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**THE INFLUENCE OF THE APPLICATION OF DAILY ESL AUDIO  
FILES ON STUDENTS' COMPETENCE IN READING ENGLISH  
TEXT AT THE 11<sup>TH</sup> GRADE OF *SMAIT AL-MULTAZAM KUNINGAN***

**A THESIS**

Submitted to the English Education Department of Tarbiyah Faculty of *Syekh Nurjati*  
State Institute for Islamic Studies in Partial fulfillment of the requirements for Islamic  
Scholar Degree in English Education (S.Pd.I)



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CIREBON**

**2012**



## ABSTRACT

### **RAHMAT SOLEH: THE INFLUENCE OF THE APPLICATION OF DAILY ESL AUDIO FILES ON STUDENTS' COMPETENCE IN READING ENGLISH TEXT AT THE 11<sup>TH</sup> GRADE OF SMAIT AL-MULTAZAM KUNINGAN**

Key words: Reading, theory, method, result analysis and conclusion.

Reading topics should become the students' reference to improve their English competence but they are often very difficult and do not deal with everyday conversation. Based on the students' scores (Enclosed in appendix sheet), it proves that the students have weakness in reading competence. Using the application of daily ESL has positive impact in improving the students' reading competence because it designed to help learners become familiar with easy vocabulary, common expressions and they can use it all the time in many situations.

The research based on Magnesen research that is Written in Chatib's book (2009: 136-137), learners get 10% from reading; 20% from listening; 30% from seeing or watching; 50% from seeing and listening; 70% from telling; and 90% from telling and practicing. Because the application of daily ESL pervades the text more efficient and effective, therefore it gives the hopefulness to the students to achieve the ideal condition in learning English that has been explained by Magnesen.

The kind of research is a quantitative research. This research uses random sampling for taking the data. The number of sample is 32 samples from 118 students. The instruments are test, questionnaire and interview. Technical of data analysis uses Pearson Product Moment formula.

The questionnaire calculation result of the students' response on the daily ESL application (X variable) is 8.65. The calculation result of test on the students' competence in reading English text (Y variable) is 7.14. The final calculation result of  $r_{xy}$  is 0.99. Then the significance calculation result is  $r_{xy} 0.99 > r_t 0.361$  or  $r_{xy}$  is 0.99 bigger than  $> r_t 0.349$  by 5% significance and degree of freedom (df) is N-2.

From the data analysis, the score is in good category and there is positive and significant influence in using the application of daily ESL to students' competence in reading English text. Therefore, it produces some suggestions for teachers, students, head master, and school in general.



## PREFACE

First of all, I would like to praise be to All Mighty God, Allah, The Lord and The Sustainer of the world. Thank You for the blessing and mercy given to me during my study in completing this final project. *Sholawat* and *salam* always be given to our prophet Muhammad SAW, his companions, families, friends, and followers till the end of the era.

The thesis entitled “**THE INFLUENCE OF THE APPLICATION OF DAILY ESL AUDIO FILES ON STUDENTS’ COMPETENCE IN READING ENGLISH TEXT AT THE 11<sup>TH</sup> GRADE OF SMAIT AL-MULTAZAM KUNINGAN**” is presented to fulfill one of the requirements for achieving the degree of “education“ at the English Education Department of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.

In composing this thesis, there are so many people who have participated, helped, and advised directly. In this opportunity, the writer would like to express her sincerity and profound thankfulness to:

1. **Prof. DR. H. Maksum Mukhtar, M.A.**, as the Rector of the English Education Department of Tarbiyah Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.
2. **Dr. Hj. Huriyah Saleh, M.Pd.**, as the Chairwoman of English Education Department and the first supervisor.
3. **Asep Kurniawan, M.Ag**, as the Second Supervisor



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4. **All lectures of English Department** who have transferred their knowledge and science to the writer during his study at the English Education Department of Tarbiyah Faculty of *Syekh Nurjati State Institute for Islamic Studies Cirebon*.
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6. **Eko Budi Prasetyo** as the English teacher of the 11<sup>th</sup> Science Class.
7. **All friends in English Department** at the English Education Department of Tarbiyah Faculty of *Syekh Nurjati State Institute for Islamic Studies Cirebon*.

The writer realized that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content, the writer would welcome comment and suggestion from the reader, the writer is sincerely responsible for any risk that will happen in the future if it is proven to offend the ethic of scientific writing.

Finally the writer hopes that this thesis will be valuable to the reader, especially for the writer himself and the English Education Department of Tarbiyah Faculty of *Syekh Nurjati State Institute for Islamic Studies Cirebon* as a reference in general.

Cirebon, November 2012

The writer



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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English is a tool for communication in oral/spoken and also in written. The National Education Department, which is drawing up standard of curriculum 2004, establishes that the ability which must be coprehended by Indonesian students are to comprehend and express many things such as information, mind, feeling, and also develop science, cultural and technological by using English. So that English is as a tool of communication in order to access information besides as a tool to construct the interpersonal relation, change over information and also enjoy language aesthetics in culture of English. Therefore, English subject has some aims. The aims are as follows:

1. Developing the ability of English communication, in the form of spoken or written is including some abilities such as listening, speaking, reading and writing.
2. Growing conscious though to the essence of English language is a foreign Language becoming a main tool of learning.
3. Developing the understanding of each other between culture and Language and also extend the firmament cultural so that the students have a perception

about cross cultural knowledge and they can involve their selves in the variety culture.

Reading is one of the four key components of learning a language. Along with writing, listening and speaking, it is one of the four skills every language learner will need to perfect. However, it is also arguably the skill that is the most useful, whatever the reason for learning the language.

Reading is most different to speaking. It is like listening because they are both understanding facets rather than creating. It is also like writing because they both involve the written word rather than the spoken. But all four elements have a relationship, which means learning one can help the learner to pick up the skills of other areas.

Written in Chatib's book (2009:136-137) Based on Magnesen theory from Texas University said that 10% from which we read; 20% from which we hear; 30% from which we see; 50% from which we see and hear; 70% from which we tell; and 90% from which we tell and we practice. Based on Banks research (2000:5-6) there are four major perceptual strengths in learning are:

1. Visual people learn by seeing (30% - 40% of learners);
2. Auditory people learn by hearing (20% - 30% of learners);
3. Tactual people learn by touch (20% - 25% of learners); and
4. Kinesthetic people learn by doing whole-body or real-life experiences (20% - 25% of learners).





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Based on Magnesen research of Texas University, human's brain is faster to catch the informations that come from peripatetic visual modalities. Modality of learning is how the information comes into human's brain through the sensory perception that we have. There are three kinds of modality. They are:

1. Visual. This modalities access visual image, colour, picture, note, tables of, diagram, graph, map of mind, etc
2. Auditorial. This Modalitas access all sound types, voice, music, tone, rhythm, story, dialogued and understanding of lesson items with replying or listening song, story, bardic etc
3. Kinesthetic. This Modalitas access all motion types, body activities, emotions, coordinations etc.

Daily Audio ESL is designed to improve the students' competence in reading because the contents are about English texts that agree with daily vocabularies and supported by its audio. It is possible for the students to pervade the text more efficient and effective. It is also possible for the students to practice their English in the daily conversation after they use the media (Daily ESL). From the information of Magnesen's research above, students could get about 20%-30% when they study by hearing an audio; And as the explanation of the application of Daily ESL above, there is a good relationship between Magensen's research and Daily ESL application. By hearing, the people could get the lesson

for about 20%-30% and the application is a kind of audio that can improve the students' competence in reading by hearing.

When the writer observed to look for the problem of English learning in *SMAIT Al-Multazam Kuningan*, the writer found that the students in the school have weakness in reading skill when they are studying. It based on some scores that were taken from their middle semester examination 2011/2012. The data is enclosed.

From the data above, the writer find the contrary between the ideal condition and the reality in the field. Than the writer tried to find the main problem why the students have weakness in English lesson. After asking the teacher, the writer found the big problem of the students when they did the examination. The students felt difficult when they face the questions that based on reading.

The writer have noticed that a great deal of language instruction focuses on intensive reading that often centres around students' understanding of short, abstract or less-frequently used topics. A typical scene is where students have their electronic dictionaries in hand and are looking up every other word for help because the reading passage is far beyond their linguistic reach. The topics are often very difficult and do not deal with everyday conversation.

According to Nation (1990, 1993, and 2001) argued that For ESL learners, unknown words in texts often create obstacles to their comprehension.



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From the argumentation, there is a fact that students often develop a real dislike for English because so much of their past language classes focused on preparing for tests and not for real communication. Students realize this is the case, and they often feel powerless to take more control of their learning with few resources to turn to that focus on day-to-day language. Reading newspapers and textbooks can be helpful for academic English, but many students often spend their time reading information that is very difficult and might not be used in day-to-day conversations.

Based on Carrell (1988:101) when faced with such unfamiliar topics, some students may over compensate for absent schemata by reading in a slow, text-bound manner; other students may overcompensate by wild guessing. Both strategies inevitably result in comprehension difficulties. Research by Johnson (in Carrell and Eisterhold 1983:80) suggested that a text on a familiar topic is better recalled than a similar text on an unfamiliar topic. Swale (1990:87) believes that this and other research "supports the common sense expectancies that when content and form are familiar the texts will be relatively accessible. Thus, the purpose of this research is to improve the students' competence in reading English text that is used in everyday conversation with the media/the application.



## B. The identification of the problem

The problem in this research is classified into the folloeing sections:

### 1. The Field of the Research

The field of the research of this thesis is reading.

### 2. The Kinds of the Problem

The kinds of the problem in this research are the topics of reading that are red by students are often very difficult and do not deal with everyday conversation and students do not understand well in reading English text book because they often spend their time reading information that is very difficult and might not be used in day-to-day conversations.

### 3. The Main Problem

The main problem of this thesis is the weakness of students' competence in reading English text.

## C. The Limitation of the Problem

The writer would like to limit the problem. The limitations are follow:

### 1. The Using Media

There are so many media or appliactions to support the students in learning foreign language, such as word wall the application of games, alfa link which can improve the students vocabularies, scrabble etc. The application that writer choose and limit of the research is Daily ESL Application.



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## 2. The Competency

There are four competences in learning English such as speaking, writing, reading and listening. In this research the writer only take one of them to limit the competency. It is reading competence in English text.

## 3. The main discussion and method

There are several types and methods of reading, with differing rates that can be attained for each, for different kind's material and purposes: (1) sub vocalized reading, (2) speed reading, (3) proofreading, (4) multiple intelligences and (5) Rapid serial visual presentation. From some types and methods of reading above, the writer limits the main reading discussion to make this research more focus. So that, the writer only uses sub-vocalized type that it combines sight reading with internal sounding of the words as if spoken is in this method of the research.

## D. The Questions of the research

Based on the limitation of the problem above, the writer formulates some questions of the research are as follows:

1. How is the students' response to the application of daily ESL audio files?
2. How is the students' competence in reading English text?
3. Is there any positive and significant influence of the application of daily ESL audio files on students' competence in reading English text?



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## E. The Aims of the Research

The aims of the research that will be gained are as follows:

1. To know the students response to the application of daily ESL audio files.
2. To know the students competence in reading English text.
3. To know the positive and significant influence of the application of daily ESL audio files on students competence in reading English text.

## F. The Use of the Reseach

The research Product hoped to be able to increase the developing of language learning, especially in increasing the students' competence in reading English text.



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