. The implementation of audio book also could help students a new vocabulary and build critical thinking. In conclusion, audio book is recommended as good media in language teaching and learning listening skill.

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