

THE EFFECT OF AUDIOBOOK ON SIXTH GRADE STUDENTS' SPEAKING FLUENCY

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Abstract

In this Globalization Era, English skills must be mastered by everyone. Whether its speaking, listening, reading, or writing. This research is focused on students' speaking skills. Especially in the aspect of fluency. Audiobooks was used as the medium in this research. The aim of this study is to find out is there any effect of audiobook on students' speaking fluency. The researcher used quantitative research methods and pre-experimental design applied in this study. The participant in this research is 11 students of sixth grades. The researcher used pre-test and post-test as the instrument to collected data. In conclusion, by using audiobooks shows that there is a positive effect on students, but due to the constraints and limitations of researchers and students, it is stated that there is no significant effect between speaking fluency and audiobooks through the results of data analysis using SPSS system version 22.

Keywords: *Audiobook, Speaking Skills, Fluency, Elementary School Students*

A. Introduction

Speaking has become one of the most important skills in English language learning. Every learner seeks to conduct speaking skills (عبد, 2020). Speaking is the ability to combine words together and create sentences to convey messages, thoughts, and ideas (Yavari & Shafiee, 2019). Among the four language skills, speaking seems to play more important role in communication Speaking skills are considered the measurement for mastering the language (Shahini & Shahamirian, 2017). Speaking skills help speakers to communicate effectively (Hamad et al., 2019). Speaking can be viewed as one important element in developing each language skill and conveying culture knowledge. Which means speaking is connecting to other skills of English. Speaking skills can be developed when you put learners in

real life and authentic situations, encourage them to communicate, and help them to interact with one another (عبد, 2020). (Shahini & Shahamirian, 2017) stated that English is increasingly being used as a tool for interaction among nonnative speakers. And also English-speaking skills require, at a minimum, an authentic context and partners to communicate with (Sun et al., 2017). In today's world, speaking the international language of English is very important for human interaction since many people in different corners of the world speak through English (Yavari & Shafiee, 2019). It is important to mastering English in this globalization era because it is an International language. In the next few years, speaking will become an important thing for people's career success (Huriyah et al., 2020).

In speaking skills, there are many aspects to be mastered which is

Pronunciation, Fluency, Grammar, and Vocabulary (Sudarmaji, 2021). And also, there are many factors affecting speaking proficiency. All of these factors (e.g. lexical knowledge, accuracy, intonation and accent, fluency, and pronunciation, just to name a few) play a significant role in building one's speaking skills (Yavari & Shafiee, 2019). Fluency has the important role in speaking skills, because this is important in achieving the accuracy of communicative goals in conversation. Fluency is the use of naturally occurring language when a speaker engages and maintains in meaningful communication (Shahini & Shahamirian, 2017). A fluent speaker knows how to say and what to say without any interruption. In addition, speaking fluency can be defined as using language quickly and confidently, with limited hesitations, unnatural pause, etc. And also fluency refers to focusing on the content of speech to communicate as effectively as possible (Shahini & Shahamirian, 2017).

According to (Lennon, 1990) from (Tavakoli & Hunter, 2018) journal, fluency is a term that is used both in a 'broad' and a 'narrow' sense. In the English language and in a broad sense of the term, fluency is often used to represent 'mastery' of the language, and reflects what is sometimes termed 'general proficiency' in language teaching and testing. In this broad sense, although it can be used to refer to the skills of reading, writing or speaking, fluency is normally used in reference to 'spoken command of a foreign language' (Tavakoli & Hunter, 2018). According to (Skehan, 2003) from (Yavari & Shafiee, 2019) journal, Fluency is regarded as performance that is based on chunks which function as

units and are retrieved as wholes. So, Poor fluency can limit the interaction patterns and may affect the satisfaction of speakers and interlocutors because they practice the language in real-time (Yavari & Shafiee, 2019).

In this research, the researcher applied a dialogue as the post-test in the end of the class. The prevailing dialogue in classrooms is between teachers and students, albeit between teachers and individual students, small groups, or the whole class, and at present the impact of teacher-student dialogue on student outcomes requires further study (Howe et al., 2019). The researcher wants to measure the students speaking fluency from dialogue. Peer dialogue technique is assumed as an appropriate technique to improve students' speaking skill because it has some benefits (Huriyah et al., 2020). Spoken dialogue technologies are also important since they offer opportunities for personalizing education to each learner, thereby providing a natural and practical learning interface that can adapt to a learner's individual strengths and weaknesses in real time so as to increase the efficacy of instruction (Ramanarayanan et al., 2017). It can be said that, dialogue is very important to increase students' self-confidence in socializing.

With the increasing popularity of learning and teaching of English, especially during this pandemic, many researcher or even studies have been searching for new methods and techniques which could improve the effectiveness of the learning process. With the development of computer and communication technologies, English learners are able to receive English oral presentation training through digital materials or online courses

(Chien et al., 2020). And also with the development of technology changing the field of education and expanding teaching and learning methods. Especially in the field of communication causes the flow of information through telephone, radio, television, recording, increasingly hardened film that can be accessed with internet (Sukma et al., 2019). Traditional teaching methods are no longer appropriate for the new generation of learners who have been profoundly impacted by the rapidly changing world (Kozlowski & Seymour, 2003).

In teaching English, teachers are required to choose a media that is suitable for achieving the goal of teaching with ease, so that students are motivated to learn more. On the other hand, the teaching and learning of speaking skills are one of the biggest challenges faced by language learners and teachers, especially in second language classrooms (James et al., 2019). Being a teacher is not easy as it seems, because many aspects that must be learned. This concept have related to apply instructional media, teachers must consider many things such as teaching materials, the level of students, classroom management and many other aspects (Haryudin & Jamilah, 2018). Teacher must be prepared for what will happen in the classroom with students that has different knowledge. According to (Namaziandost et al., 2020), To help students learn English effectively, teachers can adapt their teaching methods and practices, develop techniques that will enhance the skill of the students and give students more chances to communicate and express themselves in the target language. So, teachers must use a proper techniques or methods that can be easily understand by the student. With technology, where we

can access it easily through the internet. We can see many teaching methods or techniques and we can choose which ones we can apply to the students that we will teach.

Therefore, the researcher use audiobook as a media in the learning process because it is one of the most effective methods to be applied in the classroom. Because we can read and listen at the same time. But, speaking is connected with listening aspect. Listening and speaking are related to each other; what we listen as input, we speak as output. So, aural and oral skills cannot be excluded from each other (Hamad et al., 2019). Audiobook itself has many benefits. One of them is to make the classroom more fun and not boring. Because it can provide an active relationship between teacher and student. For example, the teacher using a technique read-aloud model, so that the student can read-aloud after the audio is played. To maintain this technique model, the teacher must contribute with the student, so that in reading aloud, students can find out if there are errors in speaking and correct them by repeating them twice in order to improve their speaking fluency.

Audiobook can define as a recording of a text in book that being read. Audiobooks are quite popular and seem to be one of the most helpful teaching tools which may significantly improve students' linguistic competence (Kozlowski & Seymour, 2003). And also audiobooks are considered as a more modern and more efficient way that goes beyond the old learning methods. But, audiobooks are not discovery of this century or even of the last one considering authentic books as "equivalent to its content and not to its format" (María Alcantud-Díaz, 2014). According to the

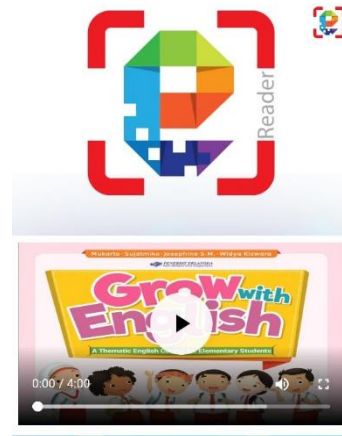
statement, audiobook has been around for a long time through the ancient times, where people use this media by storytelling or telling stories from a book. From the audiobook, we can see that there are two skills that we can mastered, reading and listening. But, this research is more focused on the students' speaking fluency. That's why the researcher using an application (picture 1.1) to measure their fluency in speaking English after listening to the audiobook.



Picture 1.1
Erlangga Book Reader
 The Application of Audiobook

application based on the picture 1.1 is from the barcode scan on the audiobook. It is an application for reading multimedia content from Erlangga's book. Erlangga book itself is a textbook that published by the Erlangga Group. The book that the researcher used as a media in this research is Grow with English for sixth grades. It has many advantages for the primary age, such as digital content which is animations, songs, story, etc. This make the student not get boring in the classroom. This book was used as a student companion in training or to improve their communication in English. To applying this application (picture 1.1), the student must have internet like network data or wifi.

Then, download it on their gadget, so that students knowing about how it works. Then, the student must scan the barcode or QR code on the book with their gadget. After scan the barcode on the book, it will bring to the application, but if it hasn't been downloaded, then it will bring to the app store or play store.



Picture 1.2
Erlangga Book Reader Display

Picture 1.2 showing the display of Erlangga Book Reader. This audiobook provides a video with animation and song. So, that the student felt enjoy while learning with audiobook. At first, students felt confused, because they have just encountered something like this. After the researcher explained in more detail, students began to understand how it works to access this audiobook on their gadgets.

The primary purpose of learning a foreign language is to be able to communicate in that language (Namaziandost et al., 2020). But, the researcher finds that students in sixth grade have difficulty in speaking English especially on fluency aspect. The problems include lack of self-confidence, fear of making mistake, and lack of vocabularies and grammar (Haryudin & Jamilah, 2018). Not many students mastering vocabulary and grammar, but the problem is that they having so much

difficulties on speaking skill. Some students even repeating some word in a dialogue or a sentence from audiobook to get it right. Repetition of dialogues and exercises allow the students to make responses quickly and accurately in spoken language (Ghofur et al., 2017). Some students are also fluent in English although not as fluent as others EFL learners. The problem formulation of this research is to find out whether there is an effect of audiobooks on the speaking fluency of sixth grade students. And also the purpose of this research is to find out whether sixth grade students can improve their speaking fluency through audiobook.

B. Research Method

Research Design

In this research, the researcher used a pre-experimental research with one group pre-test and post-test research design. Using this research design is to examine how far the student's ability to speak fluently. After the pre-test and post-test, the researcher gave the student questionnaire to figure out whether the students understand the material or not. This research focused on the effect of audiobook on students' speaking fluency, which means this research has two variables, audiobook and speaking fluency. Quantitative method was used in this research to get strong results in the form of data that can be measured by numbers and analyzed with statistical procedures to find out whether the hypothesis of the study is significant or not.

Time and Place of the Research

This research carried out at SDN Cibunar 03. It is located on Jl. Raya Jagabita, Cibunar, Kec.

Parung Panjang, Parung Panjang, Bogor, West Java in the 2020-2021 years academic. This research conducted on 26 April 2020. This research taking action at 10 o'clock in the morning.

Population and Sample

The population for this research will take from the sixth grade of SDN Cibunar 03 in academic year 2020-2021 with population of 11 students. The sample was taken from the population of sixth grade SDN Cibunar 03 Parung Panjang based on the suggestion from the subject teachers.

Researchers used purposive sampling as a sampling technique. By using purposive sampling, researchers obtained data easily. Because purposive sampling is a type of sampling technique that uses a certain test or task on the sample in its collection, so it will be obtained for the purpose of this study. The purposive sampling technique allows researchers to get students who are proficient in their speaking skills through data provided by the subject teacher. This technique is assisted by a questionnaire given by the researcher. In order to see how far they are in understanding the material being taught.

Data Collection

In collecting data, the researcher taking sample by using pre-test and post-test as the instrument. And additional instrument with using a questionnaire. The scores from the pre-test will be used as the initial score before the treatment. The scores from the post-test will be used as a final score from the student after the treatment was given. Before the pre-test begins, the researcher will explain the material to be discussed and for the

post-test the researcher will ask the student to perform in front of their seat to have dialogue with their chair mate that has been given by the researcher.

The researchers use one group pre-test and post-test because there is a pre-test in it which serves as the initial result to be compared with the final post-test result so that the results can be known accurately. The pre-test consists of ten multiple choice question. The question is from material books that have been chosen by the researcher. Before the pre-test, the researcher explained how to work on multiple choice questions and explain the questions one by one so that students understand them. For the pre-test, students are given 15 minutes to complete multiple choice questions. After the pre-test, the researcher started handing out posttest papers. The researcher only conducted one meeting with the students due to the limited time between the school and the researcher. The post-test itself is a short dialogue.

The aim using dialogue as the post-test is to examine how far the students' mastering speaking fluency. The researcher finds that using dialogue, it will improve students speaking skill in daily life.

Analysis Data

After collecting data, the researcher analyzing the pre-test and post-test score by using the t-test, and will calculated by using SPSS program system version 22. One pair t-test will be the initial results that will be used as a comparison of the results of the pre-test and post-test and to see how effective audiobooks is on sixth grade students' speaking fluency.

Table 1: The student score pre-test and post-test

Number	Name	Pre-test	Post-test
1	S.RK	70	69
2	S.RD	90	50
3	S.AH	80	94
4	S.SI	60	81
5	S.DW	70	69
6	S.TR	60	87
7	S.KY	70	87
8	S.MY	80	69
9	S.AL	80	81
10	S.RH	80	87
11	S.BG	80	94

*S: Student

The researcher obtaining the score by calculates with the English subject teacher. As we can see on the table 1, student results between the pretest and posttest showed progress, although some students had difficulty on doing the test. However, the researcher helped the students by explaining about the test that had been given. The comparison of pre-test and post-test is quite different, from the written test and the dialogue test. The researcher did this in only one meeting, because of the limited time between the researcher and the school. Therefore, the researcher measured the results through a t-test consisting of a normality test and a homogeneity test.

The normality test was used to check whether the pre-test and post-test scores were distributed or not. Homogeneity test is conducted to find out whether students in the class have homogeneous variance or not. And to find out whether it is significant or not, the researcher used a simple paired test to find out the significance of the study and to compare the result of the pre-test and post-test.

C. Result and Discussion

This research is only focused on students' speaking skill. Speaking skills are considered the measurement for mastering the language they are also considered a pointer of the speaker capability of communication (عيد, 2020). Speaking skills must be mastered from an early age and students must master at least one English skill. However, based on the data that calculated with using t-test, the score pre-test and post-test indicates normal and homogeneous. But, with simple paired test, the result indicates that there is no significant on this study. It means that audiobook is not effective on sixth grade students' speaking fluency. This is also due to the limitations of researchers and students.

Many research indicates that using audiobook is giving positive result on students English skills. Audiobook can be a medium in the classroom because it has many benefits and also advantages. But, audiobook is more focused on listening and literary skills. The researcher focused on the speaking skill because in the post-test, the researcher aims to find out the ability of sixth grade students to communicate in English.

Table 2: Test of Normality Result

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,266	11	,029	,887	11	,127
Posttest	,198	11	,200	,893	11	,152

***This is the lower limit of the**

true significance

The result of normality test revealed according to Shapiro-Wilk's test, it is indicating that the pre-test and post-test are distributed normal. As we can see, the significance on the table 2 is indicating the significance is above than 0.05. If the significance below than 0.05 it is stated that the data distribution is not normal. The pre-test significance level is 0,127 and the post-test significance level is 0,152. It showing that there is a significant development from normality test. This test is just the lower bound of the true significance.

After gaining the significance result from normality test by using the Shapiro-Wilk test, the researcher finds that the data was normally distributed. Then continued with the homogeneity test of two variances on the results of the pre-test and post-test data using the SPSS test.

Table 3: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,920	3	6	,122

From the test results, the data from pre-test and post-test have the same variance. From the table 3, the significance level indicates above the 0.05. Same with normality test, if the significance value is below 0.05, it means that the data is not homogeneous. The t-test indicates positive result which is normal and homogenous. After obtaining the t-test result by using Shapiro-Wilk test in SPSS, simple

paired test is used to find the significance of this study.

Table 4: Simple Paired Test Result

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Interval of the				
					Lower	Upper			
Pair 1	Pretest - Posttest	-4,364	18,478	5,571	#####	8,050	-,783	10	,452

The result indicates that there is no significant effect from simple paired test result. It can be said that, the significance result is 0,452. Simple paired test is different with the t-test. Simple paired test indicates that if the significance result below than 0.05, it means that there is a significant effect on this study. But, the significance result from table 4, it indicates above the 0.05. It is stated that there is no significant effect using audiobook on students' speaking fluency.

This research can be seen from the aspect of the students themselves, by using a questionnaire. The questionnaire contains 10 closed questions about how far students understand the material being taught. The result indicates that all students understood about the material that has been given. Some students even ask about the learning material. The researcher told to student to keep the dialogue script for the post-test, so that they can learn English at home by themselves and can be applied on daily life.

The result from data analysis using Shapiro-Wilk test on SPSS program, it indicates that data can be distributed normal and homogenous but the significance result data can

show that there is no significant effect in a study. The researcher finds that using SPSS program is effective to calculating the pre-

test and post-test to figure out if there is a significant or not.

In this case, the researcher experienced limitations in applying audiobooks in grade six, the first was the limitation of the tool. Some students do not bring their gadgets during the learning process. The researcher found the solution, it was using the researcher's audio speaker to implement audiobooks in the classroom. However, the researcher encountered problems in implementing the audiobook, so the audiobook was not applied 100 percent in this study, making the researcher do it manually, by reading the book aloud and then followed by the students.

This limitation is controlled, with the researcher explaining more detail and showing sixth graders one by one about how audiobooks work. This can also be applied at their home by self-learning. At the end of the learning process, the researcher gave a small talk to improve their mindset about this audiobook. Audiobook itself is not for only speaking. Can be reading comprehension, listening and also writing skills.

The researcher finds that many research has been succeed by using audiobooks as the medium of learning. One of the research that the researcher

found is using audiobook is effective on competence and literary skills. The research indicates that by using audio books in primary education may have a positive impact on the learners, and help students improve their language competence and their literary skills (María Alcantud-Díaz, 2014).

The main purpose of this research is to know the effect of audiobook on student's speaking skill. As the result, by using audiobook is not effective on improving students' speaking fluency according to SPSS data analysis. Although, there is some positive thing that the researcher can take from this research. By using dialogue as a post-test, the researcher finds that many students already have basic speaking skill. Especially on fluency aspect. The researcher suggest that audiobook can be used as a medium of learning. But, it must focus on the capability of a student.

D. Conclusion

Audiobooks is a modern way or method to develop student comprehension. With audiobook we can access it on our gadget anywhere. By simply scanning the QR code in a book that provides a QR code like Erlangga Book Reader, we can read and listen at the same time. Audiobook can be applied anywhere at school, college, or another institution. As long as the materials is easy to understand.

Audiobooks is used as a medium in this research. And It result by analyzing data with SPSS, that there is no significant effect on sixth grade students'

speaking fluency. It doesn't mean that audiobook brings negativity in a classroom. It's just that audiobooks can be used to find out other skills that can be mastered. Many research shows that audiobooks have positive impact on student English skills.

The researcher suggest that audiobooks can be used as a medium of learning. Audio books can serve also an educational purpose beyond learning languages. They can be an interesting tool for content and language integrated learning (CLIL) (María Alcantud-Díaz, 2014). But, it must focus on student capability skills on English.

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