

THE EFFECT OF USING AUDIOBOOK AS MEDIUM ON ELEMENTARY STUDENTS' LISTENING COMPREHENSION

Maulana Syarif Dzikri

Universitas Islam Syekh-Yusuf, Kota Tangerang

1805020007@students.unis.ac.id

Abstract

The purpose of this study was to find out the effect of using audiobooks as a medium of learning on elementary school students in the listening class. The researcher applied quantitative research method and pre-experimental research design in carrying this research. The participant for this study is 11 students of six grades. This study conducted two meetings (pre-test on the first day and on the second day to carry out the treatment and post-test). This study employed listening test as an instrument. The result showed that the significance level from the paired sample t-test 0,152 is higher than 0,05. It's indicating that there is no significant effect on elementary students' listening comprehension. Even though the result from this research statistically show that there is no significant effect on the use of audiobooks on the elementary students' listening comprehension, audiobooks can be integrated with various teaching method and strategies in the same variable. This research is useful for future researchers who want to conduct research on the same variable.

Keywords: *Listening Comprehension, Audiobook, Elementary Students*

A. Introduction

Listening is one of the basic four basic skills in the language. Listening is the first thing foreign students do to recognize the foreign language that has been taught in their classroom. Furthermore, to achieve good communication, listening comprehension is needed to make the communication goes well and to get a good achievement among the learners (Şendağ et al., 2018). In English for English Foreign Learners (EFL), listening plays an important role in language, because listening is a process of receiving messages in communication that converts someone's speech into information for listeners (Oxford, 1993).

Listening comprehension is an active process in which listeners need to concentrate on connecting the information what they hear with

their prior knowledge to understand the speaker's mean to (Kartal & Simsek, 2017; Madani & Kheirzadeh, 2018; Yang, 2020). In the listening process, listeners need basic knowledge such as vocabulary, pronunciation, and the context of the language of it used by the speaker to go through process of "hearing and matching pattern" in interpreting the speaker's intention (Madani & Kheirzadeh, 2018).

In EFL students' mother of tongue, listening becomes an easy skill to learn. This is because the foreign learners already know the language they are listening to, since they were a kid. However, it's a different case when they are studying in English Listening Class. The problem is that they have limited knowledge of foreign languages, in this case, English (Melani, 2020). Therefore students find it difficult when there is an academic exam held at their

school, especially international-based ones such as TOEFL and IELTS (Kartal & Simsek, 2017; Oxford, 1993) because listening skills are not only "bottom-up processing" skills where sounds, words, clauses, and sentences are linear to determine a meaning, but also require "top-down processing" skills where sentences or clauses are in a context and knowledge. listeners about the topics presented by the speakers (Oxford, 1993)

Therefore, in the learning process, the learners need the teacher guidance to developing their listening skill (Sukendra et al., 2018). Teaching listening class is an obligation for teachers to developing their students' potential in English language in order to make their students' be able to communicate internationally also pass their final academic exams (Alrawashdeh & Alzayed, 2017). In developing the learning process, many researchers have done through a long process to find the ways to teach the listening classes' maximum. One way is teaching using media (Herron & Seay, 1991).

Audiobook is one of the media that is often used by listening teachers since 1963 (Mohamed & Mohamed, 2018). In the use of audiobooks, this media has develops based on the technology of its time. Starting from the use of audiobooks as a Textbook, Phonography books cassette books, CD-Books, and E-books that can be accessed via the internet (Tattersall Wallin, 2021). In this era the development of audiobooks can be compared in line with current technological developments. Now audiobooks can be accessed via Mobile Phone (Al-Jarf, 2021).

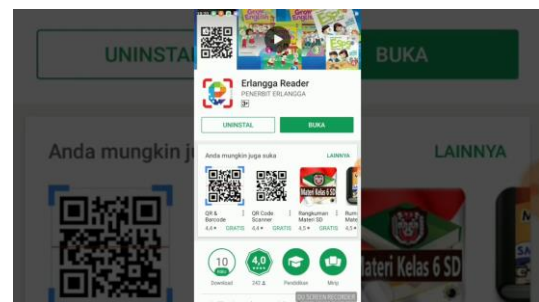
Grow with English 6 (2018) is an

audiobook published by Erlangga. This book is equipped with digital content in the form of animations, songs, and dialogues.



Picture 1.0. Grow with English cover
<https://www.erlanggaonline.com/produk>

In addition, this book is also equipped with a QR scan whereas students can access the material in the book using their smartphone. Therefore, this book is very helpful in the learning process in terms of several aspects of the media. The following is an image of the Erlangga Scan Reader application on Google Play:



Picture 1.1. Erlangga scan reader app in Google Play store

Most of the student found by the researcher had difficulty in understanding the meaning of the speaker when the test was held by their teacher (*The researcher conducting non-structural interviews while observing the school environment before the research was done*). The difficulties encountered were; the limited knowledge of students' vocabulary, not familiar with English pronunciation, and the speed of the pronunciation is too fast.

In the use of audiobooks, previous study (Al-Jarf, 2021; Mohamed & Mohamed, 2018; Tasmagambet, 2020) showed that there was a significant influence on their learning

process in listening class. The results of the influence of audiobooks have different effect. In the result of this research (A. Chang et al., 2018; A. C. Chang & Millett, 2016) stated that audiobooks can affect students' knowledge of listening, because audiobooks not only play sound media but also present a context that can be read by the students. In this case the method used by the researcher is Reading before (or while) listening. Furthermore, other studies (Al-Jarf, 2021; Kartal & Simsek, 2017; Mohamed & Mohamed, 2018) have revealed that audiobooks integrated with mobile phones, can improve listening comprehension. It's because integrated audiobooks can be used as an assignment and a student exercise tool when at home or outside school hours. In this case, the researcher proves the standard deviation score in the experimental (1.95) is higher than the control group (1.61).

Based on the results of the explanation above, researchers are interested in conducting studies with the same variables in different cases, in the case of students' elementary school. Because there are still few studies that provide empirical evidence that audiobooks can improve students' listening comprehension skills. In addition (Bourdeaud'hui et al., 2018) state that the primary students require more attention and instruction from their teacher in the learning process. This concludes that there is a need for learning method that is integrated with audiobook so that the objectives of learning can achieve maximum result (Lee, 2020).

This study is focused on investigating the effect from the using of audiobook as learning media, especially on the elementary

students'. As previous statement above the audiobooks consider as an effective media that can be applied during the learning process to gain the maximum learning result (Al-Jarf, 2021; Curran et al., 2018; Rahimi & Allahyari, 2019). Hence, the researcher interested in do some research about the effect of audiobooks with the case of Student of EFL at the elementary school level.

B. Method

I. Research Design

This research is focused on the effect of using audiobooks as learning media on elementary students listening comprehension. So that this research has two variables; Independent variable (*Listening Comprehension*) and Dependent variable (*Audiobooks*). To get the strong result, the research using a Quantitative Research Method by using Pre-Experimental Research Method.

The researcher using pre-test and post-test model to find out students' knowledge before and after treatment was carried out on students. The pre-test conducted before the treatment is given with the aims to find out the students prior knowledge about listening. The last process is post-test, post-test was held after the treatment is given. The treatment is the use of audiobooks in the learning process.

In this study, the researcher only used one group and there was no comparison group (*One group pre-experimental*). The researcher using data from pre-test and post-test scores to conclude the result of this study. To process the score, the researcher using analytical tools namely SPSS program system version 22.

II. Time and Place

This research carried out at SDN Cibunar 03, Parung Panjang where is located at Jl. Raya Jagabita, Cibunar, Kec. Parung Panjang, Bogor, Jawa Barat. This research conducted on 26-27 April 2021 with the duration of each meeting approximately 45 minutes.

III. Population and Sample

The total of this population research in this study conducted 11 students from sixth grade students. In addition, this population also acts as a sample of this study. These samples are based from the teacher's recommendation. In this case, the researcher used these eleven samples at pre-test and post-test stages, considering that the researcher only uses an one group experimental study.

IV. Data Collection

In the first meeting the researcher asked about students' prior knowledge about studying the language with the aim of measuring the extent to which they learn the language. Further, the researcher teaches the students by using book.

As the teacher mentioned earlier, to measure students' abilities the researcher used pre-test and post-test as instrument of data collection. The scores from the pre-test will be used as the initial score before the treatment conducted. The scores from the post-test will be used a final score from the student after the treatment was given. In collecting the score, the researcher using multiple choice listening test in both of stages.

The researcher use tests that from material books used in the research process. This test has two measuring parts, first understanding

in words and understanding in the context of language is used. There are 10 questions on each test. Students are given 15 minutes to answer the questions. In addition to the written test, the researcher also distributed a questionnaire at the end of the meeting at the second meeting with the purpose to find out how effective the use of audiobooks was.

V. Treatment

The researcher held the study into two meetings, where each meeting lasted approximately 45. At the first meeting, the researcher explained the learning objective and procedures in the learning process to the student. Before the pre-test was carried out, students were asked to re-read the material they had studied in their first semester. In this case the researcher helps students to understand about the meaning of the context in the textbook by explaining through the whiteboard. In addition to help students understand about the material, the researcher practices in front of the class orally some of the dialogues in the book.

In the last fifteen minutes of the first meeting, the researcher distributed listening multiple-choice sheet to all the students. Students are asked to answer 10 questions related to the material that has been given. Researcher plays audio as test device. After finish collecting students' answer sheet, the researcher reflected back on the material that had been given and then closed the first meeting.

Treatment was carried out at the second meeting. Before the treatment was given, the researcher delivered the same procedure but this time with the help of audiobooks as learning media. In the process of using audiobooks, the researcher gave this treatment for approximately 20

minutes with each material being repeated for five times. After the learning process is complete, the researcher conducts a post-test procedure to determine student learning outcomes.

VI. Data Analysis

To assess the students' answer, the researcher uses the guidelines provided by Gay (1981:298) as follows:

$$\text{Score} = \frac{\text{Correct answer score}}{\text{Maximum Score}} \times 100$$

After obtaining students' score, the researchers use the scoring guide table for categorizing students' comprehension level as follows:

No.	Score	Classification
1.	90 – 100	Excellent
2.	80 – 90	Very good
3.	70 – 80	Good
4.	60 – 70	Fairly good
5.	50 – 60	Fair
6.	40 – 50	Low
7.	0 – 40	Very low

Table 1. Students Classification Score

After conducting the pre-test and post-test on students, the following table is the score of each student in each test:

No	Participant	Pre-test score	Post-test score
1	B.Gs	70	80
2	M.Sy	30	50
3	K.Sy	60	90
4	T.Ra	60	50
5	D.W	60	60
6	A.F	70	60
7	R.Ks	50	70
8	K.Rn	80	70
9	S.Nt	50	60
10	A.Ly	60	70
11	R.Dh	70	70

Table 2. Students score

In processing students' score to analyze student learning outcomes, the researcher using SPSS analysis tools 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 in the using

audiobooks on elementary students listening comprehension. The purpose of this t-test is to compare the average results of the two texts that are not related to each other with the aim of whether the two results have the same average or not significantly. The calculation technique used by the researcher is descriptive statistics using paired sample t-test to compare the result of the pre-test and post-test.

C. Result and Discussion

After using the formula for calculating the average on each test result with the aim of comparing the average score on each test, the following results are obtained:

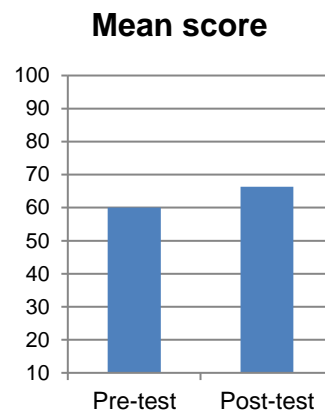


Table 3. Mean score comparison chart

The diagram above shows the acquisition of student scores in the pre-test and post-test. The average score of students at the pre-test stage is 60.00 while at the post-test stage students get a score of 66.36.

To answer the background of the problems contained in the introduction chapter, the researcher conducted a normality test between both variables and paired sample t-test to determine the result. In the process of analyzing, researcher using SPSS version 22 with the following result:

Table 4. Tests of Normality

Based on the result of Table 4, it indicates that the significance level of both test (0,280 & 0,389) are higher than 0,005. This means that

**.This is a lower bound of the true significance.*
 a. Lilliefors Significance Correction

of the data, the researchers conducted a homogeneity test using SPSS version 22 analysis.

Table 5. Result of Homogeneity test

Levene Statistic	df1	df2	Sig.
1,500	2	6	,296

Table 5 describes that the significance level is 0,296, which is higher than 0,05. This shows that the data obtained by the researcher are homogeneous.

In addition to using the student classification table, the researcher also uses the indicators of students' listening comprehension provided by the k-13 syllabus as an indicator of student achievement which is as follows:

- The students are able to identify the word spoken by the speaker accurately.
- The students are able to identify the situation of the dialogue listened accurately.
- The students are able to identify the adjectives used in the dialogues listened accurately.

In the use of audiobooks in the listening comprehension class, the researcher applied with an integrated skill teaching method which the researcher played the audio by scanning the QR from the audiobooks, then practiced in front of the class, then asked the student to practice by reading aloud what just they listened.

The previous study (Mohamed & Mohamed, 2018) stated that the use of audiobooks can have significant

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,227	11	,117	,915	11	,280
Post-test	,200	11	,200*	,928	11	,389

effect on students' listening comprehension. This is evidenced by the result of the t-test on the researcher's descriptive statistics which show that there is a significant difference in the comparison of the Mean score between the two groups (Control & Experimental group). The result from the data showed that $p = 0,00 < 0,05$ which rejects the null hypothesis.

Another study (Kartal & Simsek, 2017; Tusmagambet, 2020) with a qualitative study approach also shown that the use of audiobooks on the listening comprehension learning process have a significant effect, this is evidenced by a qualitative analysis of the results of interviews with the participant of study who gave positive feedbacks. The following are the result of previous researcher's interviews with the participants:

***Kartal & Simsek, 2017 Interviews feedback.**

"I think audiobooks were really useful for our reading and listening.
 Personally, I had the desire to read that book."

"My listening abilities got better after this activity. I learned how to pronounce the words correctly."

"I find audiobooks to be very useful in learning a foreign language. I enjoy listening to audio stories. It has increased my reading comprehension."

***Tusmagambet, 2020 Interviews feedback.**

R : I see, did you like using audiobooks during the experiment?

SA : Yes, of course.

R : Why?

SA : When we read the text hmm on one hand we hear how it is read hmm at such time it is helpful.

R : How is it helpful?

SA : For example, we see a word, we know what it is, but we don't know how to read it. But while listening to an audio, we will know it.

R= Researcher, SA = Participant

Based on the positive results presented by the previous researcher, the researcher conducted a t-test on the data obtained by the researcher to test the researcher's hypothesis regarding the effect of using audiobooks on elementary students' listening comprehension. The result obtained from the calculation of SPSS version 22 is as follows:

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-6,364	13,618	4,106	-15,512	2,785	-1,550	10	,152

Table 6. Result of Sample t-test

Table 6 describes that there is a comparison range on the mean score between both tests which is -6,364. The standard deviation comparison range is 13,618 and the standard error for both test is 4, 106. The range comparison interval between pre-test and post-test is -15,512 for the lower class interval, and 2,785 for the upper class interval. The result for the significance level were analyzed by SPSS version 22 by producing a value of 0,152 which is higher than the null hypothesis 0,00.

This indicates that the result from the post-test failed to reject the null hypothesis of this study (*There is no significance effect audiobooks on elementary students' listening comprehension*). Although the comparison from the mean score of both test slightly different between 60,00 and 66,36, but unfortunately it is not significant. It concludes that there is no significant effect of using audiobooks as media on elementary students' listening comprehension.

In summary, the result of this study cannot support the previous research (Kartal & Simsek, 2017; Mohamed & Mohamed, 2018; Tusmagambet, 2020) that audiobooks have a significant effect on elementary students' listening comprehension. One of the factors is

that the education levels of the participants in this research are different from previous research, where the participants in this study had a lower level of language comprehension (Elementary students') than previous studies (Nine grade students and college students). Therefore requiring more detailed attention and instruction from their teachers to achieve learning objectives (Bourdeaud'hui et al., 2018).

D. Conclusion

Audiobooks are interesting media to use in their development; audiobooks can act as a book of learning materials and also as an audio player. The audiobook provided by Erlangga is an audiobook that adapts to the times, which can be used by scanning a QR via a smartphone. Through smartphones, learning materials can be well integrated; students can learn material anywhere and anytime.

Even though the result from this research statistically show that there is no significant effect on the use of audiobooks on the elementary students' listening comprehension, audiobooks can be integrated with various teaching method and strategies in the same variable. Researchers suggest for the future

researcher that the flexibility of audiobooks can be customized with learning strategies that are commensurate with their skills.

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