IMPROVING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY USING AUDIOBOOK

(Undergraduate Thesis)

By

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ABSTRACT

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Reading comprehension is one of fundamental skills that allows students to learn new vocabulary and concepts and to access different types of reading materials. However, many students find it difficult to comprehend a reading text. Hence, the researcher tried to implement audiobook in teaching reading comprehension.

The objectives of this research are to find out if the use of audiobook is effective to increase students' reading comprehension of narrative text, and to investigate the students' perception on the use of audiobook in teaching reading comprehension of narrative text. The researcher used pre-test and post-test design. The sample of this research was 8th grade students at Sekolah Alam Lampung. The instruments used in this study were reading comprehension test and interview. The data were analyzed by using Repeated Measures T-Test in Statistical Package for Social Science (SPSS) software in which the significance was determined by p<0.05.

The result of the research showed that the mean score of pre-test was 36 while the post-test was 55.5. The value of significance was $0.000 < 0.05$, indicating that the hypothesis was accepted; therefore, there is a significant difference between students reading comprehension of narrative text after teaching by using audiobook. Moreover, the researcher used interviews to investigate the students' perception after the implementation of audiobook in teaching reading comprehension. It was found out that the students gave both positive and negative perceptions. Most of the students considered that the use of audiobook in narrative text reading comprehension was enjoyable and helpful, but there were a few students who considered otherwise. Thus, based on the result, it is concluded that audiobook can be applied to increase students' reading comprehension of narrative text.

Keywords: audiobook, effective, narrative text, perception, reading comprehension

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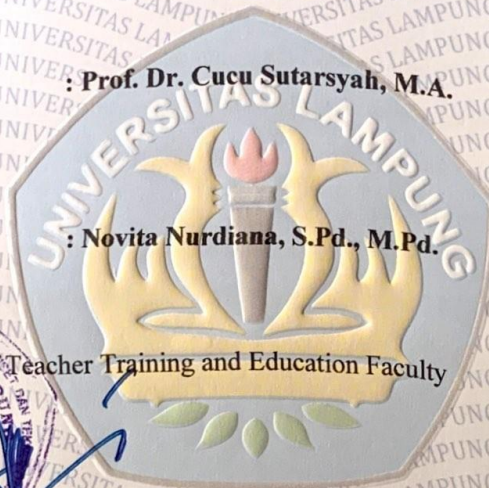
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Annisa Nopendia Soleha was born on 20th November 2000 in Bandar Lampung, as the last child of Suyitno and Salyana. She has 2 older brothers named Arief Hidayat and Lukmanul Hakim and two older sisters named Yuni Anggraini and Melisa Agustina.

Having done her first formal education at TK Melati Puspa Tanjung Seneng, she continued her education at SDN 1 Way Kandis. Graduated in 2012, she continued her education at MTsN 2 Bandar Lampung and graduated in 2015. Then, she enrolled into MAN 1 Bandar Lampung and successfully graduated in 2018. In the same year, she was accepted in English Education Study Program of Lampung University.

She completed her Community Service Program (KKN) at Way Huwi, Lampung Selatan and carried on Pre-Service Teacher Program (PLP) at SDN 2 Way Huwi from March – April 2021. To accomplish her study at college, she did her research in SMP Alam Lampung, Lampung Selatan.

MOTTO

"*Never trouble trouble until trouble troubles you*"

DEDICATION

Devoted to my parents, sisters, brothers, and all teachers who instilled in me the delight of learning English.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Page

I. INTRODUCTION

In order to reach the goal of this research, this chapter discussed the background of the research, the formulation of the problem, the objectives of the research, the uses of the research, the scope of the research, and the key terms used in this research.

1.1 Background of the Research

The goal of reading is to comprehend the ideas employed in the text. Mikulecky and Jeffries (2007:74) defined reading comprehension as a process of making sense a reading text and connecting the ideas in the text to the background knowledge. Comprehension as the result of reading is very fundamental as it enables the reader to get the information needed from the text. By comprehending a reading text, the students are able to obtain information and ideas which can help them throughout their learning process.

However, Qarqez and Radzuwan (2017:429-430) in their research stated that most students do not experience reading practice in meaningful activities and it leads to the loss of their comprehension and interest in reading. This is caused by the absence of proper media in teaching-learning activities. This problem was also

found in the pre-observation conducted by the researcher in the junior high school of Sekolah Alam Lampung on 19th August 2021. The teacher has not implemented the teaching-learning of reading comprehension by using appropriate media and it is resulting in a lack of students' reading comprehension achievement and interest.

Concerning this problem, Leive and Lentz (1982) (in Arsyad, 2011: 16-17) stated that teaching-learning media has several functions such as attracting students' attention, arousing students' emotions and attitudes, facilitating students in understanding and remembering the information, as well as helping the students whose ability is below average in organizing new information. As Serafini (2004:6) exposed that there is a media known as audiobook which is a recording of a book or text being read aloud. He added that it is an important media that can be used in reading comprehension practice.

Serafini (2004:5) showed that audiobook enables students to have a new reading experience by allowing them to know how the text is actually read, how it is supposed to be read, and how the actual Intonation and expression of every sentence is. In addition, Stone-Harris (2008:2) argued that audiobook exposes struggling readers to something they have never experienced before by allowing them to experience what fluent readers have every time they read a book. Based on the statements above, the use of audiobook as a media is expected to be able to help the students in comprehending a reading text, and also to be able to increase their interest in reading comprehension practice.

In this research, the researcher chose narrative text as it was contained in the syllabus of 8th grade of junior high school. According to the basic competencies points 3.14 and 4.18 in the syllabus, narrative text involves communicative aspects, expressions, and events going on so the use of media is considered helpful in its comprehension. The basic competencies expect students to be able to give and ask for information related to short and simple narrative fable according to the context of use and to comprehend contextual meaning related to social functions, text structure, and linguistic elements of narrative texts in spoken, written, and very short and simple forms of fables.

A study had been conducted by Rahman and Hajar (2020) to find out the effect of audiobook on 11th grade students' reading comprehension as well as their perception. The findings showed that the use of audiobook was more effective than

the non-audiobook. It was proven by the comparison of the mean score from the experimental and the control groups. The students were interested in using audiobooks because it was stimulating, challenging, available, powerful, and innovative in the reading activity.

Nuraini et. al (2020) conducted a case study about the use of audiobooks in developing seventh-grade EFL students' reading skills. The result showed that students could significantly develop their reading skills by reading English stories with audiobooks apps. However, this case study only involved three students and the data was obtained by qualitative research design which does not employ pre-test and post-test to find out the significance of the improvement. Moreover, this research only emphasized the students' reading skills, while the students' comprehension of the reading text was not involved explicitly in this previous study.

Wagar (2016: 45) conducted a study investigating the students' perception in reading comprehension practice using audiobooks. The study proved that the use of audiobooks can increase the students' interest in reading comprehension practice. However, the increase was not statistically significant. The significance was shown in the students' ability to visualize characters as well as plot elements and could follow the story with more ease.

Those previous studies provided insufficient evidence on the junior high school students' improvement in reading comprehension of narrative text and the perception toward audiobooks as a media on the teaching of narrative texts reading comprehension in accordance with the basic competencies in the education curriculum in Indonesia. Therefore, the researcher was interested to investigate the effect of the audiobook on Junior High School students' reading comprehension of narrative text, together with the students' perception toward it.

1.2 Formulation of the Problem

The backgrounds above motivated the researcher to investigate the improvement in Junior High School students' reading comprehension of narrative text by using audiobooks along with their perception toward it. This investigation dealt with junior high school students with narrative text as the reading materials. This investigation was important due to the need for proper media to facilitate Junior High School students in improving their reading comprehension and increasing their interest in it, especially in accordance with the core competence and the basic competence of the 2013 curriculum by *Kemendikbud*. Therefore, the following research questions were formulated to achieve the objective of this research:

1. Is there any significant difference between Junior High School students' reading comprehension of English narrative text before and after being taught by using audiobook?
2. How are Junior High School students' perceptions toward the implementation of audiobook to improve their narrative text reading comprehension?

1.3 Objectives of The Research

Based on the problems above, the purpose of this research was to find out the effectiveness of audiobook as the media to improve students' reading comprehension of narrative text. The aims of this research were:

1. To find out if the use of audiobook is effective in improving Junior High School students' reading comprehension of narrative text.
2. To find out the Junior High School students' perceptions toward the implementation of audiobook in narrative text reading comprehension.

1.4 The Uses of the Research

This research is hopefully useful in theoretical and practical aspects. Theoretically, this research is expected to give some useful references for other studies and to provide needed theories for educational purposes, especially in teacher training and education. Practically, this research hopefully can be a consideration for teachers

and motivation for students to use audiobooks as the media to enhance students' reading comprehension, especially in narrative text.

1.5 The Scope of the Research

The focus of this study was students' narrative text comprehension which was given treatment by using audiobook as a medium. This media was implemented together with the printed text of the narrative story. The participant of this study was one class consisting of ten (10) 8th grade junior high school students of Sekolah Alam Lampung. This study also focused on students' perceptions of the use of audiobook in practicing reading comprehension of narrative text. The students were given a narrative audiobook and its printed text. Then, the researcher gave the students some comprehension questions related to the given audiobook and its printed text to find out whether or not the use of audiobook enhances their narrative text reading comprehension.

1.6 Definition of Terms

1. Audiobook

   Audiobook is a recording of book, reading text, and other materials that is being read aloud and accessible on CDs, websites, and applications.

2. Narrative Text

   Narrative text is a kind of text telling a series of chronological events in the past and the main function is to entertain the readers.

3. Reading Comprehension

   Reading comprehension is the ability to understand a reading text as the result of reading.

4. Perception

   Perception is an interpretation of sensory information that is experienced consciously.

II.   LITERATURE REVIEW

This chapter discussed several theories used in this study, such as the concept of reading comprehension, narrative text, teaching narrative text reading comprehension to Junior High School students, the aspects of narrative text reading comprehension, the concept of audiobook, teaching narrative text reading comprehension on Junior High School students using audiobook, the procedure of teaching narrative text reading comprehension on Junior High School students using audiobook, the concept of students' perception on the use of audiobook in narrative text reading comprehension, advantages and disadvantages, previous study, theoretical assumption, and research hypothesis.

2.1 Concept of Reading Comprehension

According to Sutarsyah (2015: 2), reading begins with getting meaning from sounds that are transferred into letters or written symbols. In addition, he stated that reading involves bottom-up process, top-down process, and interaction process. Bottom-up process means decoding the written symbols where the readers by recognizing letters and combining them into words, words into phrases, clauses, and sentences from the text. Top-down process means using the readers' schemata in constructing meaning from the text. The interaction process means involving both bottom-up and top-down processes. Thus, reading is an interactive process in constructing meaning involving the readers in connecting the ideas from the written message using their schemata. Furthermore, Clark and Silberstain (1987:136) define reading as an active cognitive process of interacting with printed language and monitoring comprehension to establish meaning. According to Heilman (1981: 4), there are some basic aspects of reading:

a. Reading is interacting with language that has been coded into print.

b. The product of interacting with language which has been printed should be comprehension.

c. Reading ability is closely related to oral language ability.

d. Reading is an active and on-going process that is affected directly by individual interaction with the environment.

Comprehension is an understanding of what is heard or read. Kirby (2007: 1) defined comprehension as the process by which the person understands the meaning of the written or spoken language. Further, comprehension goes beyond reading the text on the page. It involves finding meaning in the text and being able to summarize, reiterate, and apply what has been read. Successful reading comprehension requires text comprehension, vocabulary knowledge, and reading fluency. Sari (2010:1-3) Comprehension is an interactive process that occurs not only while a student is reading the text but afterward, as well. It consists of the ability to make inferences from a passage and use critical thinking skills to answer questions related to the text.

From the definitions above, it can be concluded that reading comprehension is the ability to process and construct the information in a text and understand its meaning by using prior knowledge. According to Olson and Diller (1982:42), the definition of reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. Without comprehension, reading is simply reading words on a page. The main goal of reading comprehension is to derive some understanding of what the writer is trying to convey and make use of that information – whether for fact-gathering, learning a new skill, or for pleasure.

Harris and Smith (1986) (in Sutarsyah, 2015: 25) mention seven major factors affecting reading comprehension. Those factors are divided into two categories namely internal factors and external factors. The internal factors consist of background experience, language abilities, thinking abilities, affection, and reading

purposes. The external factors include the nature of the reading text and the physical factors.

Referring to the concept above, it can be inferred that one essential aspect of reading comprehension is the use of reading strategies such as using media. In order to improve students' reading comprehension, the teacher must use the appropriate teaching media as the tool to help the students practice their reading comprehension.

2.2 The Concept of Teaching Reading Comprehension

Teaching reading aims to develop the student's reading skills so that they can read English text effectively and efficiently. To be able to read effectively and efficiently, readers should have a particular purpose in their minds before they interact with the text. Therefore, effective reading is always purposeful as Mc. Donough and Shaw (1993:102) claim that reading always tends to focus on the purpose. Thus, even though reading is done only for pleasure, it is still purposeful. In addition, there are some research-based reading comprehension strategies according to Serafini (2004: 7-8):

a) Visualizing the characters and setting of a story
b) Asking questions during reading.
c) Teach young readers to ask themselves questions while reading in order to monitor their understanding of the story
d) Drawing inferences
e) Summarizing
f) Predicting and anticipating events

In addition to the statements above, Nainggolan (2018: 93) stated that teaching reading comprehension is considered important as one of the language competencies in English. It is because, through reading, the students will be easier to add and get new information from any kind of text. The reading comprehension activity is also expected to make reading the students habit and make the students be able to understand the text's meaning and represent what they have read in their

language. In the other words, the teaching of reading comprehension must enable the students to be independent readers and to achieve the purpose of reading itself.

2.3 Narrative Text

Narrative text is a kind of text telling a story that is based on some events or experiences. Narrative text contains problematic events which lead to a crisis and then to a resolution (Sari, 2019: 8). In the narrative text, the readers are invited into the journey in a story to entertain them. The purpose of a narrative is to entertain listeners or readers with a story of the past that is related to a real, imaginary, or complicated event leading to a crisis, which eventually finds a solution. In brief, the narrative is a text that involves an event or a series of events, real or fictitious.

2.3.1 Genres of Narrative Text

Cited from (National Literacy Trust: 2013), the main purpose of narrative text is to tell a story, but the specific purpose may be different one another according to the genre. There are some genres in the narrative text as follows:

a. Adventure

Adventure is a genre in which the main character goes on an epic journey, either personally or geographically. Often the protagonist has a mission and faces many obstacles in his way.

b. Mystery

Mystery is a fiction genre where the nature of an event, usually a murder or other crime, remains mysterious until the end of the story.

c. Science Fiction

Science fiction is a genre of speculative fiction that typically deals with imaginative and futuristic concepts such as advanced science and technology, space exploration, time travel, parallel universes, and extra-terrestrial life.

d. Fantasy

Fantasy is a genre of speculative fiction set in a fictional universe, often inspired by real-world myth and folklore. Its roots are in oral traditions, which then became a fantasy

e. Historical Fiction

Historical fiction is a genre where the story takes place in the past. Historical novels capture the details of the period as accurately as possible for authenticity, including social norms, manners, customs, and traditions.

f. Myths

Myth is a genre consisting of narratives that play a fundamental role in a society, such as foundational tales of origin myths. The main characters in myths are usually non-humans, such as gods, demigods, and other supernatural figures.

g. Legends

Legend is a story about human events or actions that have not been proved nor documented in real history. Legends are retold as if they are real events and were believed to be historical accounts.

h. Fairy Tales

A fairy tale is a story often involving magic and legendary deeds. The fantastical characters found in a fairy tales include elves, fairies, witches, and dragons.

i. Fables

Fable is a short fiction story that features animals in the role of the protagonist and usually includes or illustrates a moral value.

In this research, the researcher uses fables narrative text to be taught during the treatment.

2.3.2 The Characteristics of Narrative Text

Sari (2019: 22) stated that narrative text has a special characteristic. The characteristics of narrative text are concerned with action and set in the time sequences; try to identify what events happened in the text (Keraf: 2000). She added that there are some characteristics of narrative texts, those are:

a. Narrative text tells the reader about a story of an event or events.

b. The events are usually arranged in chronological order, that is, in the order in which they occurred in time.

c. The narrator has a purpose in telling the storyline. There are some points the narrator wishes to make or some impression he or she wishes to convey to the reader.

d. Narrative text uses past tense since it is telling the past events.

e. The elements of narrative text are theme, setting of time and place, character and characterization, atmosphere, conflict, and resolution.

2.3.3 The Generic Structure of Narrative Text

Narrative text has a generic structure that should be existed. The generic structure is usually used by the target language learners in mapping the ideas and information in the text so that the text will be structured chronologically.

Sulistyo (2013: 172) divided the generic structure of narrative text into four generic structures, they are:

a. Orientation (introduction)

It contains the introduction of the text. The characters, the problem, and the setting of the story are introduced to the readers. The atmosphere of the story is also being developed. To sum up, the orientation of narrative text tells who the character was, when, and where the story happened.

b. The sequence of Events (complication)

This part tells the sequence in the middle part of the story. This part explains the peak of the problem faced by the character. The complication is interesting because it is the main event and the character is having difficulty reaching the solution.

c. Resolution

It tells the readers how the problem was solved.

d. Re-orientation

This part tells the moral value and a brief and clear explanation of what the story has told to the reader.

Knowing that a narrative text is a kind of text that requires the reader's imagination, presents some actions, and involves the impression of the writer, the students need

media as a tool to help them in comprehending the ideas conveyed in a narrative text.

2.4 The Aspects of Narrative Text Reading Comprehension

In narrative text reading comprehension, there should be some criteria to determine whether the students are able to comprehend it or not. According to Veerevagu et al. (2010: 205), in students' reading comprehension, there is a relationship between the level of thinking processes needed and the students' ability to answer these questions correctly. In this case, the revised Bloom's Taxonomy is used as the criteria for assessing students' reading comprehension. Therefore, the comprehension questions are also designed to correspond to Bloom's Taxonomy.

Anderson and Krathwohl (2001: 66-68) define Bloom's revised taxonomy as:

a. Remembering

Remembering is retrieving, recognizing, and recalling relevant knowledge from long-term memory. In narrative reading comprehension, this stage is implemented to recall specific information stated in the text.

b. Understanding

Understanding is constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. It is implemented to get an understanding of what was read in the narrative text.

c. Applying

Applying is carrying out or using a procedure through executing or implementing. In this stage, the students are expected to transfer what they have learned from the narrative text into their own life or a different context from the story.

d. Analyzing

Is breaking material into constituent parts, and determining how the parts relate to one another and an overall structure or purpose through differentiating, organizing, and attributing. It is implemented to compare and contrast the

information and the ideas stated in the narrative text to their personal experience.

e. Evaluating

Evaluating is making judgments based on criteria and standards through checking and critiquing. In this stage, the students are asked to make the judgment of the character and action that appeared in the text.

f. Creating

Creating is putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. The students are asked to organize their own thoughts and ideas related to the narrative text.

In this research, Bloom's revised taxonomy is applied as the aspects to indicate the students' ability in comprehending a text.

2.5 The Concept of Media in English Language Learning

According to Gagne and Briggs (1975) (in Arsyad, 2003: 4), Teaching-Learning Media is any kind of physical tool that can be used to deliver messages and stimulate the learner. They also stated that the use of media in English language teaching facilitates the learning activity to make it easier for the teacher to teach, and for the students to understand more about the materials. It can be inferred that the use of media is important in teaching English. There are several reasons why the use of media is important:

a. Teaching is a form of communication; therefore, the teacher should deliver a message in the form of information, knowledge, capability, skills, and experiences.

b. Both teacher and students have their own limitations in the teaching-learning process.

c. There is a gap between the teacher as the deliverer and the students as the receivers.

According to Leive and Lentz (1982) (in Arsyad, 2003: 16-17), media has several functions as follows:

a. Attentive

Attentive means that media is used to attract students' attention.

b. Affective

Affective means that media is used to arouse students' emotions and attitudes.

c. Cognitive

Cognitive means that media is used to facilitate students in understanding and remembering information.

d. Compensatory

Compensatory means that media is used to help students whose ability is below average in organizing new information.

To be more specific, Dale (1969) proposed the Cone of Learning. The Cone of Learning is a visual model that is consisted of several theories related to instructional design and learning processes. It theorized that learners retain more information by what they do as opposed to what is heard, read, or observed.

Reading 10 %

Hearing words 20 %

Seeing 30%

Watching a demosntration 50%

Participating in a discussion and giving a talk 70%

Doing a dramatic presentation, simulating the real experience, doing a real thing 90%
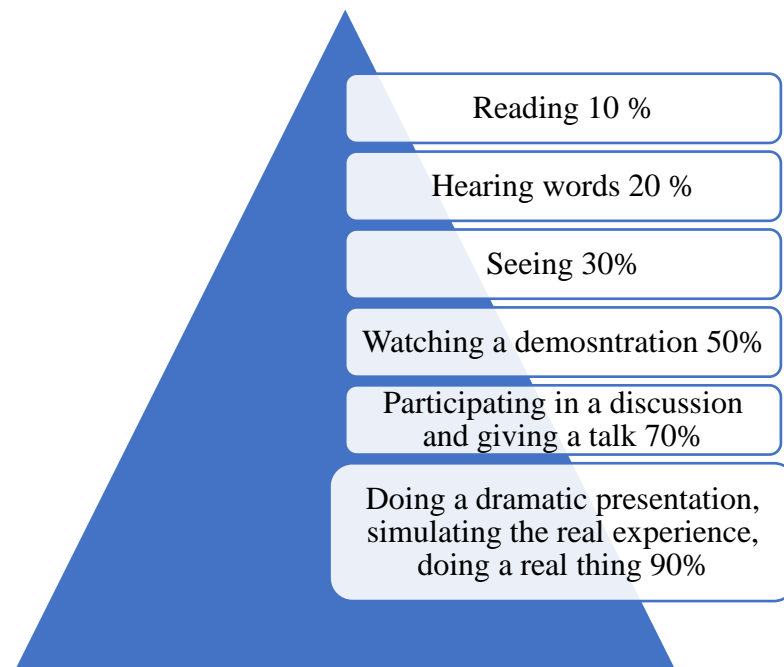
Figure 1. Cone of Learning

From the cone figure above, it can be inferred that the more students sense involved in learning, the better the learning outcomes will be. To sum up, the use of media in English language learning has some benefits as follows:

a. To clarify the presentation of the materials

b. To direct the students' attention to the materials

c. To overcome the limitations during the teaching-learning activity

d. To provide the equality of students' perception

It can be seen that the use of media in teaching-learning process is beneficial in many aspects. The type of media should also be considered carefully in order to obtain the benefits elaborated above.

2.6 The Concept of Audiobook

Derived from Mirriam Webster dictionary, audiobook is a recording of a book or magazine being read aloud. It is an audio recording of the book in the form of text, pictures, and other illustrations (Anwas, 2015: 56). An audiobook is any book that is spoken to a listener. Moyer (2012: 340) stated that audiobook has become increasingly accepted in classrooms and school library media centers and are even showing up in academic library collections, especially in America. Meanwhile, in Indonesia, the existence of audiobook is quite unpopular, especially in education. From the observation conducted by the researcher in An-Nawawi orphanage on 25th April, 1st May, and 12th June 2021 which consisted of students from junior high school until senior high school, the teachers especially the English teachers have never introduced audiobook to the students. It was proved by the fact that some of the English teachers even never give the audio to the students in listening practice. It is whether the audio was hard to find, unavailable, or the teachers were lack of understanding technology.

Serafini (2004:6) exposed that an audiobook is an important component that can be used in a comprehensive reading program. Audiobook enables students to have a new reading experience by allowing them to know how the text is read, how it is supposed to be read, and how the actual Intonation and expression of every sentence

is. According to Stone-Harris (2008: 2-3), audiobooks expose struggling readers to something they have never experienced before by allowing them to experience what fluent readers have every time they read a book. In addition, Koskinen et al. (in Montgomery, 2009: 5) stated that audio models provide a form of scaffolding that makes it possible for students to read more difficult material and focus on meaning.

He added that Teachers and parents are encouraged to use audiobook because it can expose readers to new vocabulary, provide demonstrations of fluent reading and appropriate phrasing, intonation, and articulation, expand access to materials for the reader, experienced readers and those struggling with decoding can listen to stories well beyond their independent reading levels and can comprehend more complex literature, create opportunities for readers to discuss literature, enhance reading comprehension through discussion, and support struggling readers. As developing readers listen to audiobooks and follow along with a printed version of the story, they learn to match the sounds of oral language to their written counterparts, inviting children into the world of reading and literature.

Based on the explanation above, audiobook is a medium in a form of an audio version of books or texts to help the students in comprehending the reading text. By the use of the audiobook, the students can enhance their reading comprehension by knowing how the text is actually read, how it is supposed to be read, and how the actual Intonation and expression of every sentence is. Correlating the theory elaborated above to the theory of teaching-learning media that has been explained previously, the audiobook has fulfilled the function of a teaching-learning media such as attentive, affective, cognitive, and compensatory. In addition, the theory of teaching-learning media stated that the use of media that involves hearing in reading can increase the comprehension level from 10% to 20%. Therefore, it is proposed that if the theory of audiobooks has corresponded to the theory of teaching-learning media, the use of the audiobook will bring out the benefits of teaching-learning media usage itself.

2.7 Teaching Narrative Text Reading Comprehension on Junior High School Students Using Audiobook

Teaching narrative text reading comprehension means making the students able to get the ideas and information stated in a narrative text. In a process of comprehending a narrative reading text, the teacher should be as creative as possible to increase the students' interest in the reading materials. Hopefully, if the students are interested in the reading text, they will be able to comprehend it better. In teaching narrative reading, the teachers have a responsibility to guide students in achieving goals in reading such as motivating them to read a reading text and creating a good atmosphere in practicing reading. The atmosphere here means a circumstance that can make the students feel comfortable, interested, and engaged with the reading materials. Furthermore, the teacher should provide media in order to facilitate the students to comprehend the reading text well.

According to Serafini (2004:9), audiobooks help students become better readers and develop a desire to read for themselves. With the guidance of the teacher, audiobook can help the teaching process in the classroom by:
a) Supplementing teachers' ability to read to their students.
b) Providing access to new vocabulary as a key to success in reading.
c) Providing demonstrations of fluent reading.
d) Providing readers access to books they are unable to read for themselves.
e) Creating opportunities for discussing stories, in order to comprehend them better.
f) Supporting struggling readers by helping them focus on meaning rather than the decoding of text.
g) Inviting students to enter the magical world of literature.
h) Fostering a love of literature and reading.

In accordance with the explanations above, audiobook can be implemented in teaching reading comprehension of narrative text as it facilitates the teachers and the students in the teaching-learning process in some aspects as the model of reading.

2.8 Procedure of Teaching Narrative Text Reading Comprehension on Junior High School Students Using Audiobook

In improving students' reading comprehension of narrative text, the researcher had to design the learning activity following the students' basic competence of their current grade. In 8th grade of junior high school, the basic competence of narrative text was about a fable story based on the basic competence point 3.7. There were several steps as follows:

2.8.1 Pre-Activity

1. The teacher brainstorms the students by asking them what their favorite animal is.
2. The teacher asks the students whether they would like to hear a story or not.
3. The teacher introduces audiobook to the students.

2.8.2 While Activity

1. The teacher distributes the printed text of the audiobook.
2. The teacher plays the audiobook of the narrative fable that has been distributed.
3. The teacher stops the audio at every end of the paragraph to discuss the ideas of the first paragraph. It is done the same with the other paragraphs until the end of the story.
4. The teacher provides the comprehension questions related to the text for the students to be answered.
5. The teacher discusses the answers to the questions together with the students while asking one of the students randomly to explain their answers. It is done for each question.

2.8.3 Post-Activity

1. The teacher makes the students recall what they have learned today by asking them randomly.
2. The teacher asks the students whether they like the story or not.

2.9 The Concept of Students' Perception on The Use of Audiobook in Narrative Text Reading Comprehension

Walgito (in Aprianto, 2017: 4) described perception as the process of human thinking about certain phenomenon which is started from the sense of organs. This process is related to the acceptance of messages or information by the human brain. In this process, a person interacts with his/her environment using the five senses such as vision, hearing, taste, smell, and touch.

2.9.1 Factors of Perception

According to Slameto (2010:54), two factors that influence someone's perception are as follows:

a) Internal factors

Internal factor is a factor that comes from inside of an individual. It depends on psychological factors such as thoughts, feeling, willingness, need, sex, attention, and motivation. Every human being has different characteristics and temperaments shaped by an individual's family and environment.

b) External factors

The external factor is a factor that comes from the outside of an individual. External factors are also affected someone's perception, and stimulus is an internal factor in monitoring the process. The process of stimulus will connect through the sense of organs or receptors such as sight, sounds, hearing, etc. It can be concluded that an individual's sense of organs is a connector between an individual and the object in the world.

2.9.2 Kinds of Perception

According to Aprianto (2017: 6), there are two kinds of perception. Those are positive and negative perceptions. Positive perception is a personal judgment about a certain object positively or as expected about the certain object. While negative perception is personal judgment about a certain object negatively, not as expected about a certain object. Further, Robbin (in Aprianto, 2017: 6) said that positive

perception comes from the individual satisfaction about a certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived. Otherwise, negative perception comes from the individual dissatisfaction about the certain object that becomes her/his source perception, the individual's ignorant, and the lack of experience of the object perceived.

2.9.3 Principles of Perception

Slameto (2010: 103-105) divided the principles of perception into four, which are as follows:

a) Perception is relative, not absolute

Concerning relative perception, the first stimulus will give a bigger impact than the next one.

b) Perception is selective

A person's ability to catch a stimulus is restrictive because the human brain only catches the stimulus based on the most attractive thing.

c) Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/groups.

d) People's perceptions may be different

The different perceptions can be explored in differences individually, behavior, attitude, and motivation.

Finding out students' perceptions toward the use of audiobook in reading comprehension of narrative text is considered useful. The reason is that the use of media is effective not only if the media used can improve the process, but also can create enjoyment in using it. If the students' performance is improved by the media but they do not like it, then the learning process is not considered effective. Therefore, the researcher conducts an interview session to find out their perception toward the use of audiobook in reading comprehension of narrative text.

2.10 The Concept of Improvement

According to Oxford Dictionary, to improve is to develop or increase in mental capacity through education or experience. It also means to achieve or produce something better. Therefore, improvement can be defined as a particular effort to increase something to a better level than before.

In this research, improving means making the students able to master reading comprehension ability better than before. The indicator of the improvement in students' reading comprehension ability is when their post-test scores are higher than their pre-test scores.

2.11 Advantages and Disadvantages

As a medium of learning, audiobook reaps the pros and cons in society, especially in terms of reading.

2.11.1 Advantages

As mentioned before by Stone-Harris (2008: 2-3), audiobook has many benefits in practicing reading. In the general term, audiobook has some advantages as follow:

a) Audiobook improves the reading experience as it provides the reader with a fluent model of reading that employs good intonation, articulation, and the use of punctuation in the reading.

b) It helps the reader who cannot read properly, especially children.

c) Audiobook helps the reader read faster.

d) Audiobook is a tool for skill acquisition. It involves more sense than only reading the text.

e) It can also improve listening skills.

2.11.2 Disadvantages

According to Çarkit (2020:158-160), Despite the plenty of advantages, audiobook also has some disadvantages as follow:

a) Audiobook is not effective enough without reading text. It is difficult for the reader to go back to the previous sentence if she/he cannot catch up with the audio.

b) Audiobook can cognitively reduce reading fluency since the reader is relying on the audio more than the reading text.

c) Audiobook is time-consuming since the time is depended on the length of the audiobook.

2.12 Previous Study

Larson (2015) held a research that combined digital texts for visual reading and audiobooks. The participants of the study are sixth graders who were asked to utilize digital texts with audio content to gain information on navigation and perceptions. Twenty-six students accessed three electronic books and audiobooks simultaneously using individual devices during seventeen class periods. The students were also permitted to take the devices home with them to continue reading. After completion of each of the three books, students completed questionnaires about their reading experiences and their attitudes toward reading and listening to books digitally. Students indicated satisfaction with the technological tools including the highlighter and dictionary features of the electronic books, and they were pleased to be able to listen to the stories at different paces and hear unfamiliar words being read aloud.

Hartell (2018) from University of South Carolina conducted a study regarding the impact of audiobooks on students' reading experience. The findings showed that the difficulty in reading can be reduced, and the students' focus on reading can be improved by using audiobook. Furthermore, if the students are allowed to choose the audiobooks that represent their interests, the reading experience can be improved. In addition to the findings, not all students prefer audiobooks to traditional print materials, but the teacher can make the audiobook as an alternative in reading.

Melani (2018) from the University of Surabaya conducted a research to know how the implementation of audiobook in Indonesian high school students. The study indicated that audiobook can be implemented easily in EFL class. Almost all students gave positive feedback and showed positive attitudes in reading comprehension using audiobook. However, the learning process required more time than only using printed text.

Another research was conducted by Tusmagambet (2020) aimed to find out the effects of audiobooks on EFL learners' reading development. The development focuses on fluency and motivation. The findings showed that the use of audiobook slightly increases the students' motivation. The improvement in fluency is not significant. However, this study shows that the use of audiobook has a positive effect on EFL students' reading attitudes.

From the results of previous studies above, the researcher assumed that audiobook could give a good effect on students' reading comprehension. Audiobook could help students to comprehend the text better and increase their reading interest. Moreover, this media could also give a positive impact on students' reading interests. The students' perception of this media was also good, that is, they enjoyed using audiobook more than only using printed reading text.

2.13 Theoretical Assumption

Knowing that audiobook as a medium can provide a fluent model of reading and engage more of the students' sense in the process of comprehending the narrative text, the researcher assumed that audiobook could give a good impact on students' reading comprehension of the narrative text as well as their perception towards it.

2.14 Research Hypothesis

Based on the theories and previous studies elaborated above, the researcher formulated null hypothesis (H0) and alternative hypothesis (H1) that were tested and examined in this research as follows:

a. (H_0) There is no significant difference between students' narrative text reading comprehension before and after being taught using audiobook.

b. (H_1) There is a significant difference between students' narrative text reading comprehension before and after being taught using audiobook.

III. METHODOLOGY

This chapter discussed the research design, data sources, research instrument, try out of the instrument, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

The design of this research was mixed-method; quantitative and qualitative. The quantitative method was used to answer the first research question; the effect on students' reading comprehension of English narrative text after being taught by using audiobook, while the qualitative method was used to answer the second research question; the students' perceptions of the implementation of audiobook in reading comprehension. The quantitative method was intended to find the comparison between the reading practice using only reading text and the reading practice using reading text and audiobook. To find the comparison, this research used a quasi-experimental which only involved one class as the participant to be examined. The method for collecting the quantitative data was pre-test and post-test design. The pre-test was administered to measure their reading comprehension ability before getting the treatment, and the post-test was administered to find out how far the students' reading comprehension ability was after implementing the treatment. There were six meetings; the first day, which was the first and the second meetings, was done to do the post-test and the first treatment, while the second day, which was the third and the fourth meetings were done to complete the rest of the treatment; the second and the last treatment. The last day was the fifth and the sixth meetings to administer the post-test and the interview.

The design of this research is illustrated as follows:

T1 X T2

T1   : Pre-test for students' vocabulary mastery before treatment is given
T2   : Post-test for students' vocabulary mastery after treatment is given
X   : Teaching vocabulary through animated narrative video

Meanwhile, in collecting the qualitative data, this research used an interview. The students were interviewed by the researcher to get information related to their perceptions toward the use of audiobook in teaching narrative text reading comprehension.

(Setiyadi, 2018:113)

3.2 Population and Sample

The population of this research was junior high school students in Sekolah Alam Lampung consisting of 45 students, while the sample was taken from a class of 8th-grade junior high school students that consisted of ten (10) students who were selected because they suited the researcher's need with some certain characteristics. In selecting the sample, the researcher used purposive sampling. According to Syahrum and Salim (2012: 118), purposive sampling is choosing a group of subjects in accordance with the subjects have the suitable characteristics needed for the research. The teaching-learning activity was conducted offline in the classroom.

3.3 Research Instrument

This research featured some instruments in collecting the data as described below.

3.3.1 Narrative Texts in Printed Form

The website *Aesop's Fables, storyberries.com,* and *storynory.com*, also provide the written form of audiobooks. The researcher chose the fable story and gave the students a printed form of the story. The stories given to the students were started from the suitable level which was considered from the difficulty of the vocabulary,

the simple sentences, the number of words per sentence, the number of sentences per paragraph, and the number of paragraphs per story accordingly to their basic competence from the syllabus.

The Cat and The Fox

Once a Cat and a Fox were traveling together. As they went along, picking up provisions on the way—a stray mouse here, a fat chicken there—they began an argument to while away the time between bites. And, as usually happens when comrades argue, the talk began to get personal.

"You think you are extremely clever, don't you?" said the Fox. "Do you pretend to know more than I? Why, I know a whole sack-full of tricks!"

"Well," retorted the Cat, "I admit I know one trick only, but that one, let me tell you, is worth a thousand of yours!"

Just then, close by, they heard a hunter's horn and the yelping of a pack of hounds. In an instant the Cat was up a tree, hiding among the leaves.

"This is my trick," he called to the Fox. "Now let me see what yours are worth."

But the Fox had so many plans for escape he could not decide which one to try first. He dodged here and there with the hounds at his heels. He doubled on his tracks, he ran at top speed, he entered a dozen burrows,—but all in vain. The hounds caught him, and soon put an end to the boaster and all his tricks.

Common sense is always worth more than cunning.

Source: Aesop's Fables

3.3.2 Test Items

The specification of the reading comprehension test items using Bloom's Taxonomy as described in Anderson and Krathwohl (2001: 66-68). The test items include six aspects which are specified as follows:

a) Remembering

This aspect indicates the students' comprehension in recalling specific details, information, and ideas from the text. This aspect has the 30% percentage of the test items which is the highest of all.

b) Understanding

This aspect indicates that the students understand what the author implies in the text. The percentage for this aspect is 20%.

c) Applying

This aspect indicates the students' comprehension in using the understanding in a meaningful way. This aspect has 10% of percentage in the test items.

d) Analyzing

This aspect requires the students to take their understanding to the deeper level as the indicator of their comprehension. This aspect holds 20% of the test items.

e) Evaluating

This aspect indicates the students' comprehension in examining the author's message critically. The percentage for this aspect is 10%.

f) Creating

This aspect requires the students create new knowledge from the information stated in the text. The percentage for this aspect is 10%.

(See Appendix 3)

The test items are divided into pre-test and post-test which are described as follows:

a) Pre-test

The pre-test was used to measure their skill rate in reading comprehension of narrative text. This test consisted of a narrative text without audio, followed by 20 comprehension questions in multiple-choice. This test was the part of the instruments to answer the first research question. (See Appendix 5)

b) Post-test

The post-test was given after the treatment was done. It was used as a comparison to their pre-test score so that it could be determined whether there was any improvement or not. This test was the part of the instruments to answer the first research question. (See Appendix 6)

3.3.3 Interview

The interview was used to find out the students' perceptions toward the use of audiobook in reading comprehension. The type of interview used was a structured interview. According to Sugiyono (2009: 73), a structured interview was also known as a controlled interview, meaning that all interviews were based on a system or predefined list of questions. A structured interview refers to a situation when the researcher asks a series of questions to respondents based on categories of specific or limited answers. However, researchers can also provide space for variations in answers, or researchers can also use open-ended questions that do not demand regularity. The questions had been prepared in advance by the researcher. The interview was conducted with the students after the post-test is done. The questions covered the following aspects:

a. The students' first impression toward the implementation of audiobook in narrative text reading comprehension.

b. The students' perception during the treatment.

c. The students' opinion in comparing the learning narrative text with and without audiobook.

(See Appendix 7)

3.4 Try Out of the Instruments

3.4.1 Validity of the Test

Validity referred to the extent to which the test measures what is intended to measure. The quality of the test can be said to be valid if it is measured properly. There are four types of validity namely face validity, content validity, construct

validity, predictive validity, and concurrent validity. In order to measure whether the instruments have good validity, this research used content validity and construct validity described as follows:

a. Content Validity

According to Setiyadi (2018:20), content validity is intended to analyze whether the items as a whole have represented the material to be measured. If a measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspects of content validity. To fulfill these aspects, the researcher should pay attention to the test items and whether the test represented the curriculum and syllabus which was used by the school. In this research, the researcher made the test based on the syllabus and the curriculum 2013 of Junior High School.

Table 3.1. Specification of Content Validity

No	Reading Comprehension Aspects	Basic Competence in Syllabus		Item Number	Total	Percentage
		3.14	3.18			
1	Remembering	✓		1,2,3,6,11,12	6	30%
2	Understanding	✓		4, 7, 8, 9	4	20%
3	Applying	✓	✓	10, 13	2	10%
4	Analyzing		✓	5, 14, 15, 16	4	20%
5	Evaluating		✓	17, 18	2	10%
6	Creating		✓	19, 20	2	10%
Total					20	100%

b. Construct Validity

Shohamy (1985) stated that construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. It means the test items should test the students' ability in reading comprehension. Concerning construct validity, according to Veerevagu et al. (2010: 205), in students' reading comprehension, there is a relationship between the level of thinking processes needed and the students' ability to answer these questions correctly. In this case, the revised Bloom's Taxonomy is used as the criteria for assessing students' reading

comprehension. Therefore, the comprehension questions are also designed to correspond to Bloom's Taxonomy. According to Hatch & Farhady (1982), construct validity measures whether the construction has already referred to the theories which mean that the test construction has already in line with the objectives of learning. Two English teachers in SMP Alam Lampung had checked the test items to determine the construct validity of the test. (See Appendix 8)

3.4.2 Reliability of the Test

According to Hatch & Farhady (1982) reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test scores are. To complete the reliability aspects which were concerned with the consistency of measurement of research, the researcher had to measure the same research subjects a different time and gives consistent results. Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures. To measure the coefficient of reliability between the odd and even group, this research used the *Pearson Product Moment* formula.

The formula is:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Notes:

rxy   : coefficient of reliability between odd and even numbers item
x   : odd number
y   : even number
$\sum x2$: total score of odd number items
$\sum y2$: total score of an even number of items
$\sum xy$: total score of odd and even number

After getting the reliability of the test, the researcher used Spearman Browns Prophecy formula (Hatch & Farhady, 1982: 247).

The formula is:

$$r_k = \frac{2rxy}{1 + rxy}$$

Notes:

rx : the reliability of the whole tests
rxy : the reliability of half tests

The criteria of reliability are as follows:

0.90 – 1.00 = high
0.50 – 0.89 = moderate
0.00 – 0.49 = low

                  (Hatch & Farhady, 1982: 127)

3.4.3 Level of Difficulty of the Test

The level of difficulty is how easy or difficult the item is taken from the point of view of the students who take the test (Shohamy, 1985). It is important since test items that are too easy cannot tell us about differences within the test population. Moreover, the difficulty level of an item shows how easy or difficult that particular item is done by the participants (Heaton, 1975: 182).

According to Shohamy (1985), it is calculated by the following formula:

$$LD = \frac{U + L}{N}$$

Notes:

LD : level of difficulty
U : the number of the upper group who answer correctly
L : the number of the lower group who answer correctly
N : the total number of students in upper and lower groups

The criteria are as follows:

<0.3 : difficult
0.3–0.7: average
0.7 : easy

                      (Shohamy, 1985)

3.4.4 Discrimination Power of the Test

Discrimination Power refers to the extent to which the items can differentiate between high and low-level students on that test. Discrimination power is used to differentiate between the students who have high ability and those who have the low ability. The discrimination power is calculated by the following formula:

$$DP = \frac{U - L}{{}^{1}/_{2}\ N}$$

Notes:

DP : discrimination power
U : the number of students from the upper who answer correctly
L : the number of students from the lower who answer correctly
N : the number of students

The criteria are:

DP: 0.00 - 0.19 = Poor items
DP: 0.20 - 0.39 = Satisfactory items
DP: 0.40 - 0.69 = Good items
DP: 0.70 - 1.00 = Excellent items
DP: - (Negative) = Bad items, should be omitted

(Heaton, 1975: 180)

The discrimination power and the level of difficulty were then compiled from the results of the test into the table item analysis below.

Table 3.2. Item Analysis

Item	U	L	U+L	FV	U-L	D
1						
2						
3						
4						
5						
…						
40						

3.4.5 Construct Validity of The Interview

The construct validity of the interview corresponded to the theory of perception. Perception means interpreting experiences gathered from the human senses. Therefore, the researcher formulated the interview questions by considering the factors of perception which are internal factors and external factors, and the four principles of perception according to Slameto (2010: 103-105). The interview questions accumulated some aspects such as the student's first impression of the audiobook, students' opinion towards the activity during the treatment, and the student's opinion in comparing narrative text reading comprehension practice with and without audiobook. (See Appendix 9)

3.5 Scoring System

To calculate the score of the pre-test and post-test, the researcher used the following formula:

$$S = \frac{R}{N} \times 100$$

(Arikunto, 2000)

S = score of the test
R = correct answers
N = the total items

3.6 Research Procedure

The procedure of the research was conducted as follows:

3.6.1 Determining the Subject

This research was using purposive sampling in determining the subject of the research. The population of this research was all junior high school students in Sekolah Alam Lampung. Therefore, the researcher was choosing the subject by following some characteristics of subjects needed for the research as follows:

a) Learning/Going to learn fable narrative text fable in their current grade;

b) Not less than 7th grader or still studying in junior high school;

c) In the same class.

3.6.2 Determining Research Instruments

The researcher chose multiple-choice test items. In the multiple-choice items, there were four choices and some texts related to the narrative text. In the multiple-choice questions, the items consisted of revised Bloom's Taxonomy used as the criteria in assessing students' reading comprehension. Besides that, there was an interview to know the students' perceptions after the implementation of the audiobook.

3.6.3 Administering Try-Out Test to Analyze the Quality of Reading Comprehension Test

The try-out class was given by using multiple-choice items with four answer choices. Through the try-out, the researcher would recognize the reliability and validity of the test.

3.6.4 Administering Pre-Test

At the beginning of the research, the students as the participants of the research were given a narrative text without audio, followed by 20 comprehension multiple-choice questions. This test was intended to find out the students' reading comprehension before being given a treatment using audiobook.

3.6.5 Conducting Treatment

The students as the participants were taught by using audiobook. They were practicing reading comprehension of narrative text with the researcher by using audiobook in three meetings. They were given some comprehension questions at every end of the reading with audiobook session. (See Appendix 4)

3.6.6 Administering Post-Test

After the treatment was done, the researcher gave the students the final test to measure their reading comprehension which is known as the post-test. The post-test was done by giving them a narrative text with an audiobook and some comprehension questions related to the text. The post-test was done to find out whether or not audiobook gives any effect on students' reading comprehension.

3.6.7 Conducting Interview

The students were given some interview questions in order to find out their perceptions toward the use of audiobook in practicing reading comprehension of narrative text.

3.6.8 Scoring Students' Tests

The score was used by the researcher to find out the effect of audiobook on students' reading comprehension after being taught by using audiobook.

3.6.9 Analyzing the Data from the Test

After all the data was collected, the students' scores both from the pre-test and the post-test were analyzed to find out the answers to the research questions.

3.6.10 Analyzing the Interview

The results of the interview were analyzed qualitatively to find out students' perceptions during the treatment in order to answer the second research question.

3.7 Data Analysis

3.7.1 Data Analysis of the Test

In order to obtain the result of this study, the data of students' scores in the pre-test and post-test were analyzed using statistical analysis. After scoring the pre-test and

post-test, the data was analyzed by using *Paired Sample T-test*. It was used to find out the means of pre-test and post-test and how significant the improvement was. According to Setiyadi (2018), using P*aired Sample T-test* for hypothesis testing has three basic assumptions that can be described as follows:

a. The data is an interval.
b. The data is taken from a random sample in the population.
c. The data is distributed normally.

The researcher analyzed the score of the pre-test and post-test to know the students' progress in narrative reading comprehension by using audiobook. The students' scores were computed by doing two activities, such as scoring the pre-test and the post-test and drawing conclusions.

Tabulating the result of the test and calculating the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M: mean (average score)
X: the total students' score
N: total number of students

<div align="right">(Hatch & Farhady, 1982)</div>

Making conclusions from the results of the tabulation of the tests given was by analyzing data statistics using *Paired Sample T-test* Statistical Package for Social Sciences (SPSS) to test whether student improvement gained was significant or not, where the significance is determined by $p < 0.05$. Then it was used as data from one sample (Hatch & Farhady, 1982).

To be able to know whether students get any progress, it is formulated as follows:

$$I = X_2 - X_1$$

Where:

I   : improvement in students' reading comprehension achievements
X2   : average post-test score
X1   : average score of the pre-test

(Hatch & Farhady, 1982)

3.7.2 Data Analysis of the Interview

The result of the interview was analyzed descriptively. According to Miles & Huberman (1994: 10-11), data analysis consists of three streams of activities that occur simultaneously such as data reduction, data presentation, and conclusion drawing/verification. The explanation of the mentioned streams is presented below:

a. Data reduction

    First, the researcher reduced the unnecessary data from the interview. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes the data in such a way that the data is simplified to be arranged into a matrix.

b. Making a matrix

    The interview data that had been reduced were presented by making a Descriptive matrix. According to Setiyadi (2018: 231) descriptive matrix means a matrix that contains the researcher's ideas and interpretation of a phenomenon.

c. Drawing conclusion

    The third step of analyzing the qualitative data was concluding and verifying the data. The conclusion was drawn from the result of the data reduction and the descriptive matrix.

3.8 Normality of the Test

According to Ghasemi and Zahediasl (2012: 486), it is important to check the normality in statistical procedures, because their validity depends on it. The normality test is a test to measure whether our data has normal distribution or not. The normality of the data is important because if the data were not distributed normally, the data are not considered to be representative of the population. The

researcher used *One-Sample Kolmogorov-Smirnov* in SPSS 21 to assess the normality of the data. The hypotheses were:

H_1 : The distribution of the data is normal

H_0: The distribution of the data is not normal

In testing the normality of the data, the hypothesis will be accepted if the p values are more than 0.05 which indicates the normal distribution and vice versa.

3.9 Hypotheses Testing

Based on the theoretical assumption elaborated above, the researcher formulated the hypothesis that was tested in this study as follows:

H_1: There is a significant difference between the students' reading comprehension of English narrative text before and after being taught by using audiobook.

H_0: There is no significant difference between the students' reading comprehension of English narrative text before and after being taught by using audiobook.

The researcher used *Paired Sample T-Tes*t to determine whether the hypothesis was accepted or rejected. The criteria for the hypothesis are:

a. If the significance (p) value is less than the significant level (0.05) and the t-value is more than the t-table, it means that H_0 is rejected. It indicates that there is a significant difference between students' reading comprehension of English narrative text before and after being taught by using audiobook.

b. If the significance (p) value is more than the significant level (0.05) and the t-value is less than the t-table, it means that H_0 is accepted. It indicates there is no significant difference between the students' reading comprehension of English narrative text before and after being taught by using audiobook.

V.   CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion and suggestions related to the result of the first and second research questions. The suggestions are provided for English teachers who intend to use audiobook as an additional medium in teaching reading comprehension and for those who want to conduct similar research.

5.1 Conclusions

Having conducted the research at the eighth grade of SMP Alam Lampung Selatan and analyzing the data, the researcher concluded as follows:

1. Regarding the first research question, it can be concluded that the use of audiobook is effective in narrative text reading comprehension teaching-learning. This is supported by the teaching and learning process which was successfully done without any significant obstacles. In addition, the use of audiobook was proven to improve students' comprehension of narrative text significantly by comparing the pre-test and post-test results.

2. Concerning the second research question, most of the students gave positive perceptions towards the use of audiobook in narrative text reading comprehension. Therefore, it can be concluded that audiobook is an effective medium for teaching-learning narrative text reading comprehension. Most of the students considered that the use of audiobook in narrative text reading comprehension is enjoyable and helpful, but there are a few students who considered otherwise. In brief, even though most of the students agreed that the use of audiobook is advantageous for them, there are a few things to be considered to overcome the obstacles that may arise during the implementation of the medium.

5.2 Suggestions

In reference to the conclusion above, some points of recommendation are put forward as follows:

5.2.1 Suggestions for English Teacher

1. Based on the findings of the first research question, the use of audiobook is effective to be implemented in narrative text reading comprehension for junior high school students. Therefore, English teachers should apply the medium in teaching reading comprehension of narrative text, especially in junior high school.

2. Since the findings of the second research question showed that most of the students gave a positive perception towards the use of audiobook in narrative text reading comprehension, it is advised for English teachers to implement audiobook to encourage the students in the reading activity.

3. Based on the other findings of the second research question, it was found that some students gave a negative perception of the use of audiobook in narrative text reading comprehension. Therefore, English teachers should consider time management, audio management, and class management during the implementation of audiobook to overcome the obstacles that may arise for some students.

5.2.2 Suggestions for Further Researcher

1. This research exposed that the use of audiobook was time-consuming. Therefore, further research should try to maximize time management in order to find out whether the use of audiobook is effective or not in accelerating the learning process.

2. This research showed that the use of audiobook raised a technical problem where the audio was too low and made it difficult for the students to follow along with the story. It is suggested that further research has to maximize the

preparation of the media in order to find out whether the use of audiobook can eliminate the negative perception from the students in this research.

3. This research was conducted to find out the use of audiobook in improving one of the students' receptive skills which is reading comprehension of narrative text. The researcher suggests that the further research implement audiobook to improve students' listening skill as a productive skill.

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