CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of the research problem, objective of the study, significance of the research, scope and limitation of the research, research hypothesis and definition of key terms.

A. Background of the Study

As one form of communication, listening is a language skill that takes a bigger part in daily communication along with speaking, reading and writing (Fajry,2016). Listening itself has a definition according to Vandergift, listening is an important skill it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. For the students, listening is not skill that can be mastered within overnight, students who are eager to succeed in mastering the listening should practice every day not only a week.

In addition, there are some aspects of listening, including the active listening, the way we normally process what we hear to make sense out of it. Active listening is about the activity of listening that is include understanding about the content of what listener receive or heard the content of material. Another aspect is processing what we hear.

In listening there are two distinct process bottom-up processing and top-down processing. Bottom-up processing refers to a process of decoding a message that the listener hears trough the analysis of sounds, words, and grammar. Top-down processing refers to using background knowledge to

comprehend a message. And the purpose of listening, we can consider interactional and transactional function of language. When language is used to fulfill an interactional communicative function, the focus is on creating harmonious interaction among individuals. Unlike interactional use of language, transactional use focuses attention on the content of the message.

An understanding of top-down and bottom-up of listening and the transactional functions of language provides an awareness of what listener do as they listen, and this knowledge is useful when we consider the kind of listening activities we have students do in classroom. The implementations of learning listening often encounter obstacles. The students have difficulties in learning listening especially in identifying the main idea, finding specific information of the text and making inferences (Brown, 2006:7).

To help the students listening better, the teacher should be able to be more creative and innovative to help the students in listening. In this case, teacher can use appropriate media to support teaching learning process and make the students more interesting in listening. The teachers have to try to give good models that encourage them to practice it. The teacher has to use attractive media in teaching. It is one of a good way to make the students interested in their listening activity. By using media, it will give the chance for the students to provide their listening ability. The purpose of media is to facilitate communication and learning (Shaldino and Rusell, 2003:9). It means that media is a tool of communication between the sender to the receiver. There are many media that can be used by the teacher in teaching learning

process especially listening. One example of media can be used in teaching listening English audiobook.

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry: 2016). Audiobook enhances literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listen to the right pronunciation and also listen to the Varian accents. And also students can get audiobook easily they can get it on the internet on MP3 player forms.

So far, several studies about audiobook have been conducted by some researcher. Fist study was conducted by Merliana Gita from Universitas Raden Intan Lampung (2017), entitled "A Comparative Study of Students' Listening Comprehension Taught Using Video and that Taught Using Audiobook at the Fist Semester of the Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year". This study revealed there is a significant increasing score in students' listening skill. The researcher used quantitative method, using the static-group comparison design (Gita, 2017).

Second study was conducted by Fajry from Syiah Kuala University, Banda Aceh (2016), entitled, "Audiobook: Teaching Listening Comprehension" that had been done by Fajry, Komariah, and Silvianti in SMAN 1 Ingin Jaya Aceh Besar in 2014/2015 of Academic Year. The result

of that research is the researcher found that audiobook was successful in enhancing the students' performance in listening comprehension. The researcher used quantitative approach with pre experimental design (Fajry, 2016).

Meanwhile the researcher wants to conduct a study with the same media that is Audiobook. An all of the subject of previous studies were students of Senior High School and have a positive revealing that Audiobook was effective. In this research, the researcher chooses different subject that are eight grade students of MTs. Sunan Ampel Pare, Kediri. The researcher wants to investigate whether Audiobook is effective or not to be applied in Junior High School by using quasi experimental design.

The researcher will take MTs Sunan Ampel Pare, Kediri as the setting of the study. Currently, listening learning among the students of MTs Sunan Ampel Pare, Kediri to understanding still less. Learning listening English in MTs Sunan Ampel Pare, Kediri still use general media, that is by listen dialog or text description from audio then students is asked to answer question given by teacher. These activities take place repeatedly so that students feel bored to follow the learning. This school also great facility in teaching learning like WI-FI internet connection that can be accessed by the students and teacher in every time to help teaching learning process. From these reasons, this research compatible to take this school as setting study by using Audiobook which internet connection and using laptop and sound. In this research, the researcher took two classes in the eighth grade of regular class as the subject.

B. Formulation of Research Problems

Based on the background of the study mentioned above, the main problem of this study is formulated as follow: Is there any significant differences in students' listening achievement between those taught by using Audiobook and those not taught without using Audiobook?

C. Objectives of the Research

Based on the research questions above, the research purpose the objectives of the research as follow: To find out whether there is or not any significant difference in student's listening schievement of the eight grade at MTs Sunan Ampel Pare, Kediri between students taught by using Audiobook and those taught without using Audiobook.

D. Significance of the Research

The Researcher hopes that the results of this study are useful for:

1. The School

Audiobook can be use and innovative media to help teaching learning, especially to teach listening for eight grade students at MTs Sunan Ampel Pare, Kediri.

2. The English Teacher

For the teacher, the result of this study can be used by the teacher as references and feedback for the effectiveness in teaching listening.

3. The Other Researchers

The result of this study is expected to give reference and review to conduct further research.

E. Scope and Limitation of the Research

This study is intended to investigate by listen to Audiobook in increasing students' listening skill in Narrative text material, this research is limited only on Narrative text material and Audiobook basically was a teaching media.

F. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no significant difference on students' listening taught and taught without by using Audiobook.

2. Alternative hypothesis states that there is significant difference on students' listening taught and taught without by using Audiobook.

G. Definition of Key Terms

1. Listening

Listening is the most critical communication and a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering (Macho, 2012). In this study, listening refers to a narrative text material.

2. Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry, 2016). Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listening the right pronunciation and also listen to the variant accent. And also students can get audiobook easily they can get it on the internet on MP3 player forms etc.

CHAPTER II

LITERATURE REVIEW

In this chapter presents some review of relevant theories and studies these are about Nature of Listening, Types of Listening, Listening Process, The Teaching Listening, Testing Listening, Listening Texts, Narrative Text, Media, An Overview of Audiobook and Previous Studies.

A. Nature of Listening

Listening is learning as habit which the students have to knowing and understanding the meaning. According to Machado, Listening is a learned behavior, a mental process that is concerned with hearing attending, discriminating, understanding, and remembering (Machado, 2012). It means that the students can retell what the speaker is saying. Students with good listening will make some responds that they get the point of the speakers and it will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

According to Vandergift, Listening is an important skill; it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. It can be said that listening is involving the construction; retention and reaction to the information get from a listening materials. In listening, students should process the received sounds in order to understand the speakers' information. Listening goes though a

process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination (Rost, 2011). The definition above tells us that listening is also giving response about what the students hear. Students can give response if they know the speakers tell about. If the students do not know what is listened then they cannot respond. So in listening students have to understand and get the main idea of what is listened.

Based on those theories above, listening is the ability of taking information not only just hearing but also knowing understanding and giving responses to the talker in the way that invites the communication to continue. Students can say that listen if they can understand and give response to talker.

B. Types of Listening

According to Brown (2003), there are four types of listening as follows:

1.) Extensive Listening

Listening to develop a top-down, global understanding of spoken language. Extensive ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for main idea, and making inferences are all parts of extensive listening.

2.) Responsive

Listening to relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

3.) Intensive Listening

Listening for perception of the components (phonemes, words, intonation, discourse, makers and so on) of a larger stretch language.

4.) Selective

Processing stretch of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to comprehend designated information in context of longer stretches of spoken language (such as classroom direction from a teacher, TV or radio news items, or stories). Assignment tasks in selective listening could ask students, for example, to listen for name, number, a grammatical category, directions (in a map exercise), or certain facts and events (Brown, 2003:120).

Based on the explanation above, the researcher focuses on extensive listening, in which the students can use the audio for graded readers either cassette or downloaded. In this method, the student are more concern to listening the structure of the audio, and they do it particularly.

C. Listening Process

1.) Bottom-up Process

According to Nation and Newton, bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Nation and Newton, 2009). It means that the bottom-up process more focus on phonological code in the words. The listener should pay attention to the gestural and paralinguistic embedding of speech. The students are being able to recognize what most of the words intended by the speaker were, how they group it into classes (or sentence) and how these related to each other.

2.) Top-down Process

Top-down processing involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message. Top-down process involved the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

D. Teaching Listening

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than of the learners.

Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding then the action.

The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners.

There are some principles of teaching skill that should be known by the teacher (Brown, 2007). First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in

terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio fist.

We can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

E. **Testing Listening**

Listening is one of the crucial language skills. Therefore, like other skills it should be taught and tasted properly and regularly. While testing listening, different aspects of languages should be tested. One way of using talks in listening tests is to have the tested listen to the talk and then fill in the blanks in a written summary of the talk, but they should also be ones that are related to the main idea of the talk, so that filling in the blanks does not require remembering small details of the talk.

Another way of doing this involves giving tested questions to answer as they listen to the talk. These questions can be short answer/completion, multiple choice, or true/false. The difficulty with using short answer or completion questions is that they require the tasted to both read and write while they are listening, something that can be difficult even for native speakers. Multiple choice questions may require a lot of reading, something that may also be a problem. True/false questions may be the best type for this type of task, since they require relatively little reading compared to multiple choice questions and relatively little writing compared to short answer/completion questions. Also, true/false questions can also have a "no information available" option, meaning that the information required to answer the questions is not included in the talk. This decreases the amount of guessing and reduces the elements of chance.

F. Media

1. Definition of Media

Sadiman (1990:6) states that media is kinds of component in students are which an influence the students to study. Media can help the students more understanding in their study, because the existences of the media is appropriate with the learners wants. The learners can choose the media that they like to increase their study. Media is any extension of man that allows him to affect other people who are not in face to face with him. Included letter, television, film and telephone and even the road and railways, as there are extension by which man

can communicate with other. From that statement, it may be conclude that media is something which someone or teacher used to make deliver information and transferring the material or subject to students is easy. It is included of people or things around.

The use of media hoped to influence and has some benefits in the teaching learning process. In teaching English, teacher can use of media can be done to make in the teaching and learning process effective and efficient.

The teaching and learning process can be done more interesting because the clarity and message, appeal an arbitrary image can lead the students to analyze and think. Media has motivation aspect to attract the students. The media also can create the interactive teaching and learning process. By using media, the students are not based with the situation in the classroom or outside the class.

2. **Kinds of Media**

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually it is called listen media. Audio media is media which deliver messages or information

through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing something. The example of audio media is radio tape. The teacher will play the tape and ask the students to doing task or list of words which they get. Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The examples of visual media are pictures, models, things, graphs or tool which can gives the real visual experience the students. The advantage of visual media is can presents the ideas, message or events become real. In the other hand the visual media has the disadvantage are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should better because has two characteristics of audio and visual media. The audio visual media has some advantages it can help and change the teacher rules become easier. Audio visual

media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

G. An Overview of Audiobook

1. Definition of Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry, 2016). Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent. It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listen the right pronunciation and also listen to the variant accent. And also students can get audiobook easily they can get it on the internet on MP3 player forms, etc.

Smith (2017:5) said, Audiobook is a tape-recorded book. A book is read with or without added sound effect and recorded onto a cassette tape. Audiobook is not a book. It is a recording book story or novel which is read by professional author. To make the audio-story more interesting, the author can add sound effect. Audiobooks are spoken recording of books, which can be convenient to hear while you're exercising, dinning or commuting. Listening to an audiobook on a cellphone works great, just like they do music, people can listen to audiobook while driving, resting, jogging, or whatever. After you download or rip an audiobook, you can hear audiobook through your

phone and then selecting audiobook you want to listen. It can be a good media in teaching listening because the students can listen it whenever you like, when you're exercising, dinning, commuting, driving, jogging or whatever. So students can have a lot of practice because audiobook is flexible.

a. Advantages

1.) Expose listeners to a variety of genres, meeting individual interest

2.) Audiobook can develop reading, comprehension, listening and critical evaluation skills.

3.) Audiobook can be listened everywhere.

4.) Develop understanding of correct pronunciation of English, dialects, and non-English words.

5.) Audiobooks provide authentic material recorded for general audience without consideration for non-native speakers.

6.) Teach critical listening.

7.) Introduction new vocabulary or difficult proper names or locales.

8.) Sidestep unfamiliar dialects or accents, old English, and old-fashioned literary styles.

b. Disadvantages

In big classrooms with poor acoustics, the audibility of audiobook often gives cause for concern. It is sometimes difficult to ensure that all the students in a room can hear equally well. Another problem with recorded material in audiobook in the classroom is that everyone has to listen at the same speed, for same may be too fast or too slow. It means that audiobook will more effective when it use in a lab, with headphone, but not every school have an English laboratory. Listening audiobook in laboratory the students can listen better but if the school do not have the English Laboratories so the teacher should make sure that the sound clear so it will be fine to be used in class. And also, students have to listen the same speed but actually the case is the students have different capability in listening. So, the teacher should find the audio that can fit to all of them, find the audio that is not too fast and also not to slow.

2. **Procedure of Teaching Listening by Using Audiobook**

Smith (2017) provides the five procedure of using audiobook as follows:

1. Choose audiobook of the story that is slightly above students' listening levels.

2. The first playing, ask students to listen to the story and the pronunciation.

3. After listen ones, listen again at the audiobook and pay attention to the words they did not know.

4. In the third, ask students to listen the story while following along on the book or the text of the story.

5. Now that the students understand what the words are saying, listen again more closely to things they did not notice at the first time, like how to use a word in a sentence or how the Reade's voice sounds when they use a phrase.

H. Previous Studies

The previous studies about Audiobook have been conducted by some researcher. From those previous studies, the researcher can take lessons and also their discrepancies on the basis of the found gaps, the recent study is done. First study was conducted by Merliana Gita from University Raden Intan Lampung (2017), entitled "A Comparative Study of Students' Listening Comprehension Taught Using Video and that Taught Using Audiobook at the First Semester of Tenth Grade of SMAN 1 Gedong Tatan Pesawaran in 2017/2018 academic year". This study revealed there is a significant increasing score in students' listening comprehension (Gita, 2017).

Second study was conducted by Fajry from Syiah Kuala University, Banda Aceh (2016), entitled, "Audiobook: Teaching Listening Comprehension" that had been done by Fajry, Komariah and Silvianti in SMAN 1 Ingin Jaya Aceh Besar in 2014/2015 of academic year. The result

of that research is the researcher found that audiobook was successful in enhancing the students' performance in listening comprehension (Fajry, 2016).

Meanwhile the researcher wants to conduct a study with the same media that is Audiobook, by using experimental research with quasi experimental design. In this study, the researcher use different subject than previous studies that is eight grade students at MTs Sunan Ampel Pare, Kediri. The researcher wants to investigate The Effectiveness of Audiobook on the students' Listening achievement by listening Audiobook especially for Junior High School.

CHAPTER III

RESEARCH METHOD

This chapter presents research method including research design, setting of the study, subject of the study, research variable, instrument research, data collecting method, validity and credibility.

A. Research Design

This study uses an experimental research design. According to Creswell (2003), experimental research is most appropriate for answering a research question about the effect of treatment. It was purposefully used to know how the effectiveness of using audiobook on students' listening skill at eighth grade students of MTs Sunan Ampel Pare, Kediri academic year 2018/2019.

The type of experimental research design used in this research was quasi experimental design in the form of non-randomized control group, pretest-posttest design. This design did not permit random assignment of subject to the experimental and control group (Ary 210: 316). The design of this research uses two groups, Pre-test and Post-test design, which uses one group as experimental group and the other one as control group. The experimental group was taught by using audiobook in teaching listening process as the treatment. One the other hand, the control group was taught without using audiobook in teaching listening process. The data are occupied from compared the scores of experimental group with control one. The

research design in this research was presented in the table below (Sugiono,2010:116):

Table 3.1. Design of the Study

GROUP	Experimental (A Class)	Control (B Class)
PRE-TEST	G1	T1
TREATMENT	X	O
POST-TEST	G2	T2

G1   : Experimental group (A Class) on pre-test

T1   : Control group (B Class) on pre-test

X   : Using Audiobook treatment

O   : Non using Audiobook

G2   : Experimental group (A Class) on post-test

T2   : Control group (B Class) on post-test

The table showed that the two classes were given a pre-test and post-test, but the differences was in giving a treatment. The experimental class was taught by using Audiobook as a treatment in teaching listening, but the control class was taught by using a conventional way. Afterwards, a post-test was administered in order to investigate the result of the given treatment and controlled.

B. **Setting of The Study**

The researcher conducted the research at MTs. Sunan Ampel Pare, Kediri. The located at Semanding Pare, Kediri. The researcher does study the student 8th grade in the academic year of 2018/2019. Researcher chooses MTs. Sunan Ampel Pare, Kediri because the students still less understanding and face difficulties about listening. Teaching and learning in MTs. Sunan Ampel Pare, Kediri still use general media, which is by listen dialog or text description from audio then student asked to answer question which given by teacher. These activities take place repeatedly so that student feels bored and less motivated to follow the learning. These schools also have WI-FI internet connection that can be accessed by the students and teacher in every time to help teaching learning process. Besides that, the school never using Audiobook to increasing students' listening skill.

C. **Subject of the Study**

1. **Population**

To make the study more feasible, it was important for the writer to know the research area where the research was conducted. This research was conducted at MTs. Sunan Ampel Pare, Kediri. This research was intended for the eight students of MTs. Sunan Ampel Pare, Kediri in academic year 2018/2019.

Population is object that has some qualities and characteristic that is chosen to be cleared and to be concluded by the researcher (Louis: 2005). In this research the population was all of eight grade students at

MTs. Sunan Ampel Pare, Kediri consist of six (6) classes that are classified in to two VIII A as "excellent class" while VIII B –VIII F as "regular class". Total of population is 157 students.

2. Samples

In selecting the sample of the study, a good sample is one that is representative of the population from which it was selected. The samples are two classes as experimental group, and second class as control group.

From those explanations, the sample selected was eight grade of class A (experimental group) that consist of 33 students, and class B (control group) consist of 33 students at MTs. Sunan Ampel Pare, Kediri in academic year 2018/2019. In this study the researcher used random sampling.

D. Research Variables

According to Ary (2002), a variable is an attribute that is regarded as reflecting or expressing some concept or construct. Variable of the study was divided into two kinds. They were independent variable and dependent variable.

a. Independent Variable (X)

Independent variable is a variable is which is observer the side effect. Independent variable can appear and exist by itself without any other supported. It influences and gives special effect independent variable. Independent variable cannot stand by itself without dependent

variable. In this study, independent variable is the using Audiobook (X) in teaching listening.

b. Dependent Variable (Y)

Dependent variable is the response or the criterion variable that is presumed to be influenced by the independent treatment conditions and any other. In this research the dependent variable is students' listening skill.

E. Formulation of Hypothesis

According to Ary (260:643) hypothesis is a tentative proposition suggested as a solution to a problem, a statement of the researcher's expectations about the relationship among the variables of the study. In this study, there were two kinds of hypothesis:

a. Null Hypothesis (Ho)

There is no significant difference score on listening between the classes who are taught and without by using Audiobook at MTs. Sunan Ampel Pare, Kediri.

b. Alternative Hypothesis

There is significant difference score on listening between the classes who are taught and without by using Audiobook at MTs. Sunan Ampel Pare, Kediri.

F. Research Instrument

Research instrument refers to any equipment used to collect the data (Arikunto, 2010: 262). The instrument used in this research was test.

According to Ary (2006:20) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kinds of test in this study, those were pre-test and post-test. Pre-test was intended to measure students' listening skill in narrative text material after the treatment given. The test was in the form an objective test. Type of question is multiple choices.

Audiobook used in this study:

Book Title	Source	Reader	Length of the Audio
Hansel and Gretel	*LibriVox*	Bill Stackpole	00:21:15
Rapunzel	*LibriVox*	Sherry Crowther	00:08:48
The Frog Prince	*LibriVox*	Kara Shalenberg	00:07:24

Participants will able to listen to them via their phones or personal computers, and also able to read the books at the same time that they were listening to them by downloaded on *LibriVox* acoustical liberation of books in public domain.

G. Validity and Reliability Testing

Researcher is always dependent upon measurement. There are two important characteristics that every measuring instrument should go through a process of validity and reliability check.

1. Validity

According to Ary (2010: 225) validity is the most important consideration in developing and evaluating measuring instruments. These are four types of validity: 1) Content validity, 2) Criterion related validity, 3) Construct validity, 4) Face validity. In this research, to measure whether

the test has a good validity, the researcher analyzed the test from content validity and contract validity.

a. Content validity

Content validity is correspondence between curriculum objectives and objectives being assessed. The instrument in this research achieved content validity since the test was designed based on main competence and basic competence in curriculum of 2013 since the school implements the curriculum of 2013 in the time the researcher conducted this research.

Table 3.2: Main Competence and Basic Competence in Curriculum of 2013

Core Competence	Basic Competence
2.2 Understanding the meaning of short functional text and simple monologue text in the form of recount text, narrative text and procedure text in the context of everyday life	2.2 Responding to meaning in simple monologue texts that use verbally accurate, fluent, and acceptable speech in various context of everyday life in text: recount text, narrative text, and procedure text.

b. Construct validity

A test is said to have construct validity if demonstrated that it measured just the ability which supposed to measure (Isnawati, 2014: 29). It is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this study, the researcher used construct validity in administering

listening test and the technique of scoring students' listening skill based on three aspect, those were the main ideas, the detail information, and the inferences. **(See appendix 8)**

c. Face validity

Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on subjective judgment or the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers (Brown, 2004). In this study, the face validity was done through validated by the expert.

2. **Reliability**

Based on the Harrison in Johnson (2001) says that the reliability of a test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination.

Before giving post-test, the researcher made test to be tried out to the students to know how far the reliability of the instrument. To see the reliability of the test is consistent it is scoring and gives us an indication of how accurate the test scores are. Here the formula of KR-20 (Kuder Richardson) used:

$$R11 = \frac{n}{n-1} - \frac{st^2 - \sum p_i q_i}{st^2}$$

Where:

R11 = Reliability of the test

P = Total of the students who get wrong in the test (q=1-p)

$\sum pq$ = Sum of p time q

N = Total items

S = Standard of deviation of the test

Furthermore, to know the degree of the level of the reliability of the listening test, the researcher used the criteria of reliability. The criteria of reliability test are:

0.800 – 1.00 = Very high reliability

0.600 – 0.799 = High reliability

0.400 – 0.599 = Medium reliability

0.200 – 0.399 = Low reliability

0.000 – 0.199 = Very low reliability

From the data, the reliability test of post test was high reliability since score of test on 1.02. **(See appendix 9)**

H. Data Collecting Method

Data collection method is an important aspect of any type of research study. Method is the technique or the way that used by the researcher to collect the data (Riduwan, 2006: 97). The data collecting method is administering test that consist of pre-test and post-test. The procedure of administering test was clarified as follows:

1. Pre-test at the first meeting, the writer gave a pre-test to the students of experimental and control group to measure students listening skill before

treatment process. The score analyzed to determine the students' score between pre-test and post-test.

2. Post-test conduct to measure to students' listening skill of experimental group and control group after treatment process, this test gives to know the students' listening skill before and after they get treatment. Before getting the score, the researcher determines procedure to be used in scoring the students' work. In order to do that the researcher used Arikunto's formula. The ideal high score is 100. The score of post-test was calculated by using the following formula:

$$s = \frac{r}{n} x 100$$

Where:

s = the score of the test

r = the total of the right answer

n = the total item

I. Data Analysis

1. Fullfillment of Assumptions

a. Normality Test

To analysis the data, the researcher used normality test to know whether the data is normality distributed or not so the researcher decide what type of test will be used to test the hypothesis of the research later. The normality test will use to measure whether data in experimental class and control class are normality distribute or not.

Statistical computation by using SPSS (*Statistical Package for Social Science*) 16.0 version for normality was used in this research.

The hypotheses of normality test are formulated as follows:

  Ho   : The data are normality distributed

  Ha   : The data are not normality distributed

While the criteria of acceptance or rejection of hypotheses as follows:

  Ho is accepted if Sig. (Pvalue) $> \alpha = 0.05$

  Ha is accepted if Sig. (Pvalue) $< \alpha = 0.05$

b. **Homogeneity Test**

   After the normality test, the researcher determined the homogeneity of the test. Homogeneity test is used to know whether the data in experimental class and control class are homogeneous or not. This research used statistical computation by using SPSS (*Statistical Package for Social Science*) 16.0 version for homogeneity of test.

The hypotheses for the homogeneity test are formulated as follows:

  Ho   : the variance of the data is homogeneus

  Ha   : the variance of the data is not homogeneous

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

  Ho is accepted if Sig. (Pvalue) $> \alpha = 0.05$

  Ha is accepted if Sig. (Pvalue) $< \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normality tests and homogeneity test were fulfilled, in this research used independent sample t-test. In this case, used statistical computation by using SPSS (*Statistical Package for Social Science*) 16.0 version for hypothetical of test was used. The purpose of using SPSS in this case was to practically and efficiency in the study.

The Hypotheses are:

Ho : There is no any significant differences students listening skill taught using audiobook and taught without using audiobook at eight grade students' of MTs. Sunan Ampel Pare Kediri.

Ha : There is a any significant differences students listening skill taught using audiobook and taught without using audiobook at eight grade students' of MTs. Sunan Ampel Pare Kediri.

The criteria for acceptance and rejection of the hypothesis were:

Ho is accepted if Sig. (Pvalue) $> \alpha = 0.05$

Ha is accepted if Sig. (Pvalue) $< \alpha = 0.05$

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes of discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

A. Conclusion

The objective of this study was to find out the effectiveness of audiobook as media on the students' listening was still poor. Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology. It found when the researcher gave the test to the students in control class (taught without by using audiobook), they got very low score. They did not understand the teacher's explanation. And they became confused, passive, and bored.

The output data of Independent Samples Test it was found that the result of t test there is significant difference significant difference from the score is 0.000. It means Ho is rejected and Ha is accepted, because significant value is smaller than significant level (0.000<0.05). Thus, it could be concluded that using Audiobook was effective on the students' listening skill.

In addition, according to finding research, the researcher found that audiobook was successful in enhancing the students' listening skill. The implementation of audiobook also could help students a new vocabulary and

build critical thinking. It was confirmed that using audiobook in learning was likely to be more interesting. In conclusion, audio book is recommended as good media in language teaching and learning listening skill.

B. **Suggestions**

Based on the conclusion above, the researcher would like to offer some suggestion as follow:

1. To English Teachers

The writer suggest that the teacher should use various media in the classroom like Audiobook, because it can stimulate and help the students if do not understand about material. Besides that, use Audiobook make the students will not boring in listening class.

2. To the further researchers

The further researcher can investigate the effectiveness of Audiobook on the other kinds of text, for examples recount text, descriptive text, and so on.

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