

The Effect of Audiobook Media on Students' Listening Comprehension at Tenth Grade of SMA Negeri 2 Tarakan

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ABSTRACT

This research was 53.91, increasing to 77.60 following the treatment. Consequently, H_a was accepted, and H_o was rejected. The findings demonstrated that audiobooks have the potential to significantly enhance students' listening comprehension. This media offered advantages in consistent speaking speed, correct pronunciation, and intonation, as well as more comprehensive comprehension of context and details in identifying information from descriptive, narrative, and recount contexts. Therefore, audiobooks can be aimed to investigate the impact of audiobooks on the listening comprehension of students in the English language study at SMA Negeri 2 Tarakan. This investigation employed a pre-experimental design. The researcher collected data from a single class, X-F, composed of 35 students. A written listening test was implemented. The results indicated that the students' score prior to treatment be a highly effective tool for enhancing listening abilities, particularly in the context of language education, during the teaching and learning process.

I. Introduction

Listening skill is a process of understanding carefully to obtain information objectively from the other person. In learning English, listening comprehension is one of the specific categories of listening ability which aims to measure the student's skill level to understand the context of communication and provide appropriate responses in English. Wijayanti, (2021) stated that listening comprehension is individuals acquire aural input from passages with significance and participate in an active process which they connect what they hear with prior knowledge. This is brought on by several listening-related challenges that students confront, particularly when learning foreign languages [2]. Burns and Siegel (2018) add that listening is the first skill to acquire because in reality, communicating comes after listening because sound is the initial input that brains absorb. One of the receptive abilities that students should be capable develop is listening. In learning listening, the students need to become more effective because listening has an important role to help the students to understand well in communication language.

Listening activities are crucial in facilitate effective communication and understanding, such as listening to news, announcements, or reports. However, all people are not able to listen well, even though the progress of society also depends on listening ability. Listening to the right information can increase knowledge, and knowledge can increase human thinking power. According to Agustin and Ayu, (2021) to improve our language proficiency, listening is an essential skill that we should acquire and listening is also important in daily activities because it enables us to understand language meaning. Lestari et al., (2021) explains that listening is receptive skill and important competence in English to enhancing the student's language proficiency and performance. In good listening activities, the information can be conveyed and received both orally and in writing, and the students will also be able to gain knowledge and understanding of the information given by those who convey information, whether it is the teacher or other students [5]. Listening skill activities need to be paid

enough attention because listening is very important to help in easier to understand the information received.

In learning activities, Sari et al (2019) explains that students' listening comprehension ability is still low that caused by several problems such as the lack of control of the speed of the sound, and limited vocabulary becomes a problem for the listeners in understanding the spoken text. Other than that, Naibaho, (2019) states that the students' tendency to listen less attentively, lack of focus, and less of participation in teaching and learning activities are the fundamental causes of this issue. Preliminary result of tenth grade at SMA Negeri 2 Tarakan found several problems that students experienced in learning listening skills. The students have difficulties catching the meaning of the words from the speakers that are caused by lack of concentration, confusion with the words that have same pronunciation and the students have difficulties with unfamiliar word sounds or lack of vocabulary. This is a trigger for the students to complete the exercises in the book such as filling in the blank in learning listening process. In this case, the teacher also tried another way to develop the student's listening skills but the teacher was limited in use teaching listening media.

Considering the issue above, one of the media that can be used to help students who had difficulties in learning listening skills is Audiobook. Audiobook is a text recording of a book or other written material read by a person or group of speakers. Rizal et al., (2022). Define a fantastic audiobook enhances the classroom's environment, tone, subject, and characters and also audiobook could help people improve their speaking and listening comprehension skills. English teachers still had the main difficulties in teaching listening, for example, such as limited of teaching media, the material and the methodology [4]. In this situation, the teacher can apply suitable media to assist the teaching and learning process and make the students more interested in learning listening in the classroom to develop the student's listening comprehension.

Teaching English through media could motivate students and sometimes needs to pay more attention to the benefit of audiobook in education as a media in the teaching and learning process. Assiddiqhi and Rosa (2021) stated that Audiobook are starting to play a significant role in EFL classrooms because they are a simple and effective teaching media for both the teachers and the students. Additionally, Çarkıt, (2020) explains that audiobook provide benefits for contributing to stress, intonation training, and pronunciation as well. Furthermore, audiobooks can be applied as supplementary materials that assist in foreign language acquisition, particularly in listening practice and audiobook can also be used to enhance student motivation and make the learning process more enjoyable [11]. In other words, the benefit of listening to audiobook is that everyone may accomplish it via computers, multimedia players, cassette players, CD players, smartphones, etc. in anywhere. Additionally, students may become more conscious of a variety of phonetic features while listening to audiobook, including rhyme, voice repeats, voice shifts, stress, and intonation, as well as receive practice in language use.

In this case, the researchers were interested in conducted research related to the use of audiobook in the teaching and learning process to overcome the students listening problem, and this audiobook could be appropriate media for the students to train the students listening ability through audiobook and also this research was focus to find out the Effect of Audiobook on the Students' Listening Comprehension for Tenth-Grade Students at SMA Negeri 2 Tarakan based on preliminary study results and the potential use of audiobook.

Literature Review

Conceptual of Listening Comprehension

Listening comprehension is the ability to understand and make sense of spoken language. It is a crucial component of communication and language skills. Effective listening comprehension involves not only hearing the words spoken but also understanding their meaning, context, and any implied or inferred information. Masykuri (2022) states that listening comprehension is an essential skill that could help students express themselves and their thoughts clearly for learners to study English effectively. Effective listening comprehension helps individuals gather information, identify issues, and make informed decisions and it is essential in problem-solving and decision-making processes. For individuals learning a new language, listening comprehension is a fundamental skill. It helps learners understand native speakers, improve their pronunciation, and build their vocabulary. The definition of Listening Comprehension

The capacity to comprehend spoken language, including both the word's inferred and literal meanings, and understanding the speaker's intents, emotions, and tone of voice is known as listening comprehension. [12], argue that listening occurs when the sense of hearing is of satisfactory quality. It indicates that before people can speak, read, or write, they must first listen before they can talk or engage in other physical activities and that when they are reading and 3 talking, they must listen in order to understand what is being said [13]. As stated by [14], listening plays a significant part in students' language development as an input skill. Moreover, listening can help students improve their word stress, pronunciation, and syntax knowledge and also can assist them with understanding and proficiency in the language. The listening process could help the students to understand the context of educational evidence provided in audio form as well as other skills like reading and speaking, not only that but also in developing listening comprehension can assist the students in learning a language and enhance the understandable input. According to Rungsinanont, (2022) listening indicates the process that occurs when the listener perceives what a speaker conveys by applying the prior understanding of pronunciation, vocabulary, and grammatical structures. As stated by Nisa et al., (2022) when students listen to more spoken English, they will be able to comprehend tone, intonation, emphasis, redundancy, and grouping better. Listening skills are important when learning a foreign language because the listening process of accepting language input is the key to language learning.

Teaching Listening in English

In teaching English, teachers must realize that the learning process may not be established and maintained through contact learning activities, thus, this neglect can have a significant impact on the foreign language learning process, as stated by Fuady and Mutalib (2018), enhancing listening skills is very important for learning and teaching English. Listening is a process that involves paying close attention, understanding, appreciating, and interpreting verbal symbols to gain information and understanding the meaning of communication presented by the speaker through speech or language oral. The teachers also could help students to learn about listening challenges through activities that encourage observations, critiques, and analyses, encouraging them to understand what and how to learn to improve their listening performance [18]. The act of actively listening and responding to spoken language when the teacher is speaking and the student is listening is known as teaching listening [19]. One of the fundamental principles of teaching listening comprehension is that language material should never be presented visually first and it should always be meant to be applied for training receiving comprehension [20]. In order to gain this entirely educational knowledge objectively, audio listening is a terrific tool that could help the student become more improved. According to Sari et al (2019) listening is a skill first spoken language someone has an important role at the beginning of skills in another language, as well when someone learns to read and write, someone will listen to the way reading and write from the instruction by the teacher. As stated by Ali (2022) in teaching and learning activities in EFL classrooms, listening skills are needed because listening skills are one of the supporting factors in the smooth process of teaching and learning activities in schools.

Conceptual of Audiobook

Media An audiobook is a book or audiostory recording, on a CD, MP3 audio, electronic files or made available on the internet that is read aloud, typically by a narrator Rizal et al., (2022); Aydın & Tunagür (2021); Çarkıt (2020); Fajry et al., (2016); Priyadarsini, (2017). Audiobook are audio recordings of spoken versions of 4 printed books or other written materials. Fajry et al., (2016), stated that audiobook differ from other types of listening materials in that they contain an engaging story that can attract the listener's attention. They are a popular media for consuming literature and other types of content, offering an alternative to traditional reading. Audiobook have gained significant popularity in recent years, thanks to advances in technology and the convenience they offer to people with busy lifestyles or those who prefer listening to reading.

Definition of audiobook

An audiobook is a text recording of a book or other written material read by a person or group of speakers. According to Rizal et al (2022) there are many different types of audiobooks, which are audio recordings of books being read aloud (e.g., electronic files, CD, or MP3 Audio). According to [24], an audiobook is a sound recording of a book that is read by a professional narrator or the researcher. As stated by Çarkıt, (2020), among the most essential components of audiobook is

their ability to fulfill the requirements in the digital era of their accessibility, their suitability for students with reading difficulties or a visual impairment, and so on.

General Advantages of Implementing Audiobook in ELL

An Audiobook is one of the relevant and alternative media to assist the teacher and the students in teaching and learning activity. Based on previous research, shows that listening to audiobook has a variety of advantages, that is performance improvement, vocabulary increase, fluency, and students' motivation and attention engagement during the learning process in the classroom. [25] stated that, the advantages of listening comprehension process is include expanding an individual's vocabulary and increasing listening comprehension and fluency. Students usually have to listen to an audiobook, take notes (on paper or with a different program), and present and discuss their notes in class or during group discussions [26]. Pelt (2009) explains that for students and learners of all ages, but particularly for young learners, audiobook offer several advantages that improve literature and learning experiences. While developing students' critical thinking skills, listeners can focus on the theme, conflict, setting, and characters from an audiobook while also generating predictions about the conclusion of the story [27].

II. Method

The researchers used a pre-experimental design with only one group for the pretest and posttest. In this research, a pre-test was conducted to obtain the students' scores and competence before giving them treatment. In the treatment process, there were six meetings of treatment using audiobooks to develop the student's listening comprehension. After that, the post-test was conducted to determine how significantly the students had improved after receiving the treatment. The population of this research was the tenth grade of SMA Negeri 2 Tarakan, with a total number of 362 students from ten classes (A–J). Based on the preliminary data collected in August 2023, the number of students is different in each class. The following table shows the population of tenth-grade students at SMA Negeri 2 Tarakan. The researcher used a purposive sampling technique in determining the research sample, and X-F was selected as having the lowest evaluation score among the other classes.

Listening test was conducted for students for one group of pre-test and posttest to assess their ability knowledge before and after implementing the audiobook. The test consists of 27 items with five sections: fill in the blank, true or false, arrange the sentence, multiple choice, and WH question. Pre-test was administered before giving the treatment and post-test was administered after giving the treatment. The data were collected using written listening test pretest and posttest about descriptive, narrative and recount audiobooks as media. In analyzed the data, researchers applied descriptive and inferential analysis in describing the data. Descriptive analyzed was used before to find the score classification criteria, mean score and standard deviation. The researchers used a paired sample t-test to test the hypothesis with SPSS 26 to find out whether using audiobook was significant or not on students' listening comprehension and learning outcomes.

After collecting the students' scores for both the pre-test and post-test, the researchers calculated the students' scores using the percentage formula and classify the students score into five classifications. In determining statistically significant variations between the students' pre- and post-test scores, the researcher utilized SPSS 26 to analyze the data. The researchers calculated the students' pre-test and post-test mean score using normality test, homogeneity test, and paired sample t-test.

III. Results and Discussion

1) Results

The researchers obtained the score from the student's pre-test. The pre-test was administered on February 26th 2024. There were 35 students took the examination. The researchers explained the instructions in the pre-test paper before the students answered the test. The researchers evaluated the students' scores based on the test results after providing them with pre-test questions to answer. The researchers classified the students' pre-test score in the following table:

Table 1. Students Pre-Test Score

Interval	Frequency	Percentage	Classification
86-100	1	2.85%	Excellent
71-85	4	11.42%	Good
56-70	13	37.14%	Fair
46-55	2	5.71%	Poor
0-45	15	42.85%	Very Poor
Total	35	100%	

The result above showed the students listening test scores: 1 student (2.85%) obtained Excellent category, in which the student can answer around 23–27 items correctly, 4 students (11.42%) obtained in the good category, which the student can answer around 19–23 items in correctly, 13 students (37.14%) obtained A fair category score means that the student can answer around 15–19 items correctly. 2 students (5.71%) obtained Poor category score, in which the student can answer around 13–15 items correctly, and 15 students (42.85) obtained Very poor category score, in which the student can answer around 0–12 items correctly.

The post-test was administered on March 27th, 2024, at 09.00–10.30 a.m. There were 35 students took the examination. The researchers explained the instructions in the post-test paper before the students answered the test. The posttest form given was a listening test with topics related to descriptive (objects: *My favourite food*, *Beyonce*), narrative (fable: *The apple tree*), and recount (personal: *A competition I entered*, *A river*) in the form of an adapted audiobook. The types of questions and answering steps was same as the pretest, but with different audiobook content or topics.

Table 2. Students Post-Test Score

Interval	Frequency	Percentage	Classification
86-100	9	25.71%	Excellent
71-85	18	51.42%	Good
56-70	7	20%	Fair
46-55	1	2.85%	Poor
0-45	0	0%	Very Poor
Total	35	100%	

The result above showed the students listening test score: 9 students (25,71%) obtained Excellent category score, which students can answer around 23–27; 18 students (51.42%) obtained a good category score, which students can answer around 19–23, was obtained by 7 students (20%). A fair category score, which students can answer around 15–19, was obtained by 1 student (2.85%). Poor category score, which students can answer around 13–15, and 0 student (0%) obtained Very poor category score. This score indicates that the students had improved their listening comprehension, which means that the treatment was successful.

Descriptive Statistic Analysis

In analyzed the data, the researchers used SPSS 26 version and the result are displayed bellow:

Table 3. Minimum, Maximum, and Mean Score

Table 5: Minimum, Maximum, and Mean Score						
	Descriptive Statistic					
	N	Minumum	Maxim	im	Mean	Std. Deviation
Pre-Test	35	22		88	53,91	17,911

Post-Test	35	52	92	77,60	10,276
Valid N (listwise)	35				

Based on the data above, students got a minimum score of 22 and a maximum score of 88 on the pre-test. However, during the post-test, students' scores improved, with a minimum of 52 and a maximum of 92. The mean pre-test score was 53,91, while the mean post-test score was 77,60.

Normality Test

The researchers used Lilliefors' formula in this normality test to determine whether the data had a normal distribution or not. In analyzing the data, the researcher used SPSS 26 with the normality test Shapiro-Wilk to compare the significant values of the pre-test and post-test results. The normality test result was described below:

Table 4. Normality of Pre-test and Post-test (Experimental Class)

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df Sig.		Statistic	df Sig.
PRE TEST		139 35 ,086 ,		954 35 ,152	
POST TEST		134 35 ,111 ,		945 35 ,078	
a. Lilliefors Significance Correction					

In the normality test, the significance of the data was > 0.05 . In the result of the data above, the significance of the pre-test was 0.152 and the post-test was 0.078, which indicates that the data was normal.

Homogeneity

In this research, if the significance level is >0.05 , it means that the scores of the pre-test and post-test have the same variance. If the significance level is lower than <0.05 , it means that the scores of the pre-test and post-test are not equal. The homogeneity test was conducted using SPSS 26 and calculated with ANOVA one-way formula as follows:

Table 5. Homogeneity test with One-Way ANOVA

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4688,243	12	390,687	1,382	,246
Within Groups	6218,500	22	282,659		
Total	10906,743	34			

The significant value of the homogeneity test with a one-way ANOVA was 0,246. Based on the data collection and the result above, it can be concluded that the data was homogeneous.

Hypothesis Test

The researchers used a paired sample t-test to test the hypothesis with SPSS 26 to find out whether using audiobook was significant or not on students' listening comprehension and learning outcomes. After normality and homogeneity testing, the researchers implemented hypothesis testing to find out the significant differences. The null hypothesis (H_0) states that there was no significant effect using audiobook, while the alternative hypothesis (H_a) states that there was a significant effect of audiobook to enhance the students' listening comprehension in tenth grade at SMA Negeri 2 Tarakan in the academic year 2023–2024. The statistical analysis indicated a significance level of 0.05 and a degree of freedom of $N-1$, with $N = 35$ and $df = 34$. Based on the conventional t distribution table approach, the probability t-table was smaller than the t-count, with $t\text{-table} = 2,032$ (appendix 13) and $t\text{-count} = 8,997$. In addition to the probabilistic approach, the t-test showed that Sig. (2-tailed) was 0.000, with a significance maximum of 0.05. The alternative hypothesis (H_a) was accepted; however, the null hypothesis (H_0) was rejected since Sig. (2-tailed) was less than the significance level. It means that there was a significant difference in students' listening achievement before and after receiving the treatment.

2) Discussion

This research was administered to find out whether there was a difference before and after the students were taught using audiobooks. This research was held in SMA Negeri 2 Tarakan during the academic year 2023–24. The researchers discussed the results of research regarding the influence of descriptive, narrative and recount audiobook media on the listening skills of class X-F students at SMA Negeri 2 Tarakan. Before conducting research, researchers first tested the validity of the instrument with experts. The validity test was carried out to determine the suitability of the instrument to be used in the research. Testing the validity of the instrument is carried out first before carrying out research activities. Validity testing is needed to determine the validity of the instruments that researchers will use. An instrument is said to be valid if it is able to measure what is desired. This research consists of three stages, namely Pretest, Treatment and Posttest. These stages were carried out in one class of 35 students. When collecting Post test data after students were given treatment, it was seen that student scores had increased with an average score from 53.91 to 77.60. With the lowest score at 52 and the highest score at 92. This proves that the treatment given to students, namely the use of Audiobook media in learning, can improve students' listening skills, not only that, but also, this media helps students understand the content points of the story, increases learning motivation and can add to students' knowledge, especially vocabulary sounds and word pronunciation.

The research revealed that the audiobook helped the students' listening comprehension in the learning process. Audiobook are not commonly used and have great potential for supporting English learning in relation to the five skills: listening, reading, spoken interaction, and writing [26]. Moreover, the use of audiobook also has an impact to increased vocabulary, improved listening fluency, comprehension, and reading fluency [25]. Listening to the story allows students to think about the plot, tone, character, and so on, as stated by Nunan (2015), the audiobook is a bottom-up listening practice that can assist students comprehend enough linguistic parts of what they heard. Additionally, the audiobook is characterized as intensive listening as it allows students to hear a clear spoken rendition of written content delivered by a variety of narrators Burns and Siegel (2018). Despite the effects of audiobook, the research found that most students have a good attitude regarding the usage of audiobook in the listening classroom and also this way could provide potential in improve the classroom environment, increase student participation, and motivate students to participate in all activities during their learning process.

During classroom activities, most students are interested and enthusiastic about participating in discussions, presentations, questions, and answers to learn together how to understand important points and the essence of stories or audiobook delivered through speakers. Previous researcher conducted research on the use of audiobook for teaching listening skills and used narrative audiobook as the type of audiobook. Fajry et al., (2016) stated that audiobook differs from other types of listening materials in that they contain an engaging story that can keep the listener's attention. Other state that, audiobook is effective in improving the participants' listening comprehension, and they also provide many topics that can be selected based on the students' language proficiency and level of study from Sofiana and Aziez, (2022) Moreover, audiobook helped students acquire language more effectively and also improve students' accomplishments due to their increased interest in learning process of listening. Rizal et al., (2022) assumed that students' listening fluency improved after receiving the listening content multiple times through repetition. Furthermore, Surkamp and Viebrock, B. (2018) explains that using audiobook as intensive listening exercises helped the students recognize words, phrases, and even sentences in translations.

Interestingly, the use of audiobook in the classroom was a successful and supportive activity to enhance students' language skills and abilities. While teaching, audiobook transform a challenging procedure like listening to a nonnative speaker into a more immersive listening activity because it occurs with native speakers with better intonation and accurate pronunciation [9]. Other state that, students feel more connected to the subject when it is provided orally rather than through audiovisual materials [32]. In addition, audiobook can also be used as supportive materials in advanced foreign language reading and listening classes and also enable sustained interest among the students [11]. Therefore, it indicates that audiobook is useful for encouraging students to participate in every phase of learning progress, particularly listening comprehension.

However, the use of audiobook has limitations that needed supporting access to preparatory outside or inside the classroom and availability of audiobook that can be played offline that are

available in downloaded mp3 files. In this case, many factors must be considered, such as the quality of the recording, the availability of the media, and the stability of students' attention and motivation spans [9]. Additionally, the quality of audiobook may vary depending on the narrator, as an unclear or monotonous narrator may impact student engagement and understanding. As stated by Warsihna et al. (2021), audiobook depend on several aspects, including the content, voice narrator, and duration of use. The lack of resources, the condition of learning progress in the classroom, and the lack of facilities to encourage listening in the classroom all contribute to inevitable issues in the classroom [33]. Considering these shortcomings can help in designing balanced learning strategies, utilizing audiobook while addressing potential challenges in learning activities.

The researchers discovered that audiobook was useful for improving students listening comprehension abilities in that this media assisted students in acquiring new vocabulary, training in pronunciation of words, and also developing their critical thinking skills in listening. In this research, audiobook is recommended as a useful media for teaching English language and improving students' listening comprehension. The result revealed that audiobook can be effective not only in blended teaching and learning situations but also as an impressive way of teaching listening that can motivate the students and improve students' learning interests.

IV. Conclusion and Implication

This research was focused on investigating the potential of audiobook in improving the listening comprehension skills of tenth graders at SMA Negeri 2 Tarakan. In this research, pre-experimental was used as the research design with one group pre-test and post-test, which were administered before and after giving treatment. The test given was a written listening test. There were six meetings of treatment using audiobook in class X-F, which attended a total of 35 students. The data was analyzed using a paired sample T-test after calculating the normality with Shapiro-Wilk and homogeneity with ANOVA one-way. As proven by the results of the pre-test and post-test, students' mean score has increased from 53.91 to 77.60. It means that H_a was accepted and H_o was rejected, and it indicates that the treatment successfully made a contribution toward the students' listening ability.

This research proves that the use of audiobook can improve students' ability to understand information conveyed through sound, identify the essence of the story, and predict the plot and content of the story. During the treatment, the use of an audiobook provides additional benefits to learning, such as increasing student motivation and interest in listening, not only that but also increased vocabulary, improved listening fluency, comprehending enough linguistic parts of what they heard, allowing students to hear a clear spoken rendition of written content delivered by a variety of narrators, and developing their critical thinking skills by listening to stories where students are trained to capture information and try to understand the content of an audio.

The research results suggest recommendations for English teachers. Recommendations for audiobook learning can be used in classrooms that require listening skills, and this medium can attract students' focus and attention. It also could train more students' listening comprehension, particularly in pronunciation, understanding the content, characteristics, plot, intonation, and word recognition in teaching and learning activities that involve student participation. For schools, it is hoped that policymakers should support the use of audiobook learning media to improve students' listening skills and suggest providing training to English teachers on how to effectively use audiobooks in learning activities. This may include material selection strategies, integration methods, and how to evaluate their effectiveness and also encourage the use of audiobooks by promoting them as part of an innovative learning approach. Lastly, it is hoped that future researchers can use this research as a reference for further research and find out more about audiobook media or conduct research on the effectiveness of using audiobooks in various educational contexts, which focuses on studies on their impact on listening skills.

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