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DEVELOPING AUDIOBOOK TO TEACH LISTENING COMPREHENSION FOR ELEVENTH GRADERS OF SENIOR HIGH SCHOOL

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ABSTRACT

The goal of this study was to develop an audiobook as course material for teaching and developing listening comprehension. This was development research, and the materials were designed using the ADDIE procedure. Despite this, just three phases of the research were implemented: analyzing, designing, and developing. The finished product for teaching and learning listening comprehension was Let's Listen: Audiobook. The conduct the analysis phase, the researcher interviewed an English instructor from SMA Negeri 9 Pontianak. Audacity was used to build the Let's Listen Audiobook, while Canva was used as the assisting software. During the development process, the researcher utilized an internal evaluation to guarantee that the product is useable. Let's Listen: Audiobook passed the internal review process with excellent grades, meeting all of the objectives, content, and media options. It was determined that by simplifying the parts from Let's Listen: Audiobook, the product may be applied to teach and learn listening comprehension.

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BACKGROUND

The first skill that learners have to master when learning English is listening. Listening is considered an essential language skill for achieving effective communication and satisfactory academic achievement. It is one of the significant inputs to improve a learner's skills in English. The contribution of listening skills is to support other skills such as reading, writing, and speaking. It is also supported by Kartal and Simsek (2011) that before acquiring other language skills, a baby spends one or two years listening. After that, they learn to speak, read, and write.

English is the foreign language in Indonesia, the students struggle to learn English, especially in listening comprehension. In the curriculum, it was found that the availability of listening materials on the leading book do not rich enough while to have good communication in English, it is important to listen more like the input and do the other skills as the output. Cahyono

and Widiati (2009) conclude that the school's listening skills could be acquired through exposure, but not taught. Listening skills can facilitate the learners to participate well in oral communication. Thus, communication cannot succeed if the message is not understood as well.

According to Underwood in *Listening Comprehension Performance and Problems: A Survey on Undergraduate Students Majoring in English* (Jaya, Petrus, & Kurniawan, 2021), English learners have some difficulties in listening. It shows that the learner may encounter while learning to listen in English lack of control over the speed at which the speaker speaks and not being able to get things repeated. Some struggles that are experienced by English learners such as limited vocabulary, intricacy to recognize the signal, interpretation problem, and concentration incapability in learning English.

When learning and teaching English is in the process, the teachers do not use English in the classroom when giving the explanation or instruction, and for the rest, they use Bahasa Indonesia, especially for communication. In teaching listening comprehension, the teachers are suggested to give prior knowledge to the learner about the listening section so the learner can have a view about the comprehension that will be given. For example, opening the textbook and explaining the new words, playing the tape recorder, and asking or answering the question. A teacher needs to have an overall understanding of what listening is, why it is difficult for the learners, and what some solutions may be. This strategy can assist the learners to identify the purposes for listening and using well-structured speaking tasks. In addition, Brown (2006) stated that listening comprehension for English as Foreign Language (EFL) learners is a difficult task, but it can be more comfortable by activating prior knowledge. Therefore, teachers have to give students prior knowledge before they do the listening section.

There are some advantages to implementing audiobooks in language classes. One of the advantages is providing a learner with a chance to learn new vocabulary because the learners encounter new words when they read and listen to a text. As mentioned by Serafini (2004), these new words become part of the learner's oral and written vocabulary. Audiobooks encompasses helping learners to learn the pronunciation of words they listen to inappropriate intonation, pronunciation, and print (Saka, 2015). Moreover, audiobooks can allow learners to increase active listening, enhance listening skills, and develop reading skills and writing skills.

From the explanation above, the researcher is engaged in developing audiobooks for the course material based on the research. So, this study is given the title "Developing Audiobook to Teach Listening Comprehension for Eleventh Graders Senior High School." Furthermore, the researcher applied this research to the tenth-grade students of Sekolah Menengah Atas Negeri 9 Pontianak in the academic year 2021/2022.

RESEARCH METHOD

This study took a qualitative approach, focusing on gathering data and evaluating information from a variety of sources in the text. Qualitative research refers to the process of assessing research and aids in the comprehension of reasons, perspectives, and motives. This research is qualitative because it uses explanations by words. The developmental research approach for instructional technology was used, in which the research was combined in the development process. According to Wang and Hanafin (2005) throughout the study, developmental research principles were followed. The developmental research was divided into several phases which may be iterative: analysis, design, development, implementation, and evaluation.

The researcher analyzed the student's need, characteristics, and problem in listening comprehension by interviewing the English teacher. Then, the researcher designed the content of the audiobook based on the main book. After that, the researcher developed the audiobook by recording the content of the audiobook to MP3 file format. This study uses senior high school 9 in Pontianak city (SMA N 9 Pontianak) for gaining the data in the needed analysis and implementing the product. The researcher cooperates with the participants for particular purposes through interviews and questionnaires. The interviewee is an English teacher at SMA N 9 Pontianak. He is the crucial informant for gathering the data of listening comprehension teaching

materials. The eleventh-year students at SMA N 9 Pontianak from XI MIA 1 consist of 30 students participated in giving the response to the suitability of the product.

The researcher used two kinds of data are delivered in similar processing. Questionnaires both students' and teachers' responses to the trial process and expert validation questionnaire are analyzed similarly using descriptive analysis (Kothari, 2004). The interviews' data are analyzed using the six-step data analysis (Creswell, 2012). The researcher prepared and organized the data to analyze and transcribe the interviews. After that, the researcher represented and interpreted the findings. This research conducted at SMA Negeri 9 Pontianak which located on Jl. Tanjung Raya II, Pontianak Selatan, Kalimantan Barat. The researcher conducted this research on tenth-grade students of XI MIA 1 at SMA Negeri 9 Pontianak in 2019/2020. The class consists of 30 students. There are 16 male and 14 male students. This research requires collaboration between the teacher and the researcher. The teacher who participated in this research is the English teacher of SMA Negeri 9 Pontianak.

This research used two instruments of data collection. Those are questionnaires and interviews. Both questionnaires and interviews aim to find the need for the research subject and get the information about existing material that can lead the product to reach the goal or the purpose stated above. Questionnaires are several written questions that researchers used to measure student motivation in listening comprehension. Questionnaires are used to obtain data regarding student respondents learning using audiobooks. A questionnaire as a research instrument is to get data in the form of students' information in reports about how they feel and think about the audiobook they have used. To answer, students use alternative answer choices in scoring each item, namely using the alternative answer choices, SS = strongly agree, S = agree, KS = disagree, and TS = disagree.

Table 1. Questionnaires Table

No	Pernyataan tentang materi bacaan bahasa Inggris yang selama ini dipelajari	Sangat setuju	Setuju	Kurang setuju	Tidak setuju
1	Isi materi audiobook menyenangkan dan mudah dipahami.				
2	Aktifitas mendengarkan menyenangkan				
3	Rekaman audio memudahkan saya memahami teks bacaan				
4	Rekaman audio jelas untuk didengarkan				
5	Audiobook mudah untuk dijangkau dimana dan kapan saja				
6	Saya membutuhkan audiobook untuk meningkatkan kemampuan mendengarkan teks				

The interview consists of several questions that the researcher asked directly to the English teacher of XI MIA 1 to know-how was the students' skill in listening comprehension. The questions that were asked regarding the main book and the audiobooks that the teacher uses for teaching English.

On the interview questions asked about the current teaching issues that the teacher find during the teaching process. The researcher also asked about the students' listening skill and the needs for learning listening comprehension. From the interview, the teacher explained about the material that use to teach listening comprehension. The teacher has a difficulties to find listening comprehension materials for the students while the students need an alternative or media in learning listening comprehension. The teacher believe that the audiobook as the media in learning listening comprehension will engage the students to learn more and make them enthusiastic in learning listening comprehension and contribute to their ability.

In this phase, the researcher conducted the interview to get information about the teaching and learning activities of the eleventh grade-students about listening comprehension. The

interview was conducted by an English teacher who teaches XI MIA 1. According to the interview, the researcher could elaborate that the students had difficulties in understanding the listening comprehension, the students' ability in listening comprehension was below average, the inadequate listening materials in the teaching process, and the audiobook would provide a more enjoyable approach for the students to learn listening comprehension.

The researcher found that the students needed the audiobook which helps to activate their prior knowledge in listening comprehension. In this research, the researcher used qualitative data to analyze the data. The data analysis is used to determine the product's effectiveness, how bad or good the product is, and whether the product needs many evaluations. To gain this study's convenience and answer the research problem, the researcher systematically analyzed them after collecting data. To make it systematic, the researcher analyzed some steps as; reading the data collections, interpreting the data collections, and make a conclusion based on the analyzed data.

RESULT AND DISCUSSION

Listening is considered an essential language skill for achieving effective communication and satisfactory academic language. Based on the research, there were some problems during the teaching and learning in the classroom. The problem was that the students still had difficulty in listening comprehension because the students were not used to it and limited vocabulary. It made the eleventh-grade students' listening comprehension still below average. Moreover, the teaching source material which was used by the teacher was not completed enough to support their teaching and learning.

According to Tomlinson, *Materials Development in Language Teaching* (2011), the good teacher does not just follow the textbook to teach but also adapt and create the materials. This became the researcher's incentive to develop the audiobook to support the teaching and learning listening comprehension. The objective of this research was to provide the eleventh-grade students with enjoyable listening comprehension materials. The primary participant of this research was the English teacher of SMA Negeri 9 Pontianak and the eleventh-grade students of SMA Negeri 9 Pontianak. Besides, the researcher also adapted the material from the audiobook with the lesson plan, which was used by SMA Negeri 9 Pontianak. Based on the lesson plan, the researcher found the competency of listening comprehension which is responding to the meaning in a simple monolog text that uses a variety of spoken language accurately, fluently and acceptable in various contexts of daily life in recount text.

The materials of the audiobook were created to support the teaching and learning process of listening comprehension in the 2013 curriculum. The audiobook was designed in a more accessible format and attractive for eleventh grade students. By adjusting the material with the students' ability, it would help the students to have a fun learning experience. In spite of that, the materials also must be in line with the learning objective. For this research, the researcher decided to use Canva for the pdf format. This app was supported to make an attractive theme for the audiobook. Next, the researcher chose to use condenser microphone, voice recorder and Adobe Audacity app that allowed the user to create clear audio. Lastly, the researcher did the internal evaluation to make sure that there were no problems with the audiobook. The researcher asked some of the eleventh-grade students to fill the questionnaire. It helps the researcher to identify the usability of the audiobook to the English teacher during the development phase.

According to the interview, the researcher also discovered teaching learning issues that may hinder students' ability to comprehend what they are listening. The teacher's instructional source was observed by the researcher. The investigation revealed that the resources in the book were not adequately thorough for the teacher and students, since just a few activities were included. It was required to discover fresh instructional materials and assist them in learning to understand what they were hearing. Finally, the audiobook was required to supplement the students' worksheet and the teacher's instructional resource. The audiobook used in this study was resources for listening comprehension that were primarily created to aid eleventh-grade students in mastering the skill.

On the basis of the syllabus, the researcher found that the basic competence for listening comprehension in curriculum 2013, *responding to the meaning in a simple monolog text that uses*

a variety of spoken language accurately, fluently and acceptable in various contexts of daily life in recount text. It is stated that students in the eleventh grade should create their listening comprehension by reacting to the meaning of the listening comprehension. Unfortunately, the students' failure to understand what they were listen caused them to be confused and find mastering listening comprehension challenging. The researcher also found that in the classroom, the teacher was using only one teaching material which is PR Bahasa Inggris by Tiga Serangkai. In the teaching process of listening in the classroom, the teacher used the scientific approach of the 2013 curriculum. The teacher would explain directly according to the worksheet for the students. The teacher sometimes used other listening materials from the Internet for supporting teaching and learning listening comprehension.

This product was created by the researcher to help eleventh-grade students with their listening comprehension during the teaching and learning process. The final result of the audiobook had to complete the requirement in the analyzing phase. Depending on the teacher's and students' needs, the audiobook might be implemented in the classroom. In addition, the researcher created the first draft of the audiobook at this phase, based on the data obtained during an interview with the English teacher.

The objective of the audiobook was to provide eleventh-grade students with an excellent listening comprehension teaching and learning process as well as relevant course material based on the syllabus. The participants of this study were the eleventh-grade students of SMA N 9 Pontianak. The researcher discovered that the school was following the current 2013 curriculum based on the results of the interview. After that, the researcher concentrated on a number of competencies in the audiobook's development. In the basic competence, the students were able to respond to the meaning in a simple monolog text that uses a variety of spoken language accurately, fluently and acceptable in various contexts of daily life in recount text.

The audiobook was aimed at assisting the scientific approach of the 2013 curriculum's listening comprehension teaching and learning process. The researcher included exercises and a transcript for teaching and learning activities in this audiobook. The exercises did not limit the teacher's opportunity to incorporate other activities into the teaching and learning process.

Designing a lesson based on an audiobook is not an easy task. The teacher needs to find an audiobook which is age-appropriate and suitable for the learners' level of English. It must be interesting and suitable for the purpose of the lesson. The text cannot be too difficult because learners may get easily demotivated and discouraged from performing the task. Having chosen an adequate audiobook, the teacher may proceed to plan the activities. During the pre-listening phase, the teacher should try to capture students' attention and to spark their interest in the story that they are going to listen to. It is also essential to evoke from students' existing knowledge all the information which may appear useful in comprehending a given story

The role of the teacher related to the audiobook are as the facilitator who provides assistance or makes recommendations to help the students to learn listening comprehension, as an instructor who provides instruction and modeling to enable learners to enhance knowledge during listening comprehension learning, and as a leader who motivates and monitors students during learning using audiobooks. The role of the students as learner related to the audiobook are as a builder who participates in learning activities and builds learning listening comprehension and as an explorer who explores new ideas or information in their listening comprehension learning. The roles of the audiobook as the course material are providing students to learn listening comprehension in a different way and as a course teaching material that assists the teacher in teaching listening comprehension.

The researchers applied the documentation method to look for resources on the internet and in books at this phase. This phase was crucial since the researcher stated that the teacher did not offer multiple listening comprehension materials in the learning source. The researcher has gathered more complete resources for the audiobook at this phase. The selected material is the one that related to the student according to the knowledge that they have to learn. For example, in theme 10, the topic is about universe which they learn in the science subject at school.

When it came to creating the product, the researcher made the PDF of the audiobook which consists of the transcript, answer key and the guideline to use the audiobook. The chosen

software to make the PDF of the audiobook would have a significant impact on the appearance of the final product. The researcher chose to use software tools and digital devices to create materials of the audiobook based on the usability of the software itself.

The name of the software is Canva. It is a graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content. The software includes templates for users to use. The platform is free to use and offers paid subscriptions like Canva Pro and Canva for Enterprise for additional functionality. The next, the digital device that the researcher used is Voice Recorder. It is an important digital device that records sound, saves it in file format, and transfers it to another device, such as a computer. The file types include MP3. The speaker of the audiobook used this digital device to record the voice and make it into the audiobook.

The researcher began developing the product in this phase, implementing the software chosen in the previous phase based on the interview results. The audiobook is the product of this research. The software used by the researcher was Canva for the PDF and Voice Recorder for the audiobook. The process of the developing phase consisted of developing, internal-evaluation, small scale implementation and revision.

The development phase process began with the development of the audiobook using the software. In designing the audiobook, the researcher decided whether the audiobook met the criteria or not. To make sure of the criteria of the audiobook, the researcher did the internal evaluation. The researcher implemented the audiobook with a small group of participants. The participants were the eleventh-grade students that the researcher chose randomly. In collecting the feedback, the researcher updated the product based on the feedback.

The researchers chose Canva as the design tool to develop the audiobook. Canva is an online graphic design tool with several functions and features that even beginners can use. It provided many design themes and templates to be chosen. The researcher chose the free themes and templates for the audiobook and adapted for use by the eleventh graders of senior high school. The researcher assumed that the chosen fun and appropriate template would make the students excited and curious to learn.

The difficulties of this research were to create clear audio and a fun atmosphere when the students listened to the audiobook. The researcher tried many app and media to create the good quality of the audiobook. Besides, the researcher also had to find a good speaking narrator for the audiobook. The strength of this product is the audiovisual that makes the students interested to learn listening comprehension. It could attract the student's attention better than just listening to the audio. From the audiobook, the students would have the discussion before they have the listening section. It helps them to overview what they would listen about. As a result, the researcher ensures that the students enjoy the teaching and learning process as they would have a new atmosphere of listening comprehension. The limitation for this product is the availability of the product. The audiobook can only be shared through Google Drive. The other online accesses are expected to be added to make this product easier to access.

In this research, the researcher used qualitative data to analyze the data. The data analysis is used to determine the product's effectiveness, how bad or good the product is, and whether the product needs many evaluations. To gain this study's convenience and answer the research problem, the researcher systematically analyzed them after collecting data. To make it systematic, the researcher analyzed some steps such as reading the data collections, interpreting the data collections and make a conclusion based on the analyzed data.

CONCLUSION AND SUGGESTION

The audiobook consists of a user guide, ten themes of the listening section and warming up, credit and play script, and audiobook transcript. The objective of the audiobook was to support teaching and learning listening comprehension as a teaching material for SMA N 9 Pontianak. The role of the students is to engage in the learning activity and construct the learning information in the materials of listening comprehension.

The role of the teacher is to give assistance or suggestions which enable the students in learning using the teaching material. The role of the audiobook is to support the textbook and the

teaching-learning process by giving effective listening comprehension skills. An audiobook is a good medium to solve the language learners' problem in learning a foreign language because it can enhance literature and experience for the learners. The material of the audiobook is focused to learn listening comprehension with the support of a listening section in the Let's Listen: Audiobook that follows top down and bottom up strategies in listening comprehension. The audiobook as the teaching course materials can support teaching and learn listening comprehension.

For Let's Listen: Audiobook Developer to consider the improvement of the materials of listening comprehension, the researcher suggests the other researcher to add bridging music in order to give students as much as possible the fun listening activity. Considering the similar product, using "Adobe Audacity" software to create the course material suggested. It is an ideal software to edit the recording or add the bridging music to the audiobook. The students are expected to use this product to help them learn listening comprehension. They are allowed to access any materials and activities provided in this audiobook. They can obtain knowledge of the material presented in an exciting and fun way so that they can enhance their motivation.

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