

AN ANALYSIS OF TENTH GRADE STUDENTS' LISTENING ABILITY TO COMPREHEND A LEGEND STORY THROUGH AUDIBLE AUDIOBOOKS AT SMA N 1 KEC. GUNJANG OMEH

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ABSTRACT

This research aims to find out students' listening ability to comprehend a legend story through Audible Audiobooks in identifying context, main idea and detailed information. The researcher identified that students found the difficulties to listen the audio clearly, the pace at which the audiobook is narrated may not align with the students' preferred speed for processing information. Also the students or non-native speakers may face difficulties comprehending spoken language in audiobooks, especially when the narrator has a distinct accent or pronunciation. This research used descriptive quantitative research. The researcher took 27 students as samples by using purposive sampling technique. Then, in collecting the data, the researcher used listening test to assess the students' listening ability to comprehend a legend story through Audible Audiobooks, which consisted of 20 questions. It was used to find out students' listening ability.

The results of this research showed that students' listening ability to comprehend a legend story through Audible Audiobooks is still low. The findings from this study reveal that students' ability to identify context, main idea, and detailed information in various tasks is a mixed picture. While their ability to identify context is high, their ability to identify main idea and detailed information is low. Suggestions for enhancing listening comprehension include providing clearer audio recordings, adjusting narration pacing to match students' processing speeds, and offering support for non-native speakers encountering difficulties with accents.

Keywords : *Listening Ability, Legend Story, Audiobook*

INTRODUCTION

Listening comprehension is essential for effective communication. According to Mart (2014), listening comprehension is the capacity to identify another person using senses and auditory organs and to assign meaning to the communication in order to comprehend it. The process of understanding speech is known as listening comprehension (Ahmadi, 2011). However, non-native English speakers face challenges due to accents and linguistic complexities encountered in audiobooks (Mart, 2014). While various technologies, including audiobook mobile apps, have been utilized to develop listening skills (Al-Jarf, 2020), students continue to encounter difficulties, as highlighted in a study at SMAN 1 Tualang (Mulyati, 2022).

The definition of audiobooks is that they are recordings of books or other works being read out loud, allowing the listener to hear the content of the book instead of reading it in the

traditional sense. The fact that audio books have disrupted the reading habit is one of its blessings. Actually, more individuals are becoming interested in literary writings as a result of the proliferation of accessible audio books. Furthermore, as many earlier titles have been reprinted, "making the rediscovery of great stories even more visible," the simultaneous publishing of written and audio narratives has also been perceived as a step forward in the promotion of reading (Grover & Hannegan 2012:151). The use of audiobooks in English language learning has been shown to have various benefits. According to Chang (2011), the use of audiobooks can improve listening fluency, comprehension, and motivation for both English language learners and native English speakers.

To develop student's listening skills, many activities such as extensive listening, doing online listening exercises, using mobile listening apps, listening to short stories and simplified novels, and combining listening and reading or

listening and speaking activities can be utilized as a supplement to in-class listening instruction that depends on the textbook. The tenth grade students' at SMA N 1 Kec Gunuang Omeh has practiced comprehending audiobooks in listening subject especially in comprehend a legend story.

A legend is a traditional story or group of stories about a particular person or place, often passed down through generations and popularly accepted as true and/or historical. Legends are not necessarily based on real events and may include supernatural beings, elements of mythology, or explanations of natural phenomena. They often demonstrate human values and possess qualities that give the tale verisimilitude. According to Timothy (2013), a legend is a short, episodic, traditional narrative performed in a conversational mode, reflecting on a psychological level a symbolic representation of folk belief and collective experiences, and serving as a way to maintain the historical grounding of a story.

It is identified through the syllabus of listening subject. Specifically, tenth-grade students at SMA N 1 Kec Gunuang Omeh struggle with comprehending legend stories through Audible Audiobooks due to factors such as unfamiliar accents, poor audio quality, and complex vocabulary.

Identifying the context, main idea, and detailed information from audiobooks presents significant challenges for students (Ahmadi, 2011). Students may struggle to process information at the narrator's pace and face difficulties in recognizing the main idea and supporting details (Mart, 2014). Additionally, non-native speakers may find it challenging to understand spoken language, particularly when the narrator has a distinct accent or pronunciation. Overcoming these obstacles requires implementing strategies to enhance language comprehension, such as targeted language practice and exposure to diverse accents through varied audio resources (Al-Jarf, 2020).

In summary, understanding the nuances of spoken content in audiobooks poses challenges for students, highlighting the need for supportive measures to enhance listening comprehension skills (Mart, 2014; Ahmadi, 2011).

This research aims to address these challenges by analyzing the tenth-grade students' ability to comprehend legend stories through Audible Audiobooks.

METHOD

The research method employed in this study is descriptive in nature, aiming to characterize the listening ability of tenth-grade students in comprehending legend stories through Audible Audiobooks at SMA N 1 Kec.Gunuang Omeh. Descriptive research involves collecting data to describe the current status of the subject under study (Refnita, 2018). The population comprises 55 students from classes E-1 and E-2, with class E-2 selected as the sample using purposive sampling technique.

The instrument utilized for data collection is a listening test consisting of 20 multiple-choice items categorized into context, main idea, and detailed information sections (Refnita, 2018). To ensure the validity and reliability of the test, tryout sessions were conducted, and content validity was established by comparing the test with the material taught in class). The test demonstrated a high level of reliability, with a Cronbach's alpha value of 0.918.

Item analysis was performed to determine the difficulty and discrimination of each item, with items selected based on their appropriateness within specific ranges of difficulty and discrimination indices. Data were collected through the administration of the listening test, and scores were analyzed using SPSS 23.0 Program. The results were then classified based on predetermined score levels to assess students' listening comprehension abilities (Arikunto, 2013). Finally, the findings were described to draw conclusions regarding the research objectives.

FINDINGS

The results of this research showed that generally the students had low ability to comprehend a legend story through Audible Audiobooks. It was supported by the data analysis that 11 (41%) students had high ability, 4 (15%) students had moderate ability and 12 (44%) students had low ability to comprehend a

legend story through Audible Audiobooks. In detail, these findings are summarized in the Table 1 below:

Tabel 1. Students' Listening Ability to Comprehend a Legend Story

| Ability Level | Number of Students | Percentage |
|---------------|--------------------|-------------|
| High | 11 | 41% |
| Moderate | 4 | 15% |
| Low | 12 | 44% |
| Total | 27 | 100% |

1. The Students' Listening Ability in Identifying Context

After analyzing the data, the researcher found that the highest score that the students got is 100 and the lowest is 50. The result of the data analysis on students' listening ability to comprehend a legend story through Audible Audiobooks in identifying context can be seen on the table below.

Tabel 2. Students' Listening Ability in Identifying Context

| Ability Level | Number of Students | Percentage |
|---------------|--------------------|-------------|
| High | 23 | 85% |
| Moderate | 0 | 0% |
| Low | 4 | 44% |
| Total | 27 | 100% |

Based on the table above, it could be concluded that the students listening ability in identifying context is high.

2. The Students' Listening Ability in Identifying Main Idea.

After analyzing the data, the researcher found that the highest score that the students got is 100 and the lowest is 0. The result of the data analysis on students' listening ability to comprehend a legend story through Audible Audiobooks in identifying main idea can be seen on the table below.

Tabel 3. Students' Listening Ability in Identifying Main Idea

| Ability Level | Number of Students | Percentage |
|---------------|--------------------|-------------|
| High | 12 | 44% |
| Moderate | 0 | 0% |
| Low | 15 | 56% |
| Total | 27 | 100% |

Based on the table above, the students listening ability in identifying main idea is low.

3. The Students' Listening Ability in Identifying Detailed Information

After analyzing the data, the researcher found that the highest score that the students got is 100 and the lowest is 25. The result of the data analysis on students' listening ability to comprehend a legend story through Audible Audiobooks in identifying detailed information can be seen on the table below.

Tabel 4. Students' Listening Ability in Identifying Detailed Information

| Ability Level | Number of Students | Percentage |
|---------------|--------------------|-------------|
| High | 11 | 41% |
| Moderate | 4 | 15% |
| Low | 12 | 44% |
| Total | 27 | 100% |

Based on the table above, the students listening ability in identifying detailed information is low.

The study's findings suggest that students' ability to identify context in listening tasks is high, indicating the importance of this skill for understanding spoken language. Implications for language learning include incorporating strategies to improve listening ability and context identification, such as using authentic materials and providing opportunities for practice. The study also highlights the need for further research on the relationship between listening ability and context identification in various contexts and the effectiveness of specific teaching methods.

In contrast, students' ability to identify main ideas and detailed information in reading comprehension tasks is low, indicating a challenge for many students. Implications for language learning include incorporating

strategies to improve reading comprehension skills, such as scaffolded activities and small group discussions. The study also emphasizes the need for further research on the relationship between reading comprehension and main idea/detailed information identification in different contexts and the effectiveness of specific teaching methods.

DISCUSSIONS

1.The Students' Listening Ability in Identifying Context

The results of this study demonstrate the importance of students' ability to identify context in listening ability questions. The high average score and the students' ability to accurately identify context in the listening tasks suggest that this skill is closely related to listening ability and is essential for understanding spoken language. The implications of these findings for language learning and the need for further research in this area are clear, and educators should consider incorporating strategies that focus on improving students' listening ability and context identification skills.

2.The Students' Listening Ability in Identifying Main Idea

The results of this study demonstrate the importance of students' ability to identify main ideas in reading comprehension tasks. The low average score and the students' difficulty in accurately identifying main ideas indicate that this skill is a challenge for many students. The implications of these findings for language learning and the need for further research in this area are clear, and educators should consider incorporating strategies that focus on improving students' reading comprehension skills, particularly their ability to identify main ideas.

3.The Students' Listening Ability in Identifying Detailed Information

The results of this study demonstrate the importance of students' ability to identify detailed information in reading comprehension tasks. The moderate average score and the students' ability to identify some detailed information indicate that this skill is a challenge for many students. The implications of these

findings for language learning and the need for further research in this area are clear, and educators should consider incorporating strategies that focus on improving students' reading comprehension skills, particularly their ability to identify detailed information.

CONCLUSIONS AND SUGGESTIONS

The conclusions from this study were taken based on the result of related research to answer the research question in this study. For the final result of the listening test, students' listening ability to comprehend a legend story through Audible Audiobooks is still low.

The findings from this study reveal that students' ability to identify context, main idea, and detailed information in various tasks is a mixed picture. While their ability to identify context is high, their ability to identify main idea and detailed information is low. These results suggest that while students are able to identify context accurately in listening ability questions, they still struggle with identifying main ideas and detailed information in other tasks.

These findings have significant implications for language learning and teaching. They highlight the need for educators to focus on developing students' skills in identifying main ideas and detailed information, as these skills are crucial for understanding and interpreting written language effectively. Moreover, the moderate ability in identifying detailed information indicates that students may benefit from additional support and practice in this area.

Furthermore, the distribution of students across ability categories (41% in high, 15% in moderate, and 44% in low ability) suggests that there is a wide range of abilities among students. This underscores the importance of differentiated instruction and the need to tailor teaching strategies to meet the diverse needs of students.

The researcher makes several suggestions based on the findings in this section. The researchers would like to give suggestions as follows:

1.For the Students

The researcher suggested that students should review the lessons and build on their previous listening knowledge. The students can

benefit from regular practice with authentic listening materials, such as podcasts, movies, and songs, to improve their comprehension and exposure to different accents and speech patterns.

2. For English Teacher

It is suggested that teachers must be prepared and effective in their approach to learning listening with the pain. The teachers should also incorporate a variety of listening activities, such as dictations, role-plays, and audio-visual materials, to cater to different learning styles and engage students effectively in the learning process.

3. For Future Researcher

The researcher hopes that future researcher can use this research as one of the references when attempting to obtain information about student listening ability analysis.

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