

Chapter Two

Literature Review

The second chapter presents the literature review such as listening skill, audio books, and ICT class. The listening part explains the type of listening, the problems in learning listening, process of teaching listening, and assessing students' achievement in listening. Besides, this chapter also discusses audio books including the definition and history of audio books, benefits of using audio books, and the implementation of audio books in listening activities. This part also explains ICT class of SMP Muhammadiyah 1 Yogyakarta. Additionally, review of related studies, conceptual framework, and hypothesis are also explained.

Listening Skill

Type of listening practice. Human listen anything everyday such as in a conversation, in the television program, and discussion or presentation in the classroom. Rost (2011) classified listening practice into six types including intensive, selective, interactive, extensive, responsive, and autonomous. When people know the types, they can determine learning focus and activity focus of each type for EFL learners.

Table 2.1 Type of listening practice according to Rost (2011)

No	Listening type	Learning focus	Learning activity
1	Intensive	Focus on phonology, syntax, lexis	Learners pay close attention to what is actually said. Teachers give feedback on accuracy

2	Selective	Focus on main ideas, pre-set tasks	Learners attempt to extract key information and construct or utilize information in a meaningful way. Teacher intervention during task and feedback on task completion
3	Interactive	Focus on becoming active as a listener; attempt to clarify meaning or form	Learners interact verbally with others, in collaborative tasks, to discover information or negotiate solutions. Teacher gives feedback on form and outcome of interaction
4	Extensive	Focus on listening continuously, managing large amounts of listening input	Learners listen to longer extracts and performs meaning-oriented tasks. Teacher directs instruction on comprehension strategies; global feedback from teacher
5	Responsive	Focus on learner response to input	Learners seek opportunities to respond and convey her own opinions and ideas. Teacher 'pushes output' from learner
6	Autonomous	Focus on learner management of progress, navigation of 'Help' options	Learners select own extracts and tasks, monitors own progress; decides on own patterns of interaction with others. Global feedback from teacher on learning path

Intensive listening. Intensive listening means that learners listen to a text closely. The intonation of the speaker is to decode input analysis. The ability to listen intensively is listening for specific details or to spot a particular word is an

essential part of listening proficiency. This type does not seem like in a daily situation, it needs a higher level of listening comprehension. The value of intensive listening is increasing listening proficiency including language-focused learning.

Selective listening. Selective listening refers to listening with planned purpose in mind. It is closely related to pre-set tasks before students do listening activities. Learners use this type when they gather specific information to perform a task. By using carefully planned and graded listening lessons, students will be easier in learning to listen and get facts so they become ready to listen and get ideas.

Interactive listening. Interactive listening means that learners are involved in a collaborative conversation. This type enables learners to have interaction through providing feedback, asking questions, and supporting the speaker. The conversation can be between a native speaker, teachers, or other students. By doing this stage, learners can acquire new linguistic forms such as syntactic structures, words, and lexical phrases.

Teachers can set the class with pair group in which every student should make a conversation. This type will be more effective when the native speaker acts as a source because the native speaker will pronounce accurately. It will minimize mistakes that will be made by students.

Extensive listening. Extensive listening focuses on listening continuously. This type focuses on meaning that known as listening for academic purposes and sheltered language instruction. Extensive performance ranges from listening to a conversation and deriving comprehensive messages or purposes.

Responsive listening. Responsive listening refers to allow students respond the goal of the activity. The methodology that will be used in this type is a paused task. Teachers pause every one minute to ask students' response. A paused task

requires the teachers to specify points during the input phase of the activity. The design of this task is short inputs. This step requires a short-term memory.

Autonomous listening. Autonomous listening refers to independent listening without guidelines of the teacher. It means that learners are controlled for themselves. This type may include all types of listening such as intensive, selective, interactive, extensive, and responsive. This kind is also known as natural language acquisition.

Problems in learning listening. Listening is a basis of language skill, many students face the difficulties in listening comprehension. These problems also influence in another language skill. Yagang (1994) as cited in Hamouda (2013) highlighted that those difficulties consist of four following factors including the message, the speaker, the listener, and the physical setting.

Linguistic. In listening section, many students complain that they do not understand what the speaker said. Renukadevi (2014) pointed out that lack of effort to understand every word and lack of vocabulary become problems in listening comprehension. In line with Renukadevi (2014), Hamouda's (2013) investigation indicates that 80-85% of Arabic students argue that vocabulary and grammar are the factors that make listening becomes difficult. He stated that unfamiliar words including idiom make students argue that listening is hard. This case becomes a serious problem because when students do not understand a word, it possibly will make them hard to understand a whole text.

Accent and pronunciation. When teachers' voice becomes the main source in listening, students easily catch all the words that the teachers mentioned. This condition happened because both teachers and students have the same first language background. Unfortunately, when recorded file is played, many students feel hard to understand what the native speakers said. The different articulation makes students

argue that native speakers' accent and pronunciation become confusing (Renukadevi, 2014). In addition, Bingol et al. (2014) pointed out that the accent of a teacher is British or America as a standard variety of English. While students found every country in this world that using English has different accent and uniqueness on how to pronounce a word. Therefore, many students debated how actually English accent standard is.

Students' condition. Besides the material and accents of the speakers, the difficulties of listening task come from students themselves. Hamouda (2013) mentioned two problems in listening tasks including a failure of concentration and psychological characteristic of students as listeners. When the text of listening is too long, it will make students become boring and lack of concentration. This is the major factor that most students face in listening comprehension. Then, new words and think another question or another answer are the factors that make students failed to concentrate.

Based on a survey of Hamouda (2013), he found that anxiety and lack of interest also have a role in listening difficulties. Most of the Arabic students feel that they are worry and nervous when they face listening task. This anxiety contributes them hard to answer listening test. Another factor, when the topic is not interesting, students will not curious to answer.

Cultural background. In learning a foreign language, we will find new term including cultural background in native English speaking countries. The culture is introducing their country. Native culture also appears in a text, for example for words 'thanksgiving' or 'Halloween'. Walker (2014) stated that background culture is a connection of successful learning foreign language. When we know the native culture, it is the step to make us easily understand the language.

Process of teaching listening. To improve students' listening comprehension, teachers should organize some stages for activities in the classroom. This stage should be applied in listening activities such as pre-listening, while-listening, and post-listening. This part will focus on the activities that teachers can do in teaching practice. Pre-listening is preparation before listening activities. While-listening is true listening with audio file or teachers' voice. The last is post-listening, it is the evaluation after listening process. Those processes are needed to make listening more purposeful and directed. Vandergrift and Goh (2012) formulated metacognitive activities in pre and post activities. Besides, Brown (2006) suggested some activities during listening that can be applied by teachers in listening comprehension task and practice.

Pre-listening. Pre-listening is the preparation before students face the listening comprehension in a higher level. The purpose of pre-listening activity is to develop students' knowledge. This activity retrieves existing knowledge and creates new knowledge to help students develop information and input during the listening test.

Language orientation. Before doing listening tasks, a teacher can recognize linguistic function. The teacher may list possible difficult words in the text and discuss those unfamiliar words to students. By preparing linguistic orientation, it can reduce students' anxiety during listening comprehension. It also prepares students for a linguistic challenge to make word recognition and lexical segmentation become easier.

Knowledge generation. This activity is to activate students' knowledge that they are needed for the task. The teacher can provide the relevant schema or create opportunities for learners to acquire existing knowledge and new knowledge.

Strategy activation. The strategy is needed for learners to engage the task accurately. Process-oriented exercises help students plan and prepare the strategies they will need for the task.

Teachers can create some activities in pre-listening. These activities can be carried out by learners before they face in listening tasks. The main focus of pre-listening is to provide knowledge and language area of the task.

Table 2.2 Language-oriented and knowledge oriented activities for pre-listening learning according to Vandergrift and Goh (2012)

Activity	What learners do	Interaction
Brainstorming	Think of words and phrases associated with the topic. Teachers write them on the board or screen	teacher-led class work
Mind-mapping	Create a map of all ideas interconnected with the topic by using words and, if it is necessary to use pictures	independent work & pair work
Discussion	Based on prompt questions from the teacher, discuss possible responses or discuss an idea or issue that is related to the topic of the listening text	pair work & group work
Games	Play word games or language where the responses can be linked to the meaning or language in the listening text	teacher-led class work
Question	Draw up a list of questions to ask about the topic	independent work & pair work

Reading	Read a short text provided by the teacher that is based on the topic of the listening text, and note down ideas and vocabulary that can help with the listening tasks	independent work & pair work
Pictures	Study photos, maps, and diagrams that are linked to the content of, or theme in, the listening text	group work & teacher-led class work
Research	Conduct simple research on the internet about the topic of the of the listening text or the situation in which topic may be discussed	independent work & pair work

While-listening. In this stage, the material will be transferred to students. The material can be the teachers' voice or audio file. Students should have the high concentration to understand the material. Brown (2006) suggested some approach that teachers can do in while-listening including activation of prior knowledge for improved listening comprehension, purpose listening for main ideas; listening for details; and listening and making inferences, stimulating integration of real-world cultural information for students to know and share, and presentation of extensive listening tasks leading to personalized speaking.

Activation of prior knowledge. Although in pre-listening students have done with background knowledge, in this stage teacher should activate students' prior knowledge too. Previous studies state that prior knowledge has an effect on learners' cognition. Brown (2006) argued that "the idea of prior knowledge is one part of the cognitive model of language processing" (p.2). That theory says that when people

listen or read, we process the information and we hear both top-down and bottom-up process.

Top-down and bottom-up are processes in listening. Top-down is using our prior knowledge and experiences. The information is based on our knowledge about certain things, certain topics, and situations. People use that information to understand. Besides, the bottom-up processing means using the information that we have about sounds, word meanings, and discourse markers. We can connect those steps at a time.

The purpose of listening. Learners should know why they listen, such as listening for main ideas, for detail information, or for making inferences. To make it clear, the examples could be seen in the conversation below.

Figure 2.1 example of conversation according to Brown (2006)

Woman	: We're going out to dinner after class. Do you want to come, too?
Man	: Maybe. Where are you going?
Woman	: Pizza King.
Man	: Pizza? I love pizza!

After the listening, students could listen to the main idea. The main idea is the purpose or the important information of the conversation. Teachers may ask students what the main thing that they are talking about is. If students answer dinner, they understand the general information.

Teachers also may ask students the detail information. Listening to detail information is needed for supporting information of the text. The detail information of the example is they want to eat pizza or the man loves pizza.

The last important reason for listening is making inferences. Speakers do not always say exactly what they meant. That is, important aspects of meaning are sometimes implied rather than stated. If students know why they are listening, they will be more focused. Think back to the statement that the human mind is limited in its ability to process information.

Stimulating integration of real-world cultural information. Teachers teach English contextually. It means that when we teach language we also teach about the culture. Culture becomes the main place that language is learned. Most students are interested in the culture of the place where the language they are studying is spoken. This situation makes students more motivated to learn. They want to know the culture and also want to share their culture. This sharing of the culture is potential to motivate the learners.

Students' motivation and curiosity about the culture are the keys for teachers to teach in the classroom. Teachers can use the culture as the topic. The topic can be English native culture or students' culture. By sharing each culture, it may increase students' motivation in learning language.

Presentation of extensive listening tasks leading to personalized speaking. After the listening course, teachers may ask students to respond. This way is to know students' achievement in listening progress. The task can be through pairing listening and speaking. It is natural in listening courses to give students a chance to practice listening to other students as well as to an audio recording. This means teachers may wish students to spend some of their times to speak to each other. This activity could also connect listening and speaking. Students will produce words in speaking as the result of listening.

Post-listening. The most important part after listening task is post-listening activities. These activities are helpful in increasing the authenticity of overall listening task. This stage is an important because it can provide students with specific language input, thus useful to facilitate students' acquisition of target language.

Meaning elaboration. Listening means elaboration of others skills such as speaking, writing, and reading. The purpose of listening is to achieve knowledge and information that we acquire through listening. Listening as meaning elaboration is when students enable all aspects of language skill. When we listen, we synthesize and evaluate the text. We also learn how to organize and present the text based on what we listen. It means that listening improves learners' speaking and writing skills at the same time. In this post-listening, the teachers can ask the students to provide the information by further reading. Listening enables to contribute in improving reading, speaking, and writing skills.

Language analysis. Listening is a chance for learners to access information that contributes to second language acquisition. Besides, most of the students focus on meaning whereas focusing on language forms is also important. Analyze the language after listening is good to provide students' cognitive resource of language aspect including grammar, vocabulary, and pronunciation. Students can be asked about unfamiliar words, how to pronounce, structure, and organize the text.

Evaluation and planning. Evaluation and planning refer to the reflection that enhances students' understanding after listening. This stage is to solve students' problem in listening section. The teacher also can ask students' opinion and suggestion for now and next meeting.

Assessing students' achievement in listening. At the end of a course, teachers should know the proficiency that their students achieve in tasks. Vandergrift and Goh (2012) suggested that achievement test is given to assess what students know with regard to the objectives of that particular unit. The achievement tests can be answering multiple-choice or open-ended questions, transferring information to a table, choosing a picture, and ordering a set of pictures.


Teachers need to formulate a form of assessments. It refers to the materials, general procedures and rubric for taking the test or participating in the assessment. This way is also needed to know the mean of students' score. Rost (2011) suggested some assessment for a teacher to test their students.

Discrete item tests. An example of discrete item test is multiple-choice. Multiple-choice is a question with some possible answers. If there are four options, only one option is correct, and the others are incorrect.

Task-based tests. Closed task and open task are the assignments of task-based tests. The closed task involves single information that the learners listen to the information of the speakers. Besides, the open task is harder than the closed task. The open tasks involve multiple information that students should collect for the answers.

Figure 2.2 Example of a closed task according to Rost (2011)


Directions: Listen carefully to the following announcement about a musical and answer the questions.



Please click the date on the calendar when you can buy the ticket at sale price:

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Figure 2.3 Example of an open task according to Rost (2011)

Susan is telephoning a travel agency. Before listening to the conversation read the enquiry form carefully. Then listen and complete each gap with no more than three words. LISTEN 

Worldbridges Travel Agency Ltd. Enquiry form

Enquiry regarding holiday in

Number of people:

Kind of accommodation needed:

Requirements

Price (€):

Location:

Customer's name:

Enquiry made in:

When would Susan and her friends travel cheaper?

How far from the beach is the accommodation offered?


Who has already visited Greece?

What will Susan have to do before phoning Arnold again?

Integrative tests. This test is to know students' memory. This test can be missing words. Scoring is based on the accuracy and correct answer.

Figure 2.4 Example of integrative test according to Rost (2011)

You'll hear a commentator talking about the importance of organic food. Complete the notes, using one word or a short phrase. 0 / 10

LISTEN 

Go Organic!

We support naturally grown produce partly because it . Naturally grown produce is healthier than food. Whether farm animals have an illness or not, they are given growth promoting drugs, and anti-parasite drugs on a daily basis. Consumers dislike the idea of animals raised in . The use of pesticides is monitored every year, for which more than £ of public money is spent. Billions of pounds are spent on cleaning up the mess made by . are the ones who benefit from GM products. Organic food becomes less expensive as consumers . It's also important to reduce in farm workers. However, shopping is difficult, since there are competing interests.

Interview test. In listening test, the teachers can also interview the students. By face-to-face interview, the teachers will know students' skill based on what they

listen. The scoring based on checklist items including response to the question and a scale of 'native-like' behaviors.

Portfolio assessment. Teachers may ask students to write a portfolio. This task is written periodically in every meeting or at the end of a course based on students' observation and evaluation.

Audio Books

Definition and history of audio books. Audio books have become a collection of library and bookstore. According to Chen (2004) in the late 1970s and early 1980s, audio books are growing. She explains that "in 1986, the Audio Publisher Association (APA) was organized and it formally adopted "audiobook" as the accepted term for recorded books or books on tape (p.22)". Audio books have been growing continuously in recent years. A survey in American household indicated that over 22% of society had listen to audio books. The result showed that people can listen to audio books while doing homework, participating in exercises, taking a trip, and undertaking anything that doesn't need full concentration. Audio books help learners to understand books in every condition and limited time.

Audio books are printed book with an audio file. Moody (1989) stated that "Audio books have evolved from straightforward oral readings to full-scale dramatic presentations that can include music, sophisticated sound effects, and a full cast of characters" (p.1). Chen (2004) argued that in early 1980s, audio books are a combination of conventional storytelling and cassette. She stated that audio books have a magic power. Audio books are used to engage learners' interesting with a dramatic narrator of recorded story. After the success of storytelling recorded, many publishers develop audio books in various books. Nowadays, audio books are available in library and bookstore with many kinds of collection.

Benefits of using audio books. Previous studies show that there are many benefits when we use audio books. The advantages are the effectiveness of time, vocabulary development, fluency, and students' motivation and engagement to interest.

Alternative material. An audio book is one of the alternative media and authentic materials that are needed to support both teachers and learners in teaching learning. According to Talalakina (2011), "audio books provide alternative and authentic material recorded for general audience without consideration for non-native speakers" (p.2).

Effective time to learn. We know that there is an audio file in audio books. It will help learners learn books in every situation. Cardillo, Coville, Ditlow, Myrick, and Lesesne (2007) highlighted that audio book can offer more time learners to read. The schedule of students is not only in the classroom but there are also some extracurricular that require students have lack of time to read. It means that learners may use audio books in their overschedule to learn.

Developing vocabularies. When we listen to audio book, there are many new vocabularies that it is possibly unfamiliar for learners. Casbergue and Harris (1996) stated that audio book is increasing vocabulary. They argue that students' knowledge can be enhanced by the literature in the text. Teachers who stimulate vocabulary development provide opportunities for students to hear and see words multiple times, to use them actively in their own talk, and to encounter them in compelling contexts.

Increasing fluency. The speakers of audio book are native speakers. On the other words, students who are listening to audio books can listen to accurate pronunciation than their non-native English teachers' voice. This is related to determining students' fluency in pronouncing words. Cardillo et al. (2007) stated

that “audio book can serve as a model of verbal fluency” (p.46). In line with Cardillo et al.(2007), Alcantud and Gregori (2013) claimed that audio books expose varieties of speech that it is increasing students' fluency. While fluency is the key of literacy, audio books represent how a fluent speakers' sound. Audio books give benefits about the pacing of oral language, pronunciation, and even idiomatic expression.

Fostering motivation and engaging students' interest. As an interesting media, audiobooks help students learn to enjoy literature and build a wide and diverse knowledge base. According to Cardillo et al. (2007), “audio books can motivate reluctant learners and provide assistance for struggling learners” (p.46). On the other words, audio books might engage students' interest in learning. Audio books help them as assistance in reading books even in learning.

The implementation of using audio books in the classroom. When teachers want to implement audio book as their supporting material, they have to notice some aspects. The aspects include how to create the activities during teaching practices, the guidelines such as tips and how learning with audio books and the criteria of audio books which suitable with their students.

Activities of audio books in the classroom. As educators, teachers should create their ideas to provide various activities. The activities should be interesting so that they can engage students in learning. Serafini (2004) points out some ideas of activities by using audio books that can be implemented in the classroom.

Discussion. The teachers play an audio book. In the middle, the teachers may pause. Then ask students about the story including the characters, setting, and summarizing by drawing inferences. After the whole of the story end, ask them to analyze every character. Teachers also ask about the story and the value of the story. This way requires students to provide their ideas.

Book clubs. Teachers divide students into small groups. Each group consists of 3-5 students. Ask every group to choose one of their favorite books. Books will be discussed by every group. Using these book clubs, students will discuss in groups. They can share their ideas. Give time for them, for example one week for one story.

Teasers. Give a teaser of an audio books to students. The teachers may introduce the story. By introducing them a new story, it can make them curious about a whole of the books.

Book backpacks. Book backpack allows students to take home the audio book as their book backpack. For example, teachers choose an audio books as homework. Teachers share a copy of audio book. Students can read at home. This way involves the role of parents in improving learners' skill. In the next meeting, the teachers discuss that audio book as the topic.

Guideline to teach students using audio books. Based on Learning Ally (2011) there are some tips using audio books. These tips guide the teachers to implement audio books in the classroom. This guideline also explains audio book based on students' level.

Use audio books to teach and reinforce phonemic awareness and phonics skills. Audio books provide auditory reinforcement by introducing letters and sounds. Audio books allow students to listen and read a book by connecting the words with the letters and sounds. Audio books are effective for listening center, whole class listening session, and students' independent learning.

Integrate audio books at all grade levels across the curriculum. Audio books can be implemented at the elementary, middle, and high school with various levels. Listening while reading provides a multi-sensory reading experience and can

eliminate some of the frustrations for students who have difficulties with text-only materials.

**Table 2.3 Integration insight for every level according to LearningAlly.org
(2011)**

Grade Range	Integration Insight
Elementary	<ul style="list-style-type: none"> • Use audio books during teachers' read-aloud sessions. Students get important auditory support and can practice independent reading • Use audio books to augment the lessons and reinforce key concepts rather than simply "delivering" content
Middle school	<ul style="list-style-type: none"> • Add audio books in the content areas, including math, science and social studies, when content is more dense, difficult or complex • Use audio books paired with print textbooks to help students build background knowledge and understand concepts
High school	<ul style="list-style-type: none"> • Use audio books to help students develop and strengthen their academic independence • Encourage students to listen to reading assignments and take notes, as they would with text-only materials • Help students develop test preparation strategies by repeating select audio sections and reviewing key points and concepts

Use audio books to build students' critical thinking and listening skills.

Students are asked to provide a specific goal for listening. The teachers may ask them to listen several pages and they have to identify the characters or the value of the story. The teachers may give some exercises after listening such as graphic organizer and blank words. These exercises help students clarify and record their thoughts. The last teachers can use pair students to summarize and draw the interference.

Use audiobooks to develop fluency and comprehension skills. Listening while reading are multiple activities that can increase students' fluency. It provides students with opportunities to access audio books and literature in multiple times. Besides, audio books also allow students to focus on the meaning rather than struggling with decoding. Teachers ask students to listen with purpose including give students specific question, make a prediction, and retell the story after they have listened.

Make audio books a standard part of your classroom management approach.

Teachers can treat their students using audio books by some approaches. There are whole class listening, listening centers, small group instruction, and individual use.

Table 2.4 Integration insights for classrooms' setting according to

LearningAlly.org (2011)

Instructional Setting	Integration Insights
Whole class listening	<ul style="list-style-type: none"> • Use audiobooks to introduce the entire class to a new piece of literature or nonfiction by playing the audio version for all students

Listening centers	<ul style="list-style-type: none"> • Create an area in your classroom or library with the audio and print versions of text of books and the equipment including headphones or sound system • Use listening centers for both assigned projects, and reward or leisure listening
Small group instruction	<ul style="list-style-type: none"> • Play an audio book during small group reading or study sessions • Replay text for students as needed and support others during listening to reinforce key concepts and skills. It's a great way to maximize teacher time and individualize instruction
individual use	<ul style="list-style-type: none"> • Audio learners can access curriculum by listening at the same time as their peers • Set up a listening or usage schedule with your audio learners to provide adequate reading and study time

Criteria of audio book that can be implemented in the classroom. When teachers will implement audio books, they should choose good audio books that appropriate with their students. Alcantud and Gregori (2013) identify some aspects or criteria about the audio that teachers should notice when they decide audio books for their students. The sounds should be clear even they have music effects with dramatical sounds. The characters of the story are dramatized vocally and maintained through production. Teachers have to choose audio books with good qualities and balanced in terms of sounds quality of reader style.

Audio book in listening activities. Audio books involve listening and reading comprehension. Alacntud and Gregori (2014) states that people make connections between the words they listen and the written text, especially for beginner learners. It can be assumed that students need tools that involve their audio visual. Audio books can mediate students' need to make a connection between the text they read and the audio that they listen. Therefore, audio books are a media that can improve students' skill and a tool to complete them in learning activities.

ICT Class of SMP Muhammadiyah 1 Yogyakarta

This research was conducted at ICT class of SMP Muhammadiyah 1 Yogyakarta. ICT class or Information Communication and Technology Class is a class with advantages in technology information and communication development. This class is also known as multimedia class, meaning that the class has multi-tools or media in learning package or instructional procedure. If regular class usually used the textbooks, this class have multi facilities in teaching learning such as internet access and audiovisual support. Therefore, the target of ICT class is students who are interested in technology areas. They can access source rapidly from the virtual world and implement the information in learning activity. By connecting the technology, students are expected to have a good academic achievement.

ICT class is a technology-based class that support students to improve their performance to access information. Every student in this class has password to connect with the internet. Other facilities are this class have multimedia tools including audio and LCD projector as visual support. Students in this class are also recommended to bring a notebook.

The technology-based approach in the classroom should be implemented for students in this era. Teoh and Neo (2007) stated that using technology in teaching learning fulfilled students' needs in modern context. Thus, they explained that students in technology-based class showed active learning and had good confident in a learning. Furthermore, Nazir, Rizvi, and Pujeri (2012) argued that multimedia-based instruction including technology could open a new paradigm in teaching learning that technology approach was more appropriate than conventional learning for students in this era.

Although the use of technology showed good result, there was found a problem in the implementation of a digital class including teachers' role. Liu (2010) stated that teachers would play a significant role in teaching learning process, meaning that they would be a connector between the facilities to be attractive materials. Teachers should update their instructional material. Thus, the function of technology would be optimized. In line with Liu (2010), Nazir, Rizvi, and Pujeri (2012) highlighted that teachers' role determined the successful of digital class. Teachers should have good ability in designing instruction which suitable with the class. The combination of teachers' performance and the powerful class would encourage students' achievement.

Teachers in ICT class of SMP Muhammadiyah 1 Yogyakarta used PPT slides in teaching learning. However, they rarely used other media such as audio files, video, or online class. Similarly, Wahyuni (2008) stated that the use of ICT class was not optimal. The factor was including teachers' ability in operating media. They just taught using PPT, meaning that teachers were not exploring other media. Teachers needed various references in creating the instructional material.

Review of Related Study

In conducting this study, the researcher reviewed some other research that related with this study. The reviews discussed about the implementation of audio books in listening class. The researcher summarized two research that related with this study.

The first study was from Kartal and Simsek (2011) with the title "The Use of Audio Book in EFL Classes to Improve Reading and Listening Skill". This study presents the benefits of audio books as one of technological innovation in teaching practice. The aim of this study is to investigate the contribution of using audio books in improving students' reading skill and listening skill. The methodology was experimental research. The study used three audio books in experimental group and a normal book in a control group. The findings showed that audio book is helpful to improve students' reading skill and listening skill.

Kartal's and Simsek's research had similarities in this research. Both of the studies were to investigate the using of audio books in improving students' listening skill. Both of studies were also for beginner learners in EFL classes. This study focused only on listening while their research was to investigate reading and listening skill. Both of studies used experimental research. Kartal's and Simsek's study used control group, while this study used a time series research, it meant that this study has longer meetings.

Another research that relates to this study was "Audio Book in Advanced ESL classroom: Developing Critical Listening" by Talalakina (2010). The purpose of this study is to find out the issues of developing a methodology of implementing the use of digital audiobooks in advanced ESL classroom. A sample of this research was students of the Russian students learning English at National Research

University Higher School of Economics in Moscow. The methodology of this research used experimental research in advanced ESL classroom. The results showed that audiobooks contributed to overall academic listening proficiency with an average indicator of a 23% increase, while comparative analysis of empirical data displayed that the results of the experimental group on average exceed the results of the control group by 12%.

This research has similarities with Talalakina's study. Both of them used experimental research although this research without a control group. This study focused on listening comprehension, while Talalakina's research was for advanced class, but this study is to investigate students' improvement of using audio books in beginner learners.

Conceptual Framework

As a foundation of language skill, listening plays the important role in determining EFL learners in learning English. There are six types of listening including intensive, selective, interactive, extensive, responsive, and autonomous. The researcher focus on using interactive and responsive approach because the process learning that will be applied is student-centered learning. Students have a big part in an interaction of every activity. They can also require being responsive by expressing their opinion and discussion.

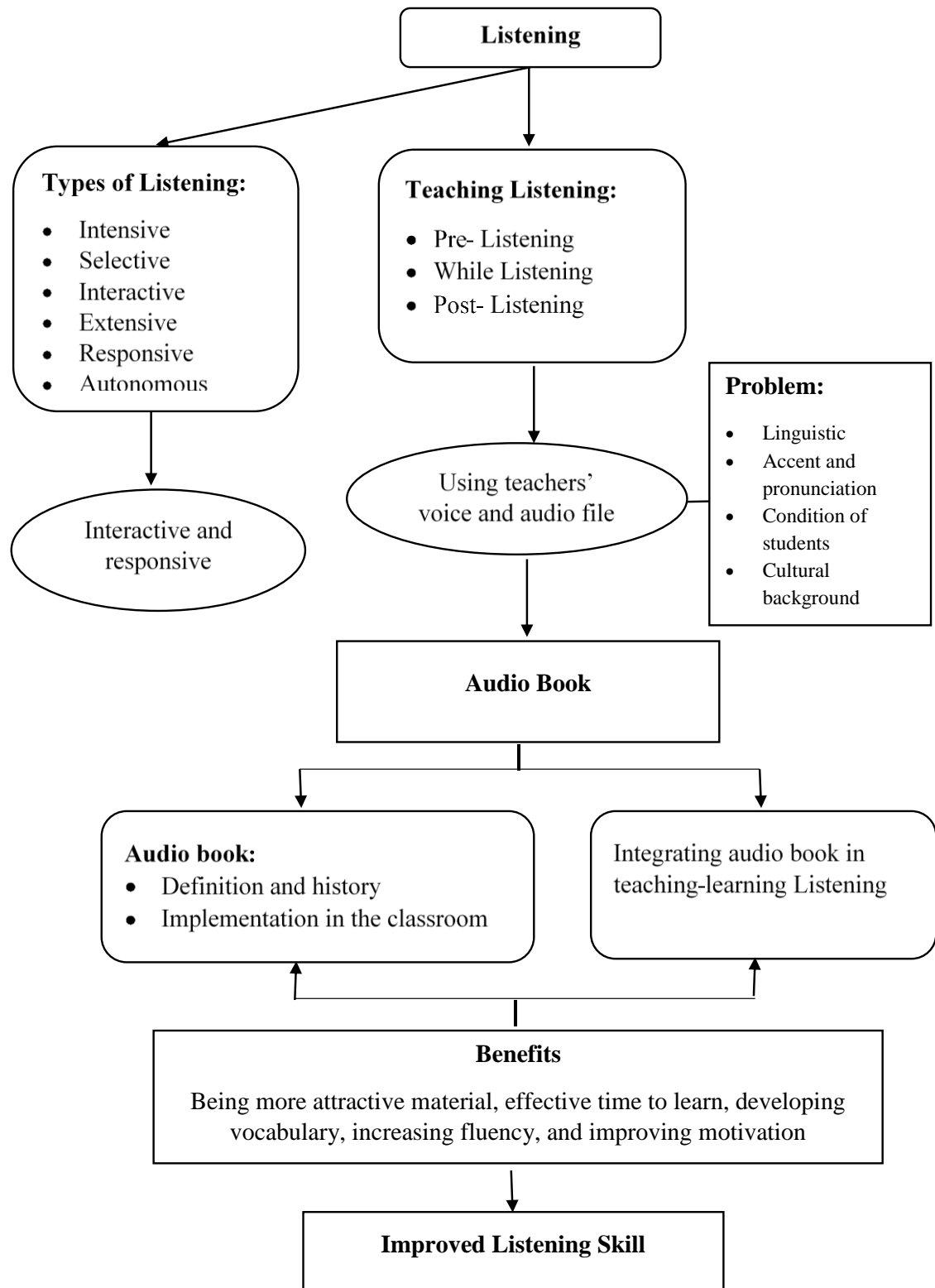
In teaching learning process, there are pre-listening; while listening; and post-listening. The source of the process is teachers' voice and audio file. In this case, many students face difficulties in listening comprehension. Hamouda (2013) claims that EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading, and vocabulary. This case also happens in most of Indonesian schools based on the

researcher observation at the elementary school, junior high school, and senior high school.

Based on those problems, the researcher offers audio books to help students in listening comprehension. This is based on previous studies, which stated that audio book can improve students' listening skill. Previous studies show that audio book has many benefits including being alternative media in teaching learning, effective time to learn, developing vocabularies, increasing fluency, and improving students' motivation.

This study has two variables. There are audio books as an independent variable and listening skill as a dependent variable. Audio books are an independent variable because audio book influences listening skill. Besides, listening skill is a dependent variable because it will be influenced by audio books. The improvement of a sample in this study will be done by the treatments. Thus, the result of this study is beneficial for both students and teacher. The theories are used to provide a basic investigation of the effectiveness of using audio books in listening activities. This section presents the conceptual framework that will be shown in figure 2.5.

Figure 2.5 Conceptual Framework



Hypothesis

Based on the literature, the researcher found the same cases and characteristics as the researcher's study. There are two hypotheses which are used in this research:

Null Hypothesis (H₀). There is no significant difference between a new condition and previous condition of students' listening skill after they are taught by using audio books.

Alternative Hypothesis (H₁). There is a statistically significant difference between a new condition and previous condition of students' listening skill after they are taught by using audio books.