

THE EFFECTIVENESS OF AUDIOBOOKS IN LEARNING ENGLISH VOCABULARY AT FIFTH GRADE STUDENTS

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Abstract

The objectives of this research is to find out whether the use of audiobooks effects the students' vocabulary. The audio recording that used for this research is a song recording that is correlated with the material to be taught. This study is conducted based on the students cannot express sentences due to lack of vocabulary. The subject were 10 students at fifth grade of SDN Cibunar 03. This research is Pre-Experiment research, with the type of one group pre-test and post test design. The data analyze is using SPSS. The result of this study shows that the significance value (sig.) $0,00 < 0,05$. So, it can be concluded that using audiobook in learning english vocabulary is effective.

Keyword: Audiobooks, the learning media, vocabulary.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan audiobook mempengaruhi kosakata siswa. Rekaman audio yang digunakan dalam penelitian ini adalah rekaman lagu yang dikorelasikan dengan materi yang akan diajarkan. Penelitian ini dilakukan berdasarkan siswa tidak dapat mengungkapkan kalimat karena kurangnya kosa kata. Subjek penelitian adalah 10 siswa kelas V SDN Cibunar 03. Jenis penelitian ini adalah penelitian Pre-Experiment, dengan tipe one group pre-test and post test design. Analisis data menggunakan SPSS. Hasil penelitian ini menunjukkan bahwa nilai signifikansi (sig.) $0,00 < 0,05$. Jadi, dapat disimpulkan bahwa penggunaan audiobook dalam pembelajaran kosakata bahasa Inggris hasilnya efektif.

Kata kunci: Audiobooks, media belajar, kosakata.

A. Introduction

Apart from listening, reading, speaking and writing, vocabulary is one of English components and it's very important to learn. Before the students master the four skills they have to know some vocabularies to support them in learning English. Septyantono (2017) and Sudarmaji & Yusuf, (2021) stated that In teaching english vocabulary, especially to children is not easy for teachers because of the differences

in teaching adults and children. they have different characters and motivations. So therefore, in learning English, especially vocabulary, teachers must be creative in choosing material and be able to stimulate student interest. According to Alqahtani (2015), in learning vocabulary there may be problematic because many teachers do not know about the best practice in the learning process. Moreover, the way students learn foreign languages is different from adults. They need something

realistic and motivated for their interest in learning foreign languages. Asyiah (2017) on her research stated that she found that most of the teachers and students do not have adequate knowledge about learning strategies and vocabulary learning strategies. Teachers also do not know the importance of learning vocabulary. In fact, a teacher plays an important role in this learning process. So, the English teacher must better understand their students in choosing methods, techniques and media according to their abilities, needs and interests.

Based on the writer's experience and participants, we experience problems in learning English because we cannot express sentences due to lack of vocabulary. By these conditions, the researcher assumed that the appropriate method, strategy or media should be chosen, because it is not an easy thing to do when teaching English in vocabulary. Ahmad et al., (2020) stated that several researchers have researched the use of learning media in the learning process and show that learning media is very important in supporting student learning processes.

With this problem, researcher used audiobooks as a learning medium. In dictionary, an audiobook is defined as a "recording of a book or magazine being read aloud" (Merriam-Webster Dictionary, online edition). The audio recording that used for this research is a song recording that is correlated with the material to be taught. Gasma et al., (2017) and Adnyani & Dewi (2020) stated that a song as media teaching and learning tool can build students enjoyable and energizes during the learning process, also motivate them. Besides that, it also

makes it easier for students to understand in the learning process. Baillie (2018) also stated that audiobooks have become very popular as a medium for learning English and revealed that audiobooks can improve vocabulary gain, pronunciation and listening fluency skills. Chang (2011), in a previous study, which focused on listening fluency in the learning process using audiobooks, but apparently it also has an effect on vocabulary gain.

In the previous observation, the researcher found that in previous learning they had never used this media. basically, by using this media we can know students' comprehension of what they hear in learning English in addition to focusing on vocabulary.

This study focused on the effect of audiobook in learning english vocabulary. Our main reason for this project is not only to see the effect of the audiobook but also to motivate the students in learning foreign languages and also the teachers to be more daring in using learning media.

B. Method

This study was conducted with Pre-Experiment method, with the type of one group pre-test and post test design. The subject of this study are 10 students of the fifth grade of SD Negeri Cibunar 03. The researcher used a test as method to collecting data.

The test conducted two times, pre-test and post-test. Pre-test which was conducted before being given treatment, and post-test which was conducted after being given treatment or teaching. The test is matching-test consist of 10 questions. In scoring, the correct answer is counted one point.

$$S = R \times N$$

Where :

S : score

R : total number of correct answer

N : total number of items

The data analyze by using the SPSS computer program version 22, because by using this program the results obtained were more accurate. This is the pre-test and post-test value data that were

No Responden	Pre test	Post test
1.	20	80
2.	20	80
3.	10	100
4.	60	100
5.	20	100
6.	40	100
7.	0	100
8.	70	80
9.	20	100
10.	10	80

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	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,321	10	,004	,862	10	,081
Posttest	,381	10	,000	,640	10	,000

C. Result and Discussion

1. Normality Test

Normality test is the first step to analyzing the data. Normality test used to test whether a data set follows a normal distribution or not. the writer used Shaphiro-Wilk as presented in the tabel. The data normally distribute if the significance is higher than $\alpha = 0.05$ (5%).

Tabel 1.2 Normality test of data

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the significance of the pre test was 0.081. it means the data is normally distributed because the significant score is higher than 0.05. While the significance of the post test is 0.000. it means the data is not normally distributed because the significant score is less than 0,05.

2. Homogeneity Test

The next step was homogeneity test. This test used to know whether the data is homogeneous or not. the data would be homogeneous if the data calculation is higer than 0,05. the writer used Levene-Statistic as presented in the tabel.

Tabel 1.3 homogeneity test

Levene Statistic	df1	df2	Sig.
,166	1	8	,694

Based on the tabel above, the significant score of homogeheity test was 0,694. It means the score is higher than 0,05. So, based on the result it can be concluded that the population variance come from the same population.

In this study, the researcher state that there is significant effect of audiobooks in learning english vocabulary at fifth grade students. The hypothesis (H_a and H_0) explained in the following statements:

H_a : There is any significant effect of audiobooks in learning english vocabulary at fifth grade students

H_0 : There is no any significant effect of audiobooks in learning english vocabulary at fifth grade students.

According to Singgih Santoso (2014:265), Guidelines for Decision Making in making paired sample t-tests based on the significance value (Sig.) of the SPSS outputs are as follows.

1. If the t-value is Sig. (2-tailed) <0.05 , then H_0 is rejected and H_a is accepted.
2. If the t-value is Sig. (2-tailed) >0.05 , then H_0 is accepted and H_a is rejected.

Tabel 1.4 Paired samples test

		Paired Samples Test							
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Interval of the				
					Lower	Upper			
Pair 1	Pretest - Posttest	-65,000	25,927	8,199	-83,547	-46,453	-7,928	9	,000

Based on the table above, the Sig. (2-tailed) is $0.000 < 0.05$. So, H_0

is rejected and H_a is accepted. It can be denied than an mean score difference between the Pre test and post test learning outcomes. Which means that there is any significant effect of audiobooks in learning english vocabulary at fifth grade students. This is reinforced by Best (2020) dan Mikidenko & Storozheva (2021), which states that one of the uses of audiobooks in the classroom is to introduce new vocabulary and increase phonemic awareness. Using audiobooks in learning is also one of the introductions of digital technology which is very useful for the generation of education in this modern era or audiobooks as educational technology.

It is has the same result with Kartal & Simsek (2017) who stated on the result of their research that audiobooks has positive impact in motivating students, and most importantly in students vocabulary gain. Another previous research that related to audiobooks as learning media and has the same results are from Ayunda (2015) and Assiddiqhi & Rosa (2021).

D. Conclusion

The result of this study shows that audiobooks is effective for students in learning english vocabulary and it can be effective media learning in teaching english. It helped student to understand vocabulary easier and motivated them in teaching learning process. It is important that there are such audiobooks and other media learning in to support students in the learning process. regarding audiobooks, as María Alcantud-Díaz (2014) says "Using audio books in primary education may have a positive impact on the learners, who will not only improve their language competence but also their literary

skills". Therefore, evaluating and constantly developing new ways of learning will only have positive results having in mind the students abilities and needs.

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