FOSTERING VOCABULARY MASTERY THROUGH AN AUDIO TEXTBOOK AT THE SEVENTH GRADER OF SMP NEGERI 7 TARAKAN

Friska Angelika Gela[1], Ramli[2], Jhoni Eppendi[3]

[123]*English Education Department, Faculty of Teacher Training and Education*, *Borneo Tarakan University*
friskaangelikagela@gmail.com
ramli26@borneo.ac.id
eppendij@borneo.ac.id

ABSTRACT

The lexicon of a language is a crucial part of its linguistic structure. If students lack a thorough comprehension of vocabulary, their proficiency in English will be adversely affected. However, students should prioritise improving their ability to regulate and use words. This study aimed to determine if there is a distinction in vocabulary proficiency among seventh-grade students at SMP Negeri 7 Tarakan when taught using audio textbooks as a learning medium compared to traditional media. The research findings indicate that students who received instruction using audio textbooks had a significant disparity in their vocabulary proficiency compared to those taught using conventional textbooks. Consequently, listening to audiobooks might prove advantageous for students in enhancing their language proficiency. Teachers at SMP Negeri 7 Tarakan and other schools are contemplating using diverse technological media, such as audio textbooks, to aid pupils in acquiring language skills. This is being undertaken in an attempt to build innovative teaching approaches.

Keywords: *Audio Textbooks, Media, Vocabulary Mastery*

INTRODUCTION

English is one of the universal and most widely studied international languages used to communicate between countries. The Indonesian government incorporated English as the first foreign language spoken in Indonesia. According to Pemerintah Republik Indonesia (2019), in the Perpres No. 63, Tahun 2019 concerning the use of the Indonesian language explains that the Foreign Language is a language other than Indonesian and Regional Languages. In Indonesia, English became the first overseas language to be learned and became a course to be learned from junior high school to college.

There are four abilities to be learned in English: listening abilities, speaking abilities, reading abilities, and writing abilities. Nevertheless, to master these four capabilities, students need vocabulary mastery because vocabulary mastery is included in the mastery of language skills (Isnaini & Aminatun, 2021). With a good mastery of vocabulary and grammar, a person can understand a reading well. On the other hand, it will be challenging to understand the reading if armed with good grammar but minimal vocabulary mastery. A vocabulary is a group of words known by someone or words that a teacher teaches and also learned by students in studying a foreign language (Afzal, 2019; Ambarwati & Mandasari, 2020). Vocabulary is the primary element in learning, mastering, and using language.

According to Dakhi and Fitria (2019), vocabulary is divided into two types. The first category is receptive and productive vocabulary. (1) Receptive vocabulary is the vocabulary that readers encounter while reading and listening. They may be the phrases that readers and listeners use to recognize a given message. (2) Productive vocabulary is the collection of words used to produce a message. The second category is Active and Passive vocabulary. (1)

Active vocabulary is the words listeners and writers typically use as they may be understood. They are remembered and used when needed in speaking or writing situations. In contrast, (2) Passive vocabulary means words that must be fully understood and are rarely used in writing and speaking.

One of the problems experienced by students in mastering vocabulary is also difficulties related to spelling, pronunciation, and meaning aspects. The lack of vocabulary mastery also occurs in 7th-grade students at SMP Negeri 7 Tarakan. A preliminary study conducted by the researcher found a lack of limited vocabulary that impacted students' mastery of English skills. Therefore, teachers are expected to measure the ability to master students' vocabulary and are likely to use various ways to help students develop vocabulary. One way is to use audio textbooks.

Audio textbooks are books designed in an audible format. Audio textbooks are usually available in CD, cassette, or downloadable format (Fansury et al.,2019). Audio textbooks not only expand students' vocabulary mastery but also have the benefit of helping to improve skills in speaking English; as explained by Rizal et al. (2022), audio textbooks help students improve listening and speaking skills. Audio textbooks also impact speaking fluency, and the number of word mastery students obtain is increasing (Ayunda, 2015).

Using audio textbooks as a learning medium can allow teachers to help students improve and develop vocabulary mastery. Using audio textbooks was predicted to assist students in enlarging their vocabulary, both in writing vocabulary, understanding the meaning of vocabulary, and pronouncing a vocabulary. In addition, the researcher hoped that teachers would develop learning techniques for students using media that could assist the process of gaining knowledge and improve students' vocabulary mastery. Therefore, the researcher raised the research title "Fostering Vocabulary Mastery Through an Audio Textbook at The Seventh Grader of SMP Negeri 7 Tarakan".

METHOD

This research was quantitative research applying a quasi-experimental research design. In addition, the non-equivalent controlled group design became the research design used in this research. The researcher used an experimental group and a controlled group as a comparison. The experimental group applied the treatment using audio textbooks during the learning process. This research used this method because the researcher needed to compare learned outcomes in experimental classes with controlled lessons learned conventionally.

This research take place at SMP Negeri 7 Tarakan, and the class selected as the research samples are grade 7 students. The research was carried out in the 2022/2023 academic year, more precisely for two months, in January – March 2023—the meeting with students held eight times. The researcher chose the 7th-graders because the researcher found that the 7th-graders' vocabulary mastery was less than the 8th and 9th-grade students, and the classes used as research samples were class VII – 1 and VII – 6 at SMP Negeri 7 Tarakan. Class VII - 6 became the experimental class that was given treatment using the Audio Textbook with 32 students, and class VII - 1 became the control class taught conventionally with 31 students. The data collection technique carried out in this study is in two ways, namely tests and questionnaires. Pre-learning tests or pre-tests were given to experimental groups and control

groups. After the data is obtained from the test results, it is then processed with steps to process test result data, analyse student

learning outcome data using descriptive analysis and inferential analysis tests.

FINDINGS

Table 1. Descriptive Analysis of Pre-test- Post-test Learning Outcome

Variable	Experimental Group		Control Group	
	Pre-Test	Post-test	Pre-Test	Post-test
Lowest Score	39,6	76,9	36,4	66,7
Highest Score	66,2	94,2	73,3	97,3
Mean	49,7	84,6	53,9	80,7
Sample	32	32	31	31

The table above shows that the number of students who took the pre-test and post-test in the experimental class was 32, and in the control class, there were 31 students. The lowest scores for pre-test tests in experimental and control classes were 39.6 and 36.4. The highest pre-test scores were 66.2 (experimental class) and 73.3 (control class). The lowest post-test scores were 76.9 (experimental class) and 66.7 (control class), and the highest post-test scores in each class were 94.2 (experimental class) and 97.3 (control class). For the classification of students' pre-test scores in the experimental and control classes, see the table below.

Table 2 The Students' *Pre-test* Score

Classification Score	Score Range	Experimental Class		Control Class	
		Frequency	Percentages	Frequency	Percentages
High	81 – 100	0	0 %	0	0 %
Medium	65 – 80	4	12 %	2	6 %
Low	<65	28	88 %	29	94 %
Total		32	100 %	31	100 %

It can be seen in Table 3 that the pre-test results in the experimental and control classes show that students' scores were in the classification of low scores or scores below 65 and medium from grades 65 to 79. Four students were classified as medium scores in the experimental class, while the remaining 28 students were in low-score calcification. In the control class, four students were in the medium grade classification, while 29 were in the low score classification.

The classification of students' post-test scores in the experimental and control classes can be seen in the following table.

Table 3 The Students' *Post-test* Score

Classification Score	Score Range	Experimental Class		Control Class	
		Frequency	Percentages	Frequency	Percentages
High	81 – 100	25	78 %	18	58 %
Medium	65 – 80	7	22 %	13	42 %
Low	<65	0	0 %	0	0 %
Total		32	32	100%	31

Table 4.5 shows the post-test results after the experimental and control classes conducted learning. The experimental type was treated using an audio textbook, while the control class learned conventionally using a book. The classification of post-test values was in the high and medium categories. In the experimental class, students in the high score classification numbered 25, and seven students were calcified in medium scores. Likewise, as many as 18 students were in the high score classification in the control class and 13 in the medium value classification. From the post-test results, it was able to see that there were changes in the scores of students in the experimental and control classes.

Inferential Analysis

The data normality testing technique in this research uses the Kolmogorov-Smirnov *Test* methods with the help of SPSS *software*. Decision-making with the test method is as follows:

(1)   If the sig value > 0.05, the data was normally distributed

(2)   If the sig value < 0.05, the data was not normally distributed.

The normality test *pre-test and* post-test results are summarized in Table 4 below:

Table 4 The Result of the Normality Test

Test	Class	Sig.	The Criteria	Result of Normality Distributed
Pre-test	Experimental	0.129	Sig > 0.05	Normal
	Control	0.056	Sig > 0.05	Normal
Post-test	Experimental	0.200	Sig > 0.05	Normal
	Control	0.200	Sig > 0.05	Normal

Table 4 shows that the significant value in the experimental class was 0.129 in the pre-test, and in the control class was 0.056. The significance value exceeds the criterion of 0.05; therefore, the pre-test data in the experimental and control classes were normally distributed. Meanwhile, the post-test significance value in the experimental and control classes has the same significance value of 0.200, and the significance value exceeds the criteria of 0.05.

Thus, the experimental and control classes' post-test *data* were normally distributed. The conclusion was that the pre-test and post-test data results of the experimental and control classes exceeded the criteria. Therefore, the pre-test and post-test data in the experimental and control classes were normally distributed.

The researcher used Levene's Test of Equality of Error Variance to test homogeneity in this research. Moreover, the decisions made were as follows:

(1)   If the value of sig > 0.05, it means that it was homogeneous

(2)   If the value of sig < 0.05, it means that it was not homogeneous

The results of the homogeneity analysis can be seen in the table below.

Table 5 The Result Homogeneity of Variance in Post-test

Student Learning Outcomes	Lavene Statistic	df1	df2	Sig.	Decision	Result of Homogeneity
	2.881	1	61	0.087	Sig > 0.05	Homogeneous

Based on Table 6, it was known that the significance value obtained for the homogeneity test was 0.087. This value shows that the significance value was more significant than the given criteria. Therefore, it was concluded that the data has the same variance or homogeneity.

Table 6 Independent Sample T-Test of Result

T-Test	T-table	Comparison	Sig.	Sig. (2 - tailed)	Comparison
2,425	2,000	t-test > t-table	0,087	0,018	Sig. > Sig. (2-tailed)

Based on the Independent Sample T-Test test results in Table 8, a significance value more significant than the significance value (2 – 2-tailed) of 0.087 > 0.018 was obtained. From these results following existing criteria, H_o was rejected, and H_a was accepted, or it was stated that there was a difference in the achievement of 7th graders at SMP Negeri 7 Tarakan after applying the audio textbook in learning. Therefore, it was concluded that the administration of treatment using audiobooks in experimental classes provides a significant difference in post-test scores.

DISCUSSION

This study examined the strategies used by the teachers in teaching reading comprehension to seventh-grade students of SMP Negeri 10 Tarakan to teach reading comprehension to the students in the seventh grade (VII-4). The research design for this study was descriptive qualitative. The results of this study will be discussed in this section. All the information was gathered from an SMP Negeri 10 Tarakan English teacher.

In this discussion, the researcher presented the results of the research findings and their implications regarding the effectiveness of vocabulary mastery development through audio textbooks among seventh-grade students at SMP Negeri 7 Tarakan. One of the researcher's findings was about students' difficulties in improving their vocabulary mastery. The questionnaire results showed that students need help understanding vocabulary because of

differences in writing and how to read vocabulary. Students also need help with memorizing or remembering vocabulary words. Things like these cause students to need help in learning vocabulary.

Other research results also showed that combining audio textbooks with learning makes the learning atmosphere more pleasant because audio textbooks are a new learning medium encountered by students. A similar opinion is also expressed by Fadhli (2021) and Sofiana & Aziez (2022) that using audio textbooks makes students feel more comfortable learning and more relaxed listening to audio. Moreover, this is what makes students more interested in learning vocabulary. Putra and Kartini (2020) argue that students feel unmotivated to learn if the lack of innovative learning media and the use of interactive learning media can create a pleasant learning atmosphere and improve student learning outcomes.

Audio textbooks motivate students to learn but can also improve students' vocabulary mastery. Students argue that using audio textbooks during learning increases students' vocabulary, and the perceived benefit of audio textbooks by students was that students find audiobooks effective for use in vocabulary learning. Taghinezhad (2015) states that audiobooks can be a good source of target language pronunciation. Therefore, using audio textbooks as a learning medium helps students improve their vocabulary mastery and overcome the difficulties they face in improving their vocabulary mastery. Boyle et al. (2003), Kusmaryati (2020), and Pratiwi et al. (2022) also recognized this positive impact, explaining that the use of audio textbooks in learning has a positive influence on increasing student vocabulary. In line with that, students argue that using audio textbooks in learning makes it easier for students to understand learning and can improve vocabulary mastery.

Besides that, other benefits arising after using audio textbooks in learning were related to learning autonomy. Students argue that they will use audio textbooks during self-study and recommend using them in future lessons mastery. Febriliyana (2021) recommended using audio textbooks because these media motivate students to learn English. In addition to the positive things presented, there were also negative things from using audio textbooks during the learning process. Some students argue that when audio textbooks are used continuously during learning, it bores students. Some students also gave a similar opinion that learning presented with textbook audio confused them about mastery because of the lack of interaction between teachers and students. Therefore, interaction was needed during learning. Praptaningrum (2020) argues that interaction factors must be considered because a lively learning atmosphere is created with the interaction built by teachers and students.

Therefore, discovering many types of learning media teachers use to attract student interest and motivation improves learning outcomes through audio, visual, or audio-visual (Afrilia et al., 2022). In the context of vocabulary learning, audio textbooks can be one of the most influential and exciting learning media to improve student understanding. However, remember that audio textbooks are not the only learning medium but must be part of a comprehensive learning approach.

CONCLUSION

This research identified the influence of audio textbooks in improving students' vocabulary mastery. The results showed increased students' vocabulary mastery after using audio textbooks as a medium during learning. Using audio textbooks as a learning instrument

positively impacts students with difficulty increasing their vocabulary mastery. Students have difficulty understanding vocabulary because of differences in writing and how to read language. However, using audio textbook media motivates students to increase their vocabulary mastery because audio textbooks are easier to understand and can help them improve their vocabulary mastery. Not only that but using audio textbooks makes the learning atmosphere more fun. Students also say they will use audio textbooks when studying independently at home. However, if audio textbooks were used continuously in all meetings, it would make students bored. Therefore, creativity from teachers was needed to utilize other learning media.

REFERENCES

Afrilia, L., Neviyarni, Arief, D., & Amini, R. (2022). Efektivitas Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Motivasi Belajar Peserta Didik Kelas IV Sekolah Dasar. *Jurnal Cakrawala Pendas*, *8*(3), 710–721. https://doi.org/10.31949/jcp.v8i3.2559

Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. Arab World English Journal, 10(3), 81–98. https://doi.org/10.24093/awej/vol10no3.6

Ambarwati, R. & Mandasari, B. (2020). The Influence of Online Cambridge Dictionary on Students' Pronunciation and Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 1(2), 50-55. https://doi.org/10.33365/jeltl.v1i2.605

Ayunda, A. N. (2015). The Effect of Audiobook Use on EFL Students' Fluency Development. *Journal on English as a Foreign Language*, 3(2), 85. https://doi.org/10.23971/jefl.v3i2.67

Boyle E. A., Rosenberg M. S., Connelly V. J., Washburn S. G., Brinckerhoff L. C., Banerjee M. (2003). Effects of Audio Texts on the Acquisition of Secondary-Level Content by Students with Mild Disabilities. Learning Disability Quarterly, 26(3), 203–214. https://doi.org/10.2307/1593652

Creswell, J. W. (2014). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. In Educational Research (4th ed., Vol. 4). Pearson Education Limited.

Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *Journal of English Teaching*, 5(1), 15–25. https://doi.org/10.33541/jet.v5i1.956

Fadhli, M. (2021). Applying an audiobook application and the Literature Circle Strategy in an Online Class to Teach Reading: How? *Journal of Language Education*, 5(2), 171–186. https://doi.org/10.24090/tarling.v5i2.5239

Fansury, A. H., Lutfin, N., & Arsyad, S. N. (2019). Audio Books as Teaching Media to Blind Students in Learning EFL. *Klasikal: Journal of Education, Language Teaching and Science*, 1(1), 1–9. https://doi.org/10.52208/klasikal.v1i1.4

Febriliyana, N. (2021). Improving the Vocabulary by Using Audiobooks At Fourth Grade. Prosiding Pekan Ilmiah Mahasiswa Unis, 1(1), 47–50. http://www.ejournal.unis.ac.id/index.php/PKIM/article/view/1963%0Ahttp:/www.ejournal.unis.ac.id/index.php/PKIM/article/download/1963/1232

Isnaini, S. & Aminatun, D. (2021). Do You Like Listening To Music? : Students' Thought on Their Vocabulary Mastery Using English Songs. *Journal of English Language Teaching and Learning (JELTL)*, 2(2), 62–67. https://doi.org/10.33365/jeltl.v2i2.901

Kusmaryati, S. E. (2020). Teachers' Perspectives of Teaching English to Young Learners (A Descriptive Study at Primary Schools in Kudus). ELT Worldwide: Journal of English Language Teaching, 7(2), 94. https://doi.org/10.26858/eltww.v7i2.9723

Pemerintah Republik Indonesia. (2019). Salinan Peraturan Presiden Republik Indonesia Nomor 63 Tahun 2019 Tentang Penggunaan Bahasa Indonesia. 1–28. https://jdih.setkab.go.id/PUUdoc/175936/Perpres_Nomor_63_Tahun_2019.pdf

Praptaningrum, A. (2020). Penerapan Bahan Ajar Audio Untuk Anak Tunanetra Tingkat SMP Di Indonesia. Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran, 5(1), 1. https://doi.org/10.33394/jtp.v5i1.284

Pratiwi, I., Akhdiyatul, A., & Aida, N. (2022). Improving Students Reading Fluency through Audiobooks in Remote Learning. *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, 3(2), 233–240. https://doi.org/10.53299/diksi.v3i2.214

Putra, I. N. T. A., Kartini, K. S., & Widiyaningsih, N. N. (2020). IMPLEMENTASI MEDIA PEMBELAJARAN INTERAKTIF BERBASIS MOBILE PADA MATERI HIDROKARBON. *Jurnal Pendidikan Kimia Indonesia*, *4*(2), 43–52. https://doi.org/10.23887/jpk.v4i2.28536

Rizal, D., Masruroh, S., Rahman Syah, R. F., Fathina, I. F., Amrullah, M. F., & Zakariyah, S. (2022). Audiobooks as Media to Increase Listening and Speaking Skills: A Qualitative Systematic Review. ETERNAL (English, Teaching, Learning, and Research Journal), 8(1), 200–216. https://doi.org/10.24252/Eternal.V81.2022.A14

Sofiana, I. & Aziez, F. (2022). A literature review: Improving students listening skills through digital audiobook in EFL classroom. IUCEE Proceeding 2022, 1(1), p. 1-6. https://doi.org/10.12928/iucee2022.v1i1

Taghinezhad, A. (2015). Examining the Influence of Using Audiobooks on Improving Sound Recognition and Sound Production of Iranian EFL Learners. International Journal of Languages Education, 3(3), 28–42. https://doi.org/10.18298/ijlet.544