

CHAPTER I

INTRODUCTION

This initial chapter discusses the overview of this study through separated sub-chapters. They are the background of the study, identification of problem, delimitation of problem, research question, research objective, assumptions and delimitation of the study, specification of the product, research significance, and also the definition of key terms.

A. Background of the Study

The most significant issue in this period of globalization is education, because education influences how parts of life are developed. According to Article 13 of the Republic of Indonesia's Constitution, Number 20 of 2003 there are three different kinds of education —formal, non-formal, and informal— all of them can support one another. In Indonesia, students in every level of formal education have to understand English because in order to get around this globalized world, people must be able to understand English which English has become a global language. In fact, Indonesian students feel difficulty in understanding English. As demonstrated by Tambunsaribu and Galingging (2021) Learning English as a foreign language still becomes a burden for most Indonesian students. It is believed that learning English is challenging since there are so many aspects and skills should be learned.

There are some skills in learning English, such as listening, speaking, reading, and writing. Many people assumed that speaking is the important

thing in learning English, it seems like a goal of learning English. People must speak to one another in order to communicate. Speaking requires paying attention to a variety of factors, including our interlocutor as well as what is being said and the language being used. A skilled speaker should also be aware of the subject being discussed, the language they employ thus their listeners can understand them, and the audience they are speaking to. Therefore, speaking is a tool to convey thoughts that are produced and organized in line with the needs of the listener (Tarigan, 1987, cited in Heriansyah, 2012). Speaking English remains the most difficult talent to master, according various studies. Speaking seems to be the most crucial and challenging ability for ESL and EFL students (Ur, 2002). This assertion is also supported by the fact that many students find the difficulty in speaking English fluently even when they can understand the grammar (Heriansyah, 2012).

According to observation and an interview with an English teacher at MTs Sunan Gunung Jati, most students have difficulties in speaking English, such as feel anxious about mispronouncing words and worry about speaking with poor grammar. Chand (2021) reported that speaking issues for students often fall into one of four categories: personal, linguistic, social, or environmental. Common issues of students have while speaking in English were lack of confidence, inadequate vocabulary power, hesitancy, nervousness when speaking, fear of making mistakes, not having an appropriate atmosphere to learn English, and weak educator motivation. Unfortunately, students in Indonesia who had a formal education studied

English only through a school handbook and the lecture of teacher. Therefore, it is not enough to learn it from a book or a teacher, the lecture in the classroom is no longer the primary source of learning, and additional resources are needed. Numerous media is available to help students in learning English, whether they are traditional-based learning media or technology-based.

The media can be used as a tool to explain something in order to accomplish a purpose. Using interactive media to learn English is one of the alternatives. Audiobooks are a great form of media that can help EFL students who have trouble learning English. Bilianska (2018) claimed that one recent development that has created a new option for developing some skills in a non-authentic language context is the rise of audiobooks. Audiobook is a book or story that is read aloud by a narrator using the most modern recording technology (Fajry et al., 2016). Audiobooks use a combination of the written and spoken word to communicate concepts. Audiobook formats have changed as a result of technological and audio media development. The forms of audiobooks have changed as a result of the evolution of technology, media, and its sounds. The audiobooks of today are digital audio files that can be played on stereos, computers, smartphones, and other devices.

In comparison to the twentieth century, life has substantially improved in the twenty-first. In this century, the advancement of technology has changed the way of our work, and also it is unavoidable to happen at all level of education. Technology has significantly aided education in recent years. It is believed that using technology in ELT is likely guidance to be more

effective English learning-teaching process (Coskun & Marlowe, 2015). The development of educational technology as a result of human activity has enhanced teaching and learning over time. It looks at how educational technology could enhance instruction from the viewpoints of both teachers and students. Teachers have to build a technology-based classroom from the ground up and develop a new paradigm for teaching and learning since employing educational technology is essential. With the presence of technology in education, there are so many media that conduct to build students' understanding in learning English, the usage of digital audiobook in learning and teaching English for EFL students is one of the numerous ways that technology in education is facilitating student knowledge of the language. Since in MTs Sunan Gunung Jati is still unfamiliar in using technology as learning media, the researcher intends to make an innovation by developing digital audiobook as an English-speaking supplementary book.

According to the findings of the study conducted by Ayunda (2013) it demonstrated that speaking competency levels between students who were taught using audiobooks and those who were taught using traditional teaching materials varied significantly. In this study, audiobooks seemed to be a success because they significantly increased oral performance fluency and vocabulary capacity consistency. It has been demonstrated that using audiobooks to teach and study English helps students improve their speaking abilities. They can learn the correct pronunciation of English and enhance their listening comprehension if they regularly listen to sounds from the actual words, such as conversations. Still in line, there is a study about

audiobook conducted by Susilowati, et. al. (2021) the result of the study showed that the products produced were in line with the needs of the students and had the ability to increase their independence. The findings of validation tests and trials showed that the developed product is practicable for implementation with an average percentage of evaluation results of 90.71%. Another research conducted by Warsihna, J., et. al. (2021) showed that the majority of respondents thought that using audiobooks in the classroom was a beneficial innovation that may stimulate their curiosity and encourage them to participate actively in their education.

Based on the preceding description of the English audiobook, the author of this study is interested in developing English audiobook entitled **“Developing Digital Audiobook as an English-Speaking Supplementary Book for Second-Graders of Junior High School”**. This study also intends to provide students with an alternate method of learning how to speak English. Additionally, it is anticipated that this study will facilitate effective teaching and learning.

B. Identification of Problem

Based on the background stated above, several problems can be identified as follows:

1. Students lack of enthusiasm while learning speaking.
2. Students' vocabulary and expression are limited.
3. Inadequate learning facilities in enhancing speaking.
4. Students have difficulty in pronouncing the English words.

C. Delimitation of Problem

Based on the identification of problem above, this study is addressed the problem and focused on developing a digital audiobook for English-Speaking Supplementary Book. The digital audiobook is developed for eighth-grade students at MTs Sunan Gunung Jati Gurah's second semester. The content of the digital audiobook is derived from the standards of the basic competencies which the Ministry of Education and Culture has established. The ADDIE model by Branch -also known as the five stages of development- is employed by the researcher to carry out this study. It consists of five steps: analyze, design, develop, implement, and evaluation.

D. Research Question

Based on the background of this research, the problem can be stated as follow: How is digital audiobook as an English-Speaking Supplementary book for second-graders of Junior High School developed?

E. Research Objective

Based on the problem described in the research question, this study aims to develop digital audiobook as an English-Speaking Supplementary book for second-graders of Junior High School.

F. Assumptions and Delimitation of the Study

This development research is based on the following assumptions:

1. The digital audiobook as an English-Speaking supplementary book for Second-Graders of Junior High School can be used as learning media both in school or self-learning in the house.
2. The digital audiobook as an English-Speaking supplementary book for Second-Graders of Junior High School can be easily carried and used for learning by students.

The preparation of the digital audiobook as English-speaking supplementary book for second-graders of Junior High School have delimitations, as follows:

1. The main target audience for digital audiobook as an English-speaking supplementary book is for both students and teacher who is learning and teaching at eighth grade of junior high school.
2. The subject of this study is students at eighth grade in MTs Sunan Gunung Jati Gurah.

G. Specification of the Product

The product expected by the researcher as a result of the development in this study has the following specifications:

1. The product is in the form of PDF which contains speaking material (dialog and text) that is in accordance with the basic competencies which the Ministry of Education and Culture has established in the second semester of eighth grade.
2. The product will be presented electronically which will be shared via PDF (can be assessed both using internet connection or not).

3. The product will be designed using Canva application and Foxit PDF to insert the audio.

H. Research Significance

This research is expected to be helpful for the following:

- Students: This study aims to facilitate students to speak English confidently and fluently.
- Teachers: The findings of this study allow educators to set a straightforward example and guideline for their students as they engage in speaking, teaching, and learning.
- Further researcher: It is hoped that the findings of this study will serve as a reference when conducting research.

I. Definition of Key Terms

The researcher defines a few terms as follows to help readers comprehend the term used in the research title:

1. Digital Audiobook

According to Fajry (2016), an audiobook is a book that has been narrated by a professional using the most advanced technologies. Although the speed at which the narrative speaker talks presents a challenge for the students, audiobooks can aid them in translating spoken language into written form (Chang & Read, 2006). According to Anwas (2015), audiobooks are a different type of textbook that can be heard. While the word “digital” means the format used the audiobook in

this study. So, digital audiobook is the electronic book inserted the professional narrator's sound.

2. Speaking Supplementary Book

Speaking is defined as a speaker's act, statement, or discourse. Speaking is the act of conveying information or verbally expressing thoughts and feelings. While the word "Supplementary Book" means an additional resource, a developed book supports the primary resource. So, speaking supplementary book is an additional book to help students in learning speaking.