The Effectiveness Of Audiobook In Teaching Reading Comprehension To Ninth Grade Students Of MTs Pesantren Al Amin Mojokerto In Academic Year 2021 / 2022

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Abstract:
The objective of the research is to measure the effectiveness of Audiobook in teaching reading comprehension to ninth grade students of MTs Pesantren Al Amin Mojokerto in academic year 2021 / 2022. The researcher conducted a quantitative research through pre-experimental design with One-Group Pretest-Posttest design. For the instrument research, researcher used pretest and posttest to collect the data. The researcher took one class of ninth grade students that contain of thirty-two students. The researcher took five meeting for this research. First meeting was giving the pretest, second until forth meeting were giving the treatment, and fifth meeting was giving posttest. In this research, the researcher used t-test sample for analyzing the data. The result show that there is different mean score between pretest and posttest. The mean score of pretest is 65.94 and the mean score of posttest is 79.97. For the t-test result, it gained higher than t-table. The t-test result is 6.71 while the result of t-table for df=31 is 1.695 in significance 5% (0.05). It proved that the result is significant. From the result, it can be concluded that teaching reading comprehension for narrative text by using Audiobook is successfully implemented for ninth grade students of MTs Pesantren Al Amin Mojokerto in academic year 2021/2022.

Keywords: audiobook; narrative text; reading comprehension

Introduction
Reading is not only understanding the letters, but also related with the intellectual development that involves the eye’s speed when look at the text, process for understanding words, intelligence, and emotion1. Reading is one of the basic and important things to learn, because readers can connect indirectly with the writer. If the readers know the contains of the text, it means that the writer can give the message and readers get more knowledges.

Duke (as cited in Gilakjani & Sabouri, 2016) stated that comprehension is an activity which readers try to get the meaning of the text through their memories of knowledge, previous experience, and their point of view\(^2\). It seems like an interaction between readers and the text. When readers read the text, they try to process each of sentence. They need to understand what the meaning of the sentence. So, readers know the meaning of the text and understand the content of the text.

During teaching and learning process, especially in reading narrative, most of students face the problem in understanding the text, because there are many vocabularies that use past tense. Some of students might be not familiar with the vocabularies in past tense form. Teacher give the long text of the narrative text and the questions too, then students read it to find the answers. Students will get bored if they only read that long text. It is strengthened by the survey from PISA (Programme for International Student Assessment) in 2018 that published in March 2019 found some problems in Indonesian education. It is followed by 79 countries. In the category of reading, science, and mathematics, Indonesia’s score is low because it is ranked 74\(^{th}\) out of 79 countries. In the category of reading skill, Indonesia is ranked 6\(^{th}\) from the bottom (74) with an average score of 371. It decreased from 64\(^{th}\) rank in 2015. It means that the Indonesian students’ reading skill is still low. If the reading skill is low, they can’t understand and comprehend the meaning of the text, and it makes the students’ reading comprehension and reading achievement is low too. Therefore, teacher need a media to help students increasing their reading comprehension.

According to Indriyani (2019), media is an important thing to help students get the transferred material from teacher, so they can understand the material easily\(^3\). Media can help teacher to deliver the material during learning process. Media that will be used for the learning process depends on the learning skill that will be taught. One of media that teacher can use for teaching reading is Audiobook.

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Audiobook is a recording textbook which contains text, pictures and illustrations in an audio form. The history of Audiobook is used for people who have disability, especially for blind people and they who can’t read. But in this modern era, Audiobook is used for busy people who want to read a book but they don’t have time. By listening Audiobook, they can listen the book while doing the other activity.

The advantages of audiobook as a media are helping the English learning process for students in speaking and listening competence; providing the audio media in character education through story; maximizing the use of audio media as language learning. By using Audiobook, students can improve their imagination and theater of mind, because when they hear it, they imagine the things that happen in the story. The combination from the text and audio can make students read and listen in the same time, and it makes the learning process become more enjoyable and easier.

In this research, the researcher used narrative text for the study. It is because many audiobooks provide narrative text as the content. Narrative text is a kind of text that tell imagination or fiction stories. Narrative text is made for amusing or entertaining the reader with the story.

Based on the reason above, the researcher held a pre-experimental research to prove the effectiveness of Audiobook to teach reading comprehension to ninth grade students of MTs Pesantren Al Amin Mojokerto in academic year 2021 / 2022. Based on the background of the research above, the problem of the research is “Do the students who are taught by using Audiobook achieve better in their post-test than their pre-test?”

Method

In this research, the researcher used quantitative method. This method also known as scientific method, because it has fulfilled the scientific rules; concreate/empirical, objective, measurable, rational, and systematic. It also known as discovery method, because by using quantitative method, we can find and develop the new technology and knowledge. This study used experimental design. that

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7 Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. (Bandung: Alfabeta, 2013)
Experimental research is a research that directed to determine the effect of certain variable to the other variable in the controlled condition. In this study, researcher used pre-experimental design through One-Group Pretest-Posttest design. Sugiyono (2013:74) stated that pre-experimental design isn’t the real experiment, because there are external variables which can affect the form of dependent variable. In One-Group Pretest-Posttest design, the researcher used pretest and posttest to collect the data.

The population of this study was the ninth grade students of MTs Pesantren Al-Amin Mojokerto. There are three classes which consist of 90 students. For the sample, researcher used stratified random sampling to determine the sample. The researcher chose the girl students class of ninth grade which consist of 32 students.

The researcher gave the treatment to the subject after taking the pre-test. Researcher took five meeting. First meeting for the pre-test, second until forth meeting for the treatment, and fifth meeting for the post-test. For the pre-test and post-test, researcher took 60 minutes, and for the treatment, researcher took 70 minutes for each treatment.

In the first meeting, researcher gave the pre-test to measure the students’ reading comprehension before giving the treatment. In the second meeting, researcher gave a material handout about narrative text and the example of narrative text. Researcher explained about the definition, social function, generic structure, and language features of narrative text. After that, researcher gave a narrative text that has the audio. The researcher took the Audiobook from Storynory.com, an Audiobook website. Researcher played the audio for three times. First, researcher played the full audio, and students only hear the audio without reading the text. Second, researcher played audio and paused it per paragraph while students listened and read the text. They could mark or write the unfamiliar words. They could open dictionary to find the meaning of the unfamiliar words. Third, researcher played the full audio while students listened and read the text at the same time. After that, students tried to identify the structure text.

In the third meeting, researcher explained about the main idea, detail information and inference. Then researcher played the same audio like the first meeting. After that, students tried to identify the main idea, detail information and inference. The questions was be given orally.

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In the fourth meeting, researcher explained about the references, meaning of words and moral value. After that, researcher gave the instruction to students to make a group that consist of two members. Then researcher gave a paper that contain a narrative text. Researcher also gave the Audiobook of the text in the mp3 form, and sent it to one of the member’s team. After that, students listened and read the text at the same time. They also translated the unfamiliar words. Then teacher gave them some questions that related with the text, such as identify the communicative purpose, references, main idea, closets meaning, detail information, and moral value.

In the fifth meeting, researcher held the post-test. Before the students did the test, researcher gave them the Audiobook that contained in the test. Researcher sent it to the students by mobile phone. During the post-test, students did the test while listening the Audiobook from their handphone, so they could listen and read at the same time.

In this study, researcher used test to collect the data. It is divided into pre-test and post-test. The researcher made 40 questions for the test. It is based on the K13 curriculum, then break it down into reading comprehension question indicators. The first 20 questions were multiple choice, and the last 20 questions were true-false questions. The researcher used the same material for the pre-test and post-test. Each test needed 60 minutes.

After giving the pre-test and post-test, the researcher did the scoring. This is how the researcher do the scoring for the test:

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\text{Score} = \left( \frac{\text{Correct number of questions}}{\text{Number of questions}} \right) \times 100
\]

Figure 1. The Scoring for the Test

Findings and Discussion

The researcher conducted pretest before treatment and posttest after treatment. After that, researcher collected and calculated the score. The result of the score is presented below.
The figure above shows the pretest score is shown by blue color. Students who get score between 40 - 69 are nineteen students, students who get score between 70 - 79 are six students, and students who get score between 80 - 89 are seven students. It means that most of students get score between 40-69.

The figure above shows the posttest score is shown by red color. Students who get score between 40 - 69 are seven students, students who get score between 70 - 79 are seven students, students who get score between 80 - 89 are five students, and students who get score between 90-100 are thirteen students. It means that most of students get score between 90-100.

From the figure above, the pretest lowest score is 45 while the highest is 88. The posttest lowest score is 45 while the highest score is 95. From the figure above, the score was significantly different between pretest and posttest.

After collecting the data, the researcher conducted the data analysis to find the t-test. The data analysis between pretest and posttest score is shown below.

<table>
<thead>
<tr>
<th></th>
<th>Pretest Score (X)</th>
<th>Posttest Score (Y)</th>
<th>Gain (d)</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td>∑</td>
<td>2.110</td>
<td>2.559</td>
<td>449</td>
<td>10.617</td>
</tr>
<tr>
<td>Mean</td>
<td>65,94</td>
<td>79,97</td>
<td>14,03</td>
<td>331,78</td>
</tr>
</tbody>
</table>

Figure 3. Data Analysis of Pretest and Posttest Score
Based on the table above, it can be concluded that the mean of posttest score is higher than pretest score. The researcher uses one tailed to prove the result of this research. The result of t-test is 6.71, while the result of t-table for df=31 is 1.695 (5%). Because the t-test is higher than t-table, it means that there is difference between the pretest and posttest result. It also can be concluded that the result is significant.

According to the data analysis, the t-test is higher than t-table. The result show that ttest > ttable which is 6.71 > 1.695. So, there is significant different score on students' reading comprehension between before and after treatment of Audiobook for ninth grade students of MTs Pesantren Al Amin Mojokerto in academic year 2021/2022. It also proved that Audiobook is effective to teach reading comprehension to ninth grade students of MTs Pesantren Al Amin Mojokerto in academic year 2021/2022.

From the previous theory, it is related with theory from Kartal & Simsek (2017) that the combination from the text and audio can make students read and listen in the same time, and it makes the learning process become more enjoyable and easier. Indriastuti (2015) also said that the advantages of audiobook as a learning media are helping the English learning process for students in speaking and listening competence; providing the audio media in character education through story; maximizing the use of audio media as language learning. The advantages of Audiobook for learning are also related with theory from Anwas (2014) that when listening Audiobook, listeners try to comprehend the content of the text book. Audiobook can be the simple thing to listen the book. There are many kinds of Audiobook and it suitable with the modern people trend, for example smartphone, android, internet, VCD, flash disk, PC or laptop, and the other form. Then, Audiobook distribution is easier. It can use broadcast technology such as radio, online and offline technology. Audiobook is suitable with Indonesian culture who like to listen the narrator than read the book. It also can help people with the disability, especially for the blind people. The production of audiobook is simple and easy, so it can save the ancient book that might be broken or not maintained. Also, for

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literature works, it will be easier to understand if it is listened through Audiobook, and it can help people to learn some foreign languages, especially in pronunciation.

**Conclusions and suggestion**

From the previous chapter, the researcher got the conclusion that students who are taught by using Audiobook achieve better posttest scores than their pretest scores. It can be seen from the mean score of posttest is higher than the mean score of pretest. The mean score of posttest is 79.97 while the mean score of pretest is 65.94. For the t-test result, it gained higher than t-table. The t-test result is 6.71 while the result of t-table for df=31 is 1.695 in significance 5% (0.05). It proved that the result is significant. The researcher also concludes that teaching reading comprehension for narrative text by using Audiobook is successfully implemented for ninth grade students of MTs Pesantren Al Amin Mojokerto in academic year 2021/2022.

Based on the research that have been done, there are some suggestion for teachers who want to use Audiobook as a media for teaching reading comprehension, and for the next researcher who want to hold a research by using Audiobook. This suggestion is given for better implementation in the future.

For teacher who want to use Audiobook as media, it is better if teachers prepare the support equipment first, such as speaker and device for playing the audio. Make sure that the speaker is doing well, so students can hear the audio clearly. Don’t forget to choose the Audiobook based on the relevant material. Teacher can use Audiobook to teach narrative text, because many Audiobooks provide narrative content. Make sure that the audio also has the text too, so teachers can give the text to students. By using Audiobook, teacher can help the English learning process for students not only in reading comprehension, but also in speaking and listening competence. Also, students can improve their imagination and theater of mind, because when they hear Audiobook, they imagine the things that happen in the story.

For the next researcher who want to conduct the similar research to prove the effectiveness of Audiobook, it is better if the next researcher conducts the research of Audiobook for other skill, such as in listening, speaking and writing. If the next researcher start the class, make sure that the media is prepared well. Before do the test or the treatment, it is better if researcher give an ice breaking or minigames, so students don’t feel awkward.
REFERENCES


