

## **AUDIOBOOKS AS MEDIA TO INCREASE LISTENING AND SPEAKING SKILLS: A QUALITATIVE SYSTEMATIC REVIEW**

Daviq Rizal<sup>1</sup>, Siti Masruroh<sup>2</sup>, Raikhan Fatkur Rahman Syah<sup>3</sup>, Ika Fatra Fathina<sup>4</sup>, M.Furqan Amrullah<sup>5</sup>, Saiful Zakariyah<sup>6</sup>  
<sup>123456</sup>Universitas Islam Negeri Walisongo  
Correspond E-Mail: [daviqr@walisongo.ac.id](mailto:daviqr@walisongo.ac.id)

**ABSTRACT** Numerous studies have been conducted on the usage of audiobooks. However, a qualitative systematic evaluation of the use of audiobooks for the development of listening and speaking abilities has not yet been done. The purpose of this research was to conduct a review of journal publications on the use of audiobooks to improve listening and speaking abilities. By using a qualitative systematic review, the researchers conducted a search of Google Scholar for 390 reference materials on audiobooks as media for teaching listening and speaking. Only three articles were collected and included in the analysis by using coding and classification. The results showed that audiobooks assist students in strengthening their listening and speaking skills. An audiobook cannot replace a teacher and should be utilized in conjunction with other educational materials. Further researchers could conduct research on the audiobooks of non-native English speakers in educational materials.

**Keywords:** audiobooks; educational materials reading; vocabulary;

### **A. INTRODUCTION**

**S**tudies on the use of audiobooks are abundant. However, the study on a qualitative systematic review on the use of audiobooks for learning listening and speaking skills on Google Scholars has not yet been conducted yet. This study is very significant to have a map of the variety of research on audiobooks. Tsany (2021) explained that students get a better-contextualized learning experience when audio is used as a teaching tool. Learners will have an easier way of applying what they have learned through audiobooks to their real-world situations. Students learn through media, produce information from mediated environments, and develop cognitive abilities through media. In comparison to the previous century, life in the twenty-first has vastly improved. Educational institutions have identified improving educational quality as a major objective. Educational technology, being a human-made product, has steadily increased the quality of teaching and learning. It looks at the views of both teachers and students, as well as how educational technology may make teaching more efficient. Teachers must build a technology-based classroom from the ground up to develop a new paradigm of teaching and learning due to the requirement of employing educational technology. Audiobooks are a type of technology that combines audio and book forms to deliver messages.

Messages are devices that the source will continue to the target or the receiver's words,

according to the media. It comprises video that has been processed using electronic images and then activated using a video player tool. The media is a tool that may be utilized to explain something in order to attain a goal. Audiobooks for learning English sped up, simplified, and broadened the learning experience. Audio courses are available for students at various levels of language skills. Listening to authentic materials such as speech on a regular basis will enhance your listening skills and help you learn how to speak English correctly. Audiobooks are instructional designs that include structured classes and lessons. They are available for download or purchase at any bookshop. Audiobooks may be listened to at any time and from any location. The universe of "animated" characters appears in the works of literature around us as they "find a voice." (Ivone & Renandya, 2019).

Reading, such as reading while listening or employing complimentary dual-sensory support, is becoming more widely recognized as a bridge to independence. The development of listening skills by Japanese university students in English is important since it affects reading ability. For L2 English learners, reading and listening abilities are vital, but they are also intertwined, and stronger listening skills can lead to better reading comprehension. Humans listen more than they read, talk, or write, emphasizing the importance of listening in the language acquisition process. Listening proficiency When spoken texts are incorporated into language instructors' listening curriculum, students may absorb them smoothly, accurately, and thoroughly to achieve a decent level of understanding. Pupils will need a lot of spoken teaching and constant practice to reach this level of proficiency (Başaran & Köse, 2013).

Listening is the "least understood and most disregarded of the four talents." Traditional instructional approaches disregard student accountability, authenticity, task-based learning, multicultural competency, and global shifts in English usage. Listening facilitates social interactions and comprehension of the wide environment. While teaching the necessary skill, more task-based listening strategies should be employed, and authenticity should be considered extensively. Listening encompasses much more than hearing. One can hear but does not have to listen. Speaking is the act of transmitting and constructing meaning via oral/verbal communication in a variety of contexts. Speaking is a two-way process of communication in which the speaker and the interlocutor exchange ideas to accomplish a specified goal. Teaching public speaking must be engaging and participatory. Teachers are expected to assist students in practicing the language. By providing opportunities for pupils to practice their English, they will gain confidence in communicating. Because oral communication is critical, the instructor must devote special attention to it (Imran, Muhammad, Majeed Rani, Sarwat Samina, 2021).

In the modern-day, the growth of online media has obliged everyone to abandon some facets of conventional education and adopt new means of content delivery. "Audiobooks have lately gained prominence as a primary literacy tool and one of the most successful modes of instruction." Audiobooks are used on a regular basis in developed countries for entertainment, rehabilitation, and education. Audiobooks have been described as a tool for communication development. In the unavoidable future, digital copies will supplant physical books and other printed items. Audiobooks have been implemented in schools to help youngsters improve their listening and speaking comprehension. To provide students a better knowledge of the subject they are going to study. An excellent audiobook contributes to the characterization, subject, tone, and setting of the classroom. Listening to audiobooks enhances both listening comprehension and spoken communication abilities. Today, a large number of courses for teaching English to foreigners are accompanied by recorded materials (Roza, Refi Ranto, Murshid Saleh, Dwi Anggani Linggar Bharati, 2020).

Numerous research has examined audiobooks' efficacy in increasing language acquisition in terms of developing pronunciation, writing, reading, and grammar. However, few studies, such as the study done by Tattersall Wallin (2021) have been undertaken to investigate everyday audiobook reading practices among young adults. Identifying and conceptualizing young people's audiobook reading activities, as well as exploring how audiobooks fit into their daily routines, was the main goal of Wallin's article. Interviews with ten young Swedish persons aged 18–19 who were avid subscribers to an audiobook subscription service helped to shed light on this. There are only ten interviews in this article, but they can still be used to detect emerging practices. Many new ideas were presented in this piece. Further research into audiobook routines among other user groups may benefit from these concepts, in addition to providing insight into how young Swedes utilize audiobooks. There were five distinct time zones that emerged from the interviews and were found to be consistent with previous research. These time zones were the following: commuting; morning; commuting; school; afterschool; and bedtime. Different kinds of activities can be carried out in these time-spaces. There is a slew of possible methods that could be uncovered and conceptualized. Listening to music while driving, exercising, or doing chores are all examples of common mobile activities. Listening for leisure, doing homework, and attending to schoolwork were the more stationary habits. Respondents used a strategy known as MAP-switching to flip back and forth between listening to music, audiobooks, and podcasts. The usage of audiobooks to improve the well-being of respondents was a surprising conclusion. There were four subcategories in this practice: de-stress listening,

social substitution listening, unwinding listening, and sleep-inducing listening. The activities indicated above were commonly used in conjunction with these wellbeing listening methods.

Another study determined the effectiveness of audiobooks in aiding in the development of listening comprehension in university students. It is worth noting that the majority of research used classroom observations and qualitative data. Audiobooks have an often-overlooked educational benefit: they may be used alone (not additional technological tools). Their potentially effective listening application is predicated on the notion that audiobooks are self-contained works. There has been no extensive study of the utility of audiobooks in developing critical listening skills (Indahsari, 2020). Therefore, the research aimed to review journal articles on the use of audiobooks for acquiring listening and speaking skills. This study focuses on researching audiobooks that are used as teaching media. The teaching media referred to are only the scope of listening and speaking. The present study focuses on the use of audiobooks in general listening and their relevant views about using audiobooks.

## **B. REVIEW OF LITERATURE**

### **Audiobooks in Language Learning**

As many as 67 million Americans listen to audiobooks every year. Audiobook listening is a trend gaining momentum in the younger generations. Almost half (48%) of audiobook listeners are under the age of 35. The audiobook industry was estimated to be 900 million in 2009 and 2.1 billion in 2016. Drivers can listen to audiobooks while driving using two methods. Bone-conduction headphones are positioned on the upper jawbone behind the ear. Since they leave the ear canals open, they allow users to listen to audio saucers while still hearing environmental sounds (Granados et al., 2018). Audiobooks are audio recordings of books that are read aloud and can be available in a variety of forms (e.g., electronic files, CD, or DVD). An accompanying printed book is an option. If students choose, they may listen to the material while reading it (i.e., you can listen to the content while reading it). Graded readings should not be confused with audiobooks. Audiobooks, which are books read aloud, are a popular option for books geared at English language learners who want to hear the text read aloud.

There has been an increase in the availability of audiobooks in recent years, both on the commercial market and through free, often publicly subsidized streaming sites and applications. Schools in Denmark (primary and secondary) are following this trend, and many of them use free audiobook repositories as part of their educational materials. However, our findings show that integrating audiobooks into the classroom presents a number of difficulties. Audio

resources, despite their increasing availability, are commonly employed in a pretty conventional manner in primary and secondary school classrooms, according to our research. Listening to an audiobook, taking notes (on paper or using a different program), and then presenting and discussing their notes in class or in group discussions are standard tasks for students (Marchetti & Valente, 2018).

The use of audiobooks described in this study is similar to other practices examined in research on reading. Various studies have applied audio-form texts in different ways. 'Audiobooks' refers to illustrated books supplemented with an oral rendition of the respective texts, and 'use' of audiobook refers to a single, simultaneous reading of and listening to the audiobook. The use of audiobooks in L2 contexts has not been extensively investigated. However, a small number of studies have observed some benefits of using them. These include vocabulary gains and enhancement of listening fluency as well as comprehension and reading fluency improvement (Tusmagambet, 2020). Mestres et al. (2019) observed a significant difference in vocabulary gains but none in reading fluency between students reading silently and those reading and listening to the books at the same time. The researchers attributed such results to the relative shortness of graded readers (909 words on average).

Recordings of books read aloud can be obtained in a variety of media, including audiobooks (e.g., electronic files, CD, or DVD). A printed book can be used to accompany them, but they can also be used as a stand-alone item (i.e., only the oral material). Listening to audiobooks is not the same as listening to 'graded readings' Adapted for different levels of foreign language learners, graded readings are books that often come with an audio version of the book (i.e., an audiobook). One of the many benefits of audiobooks is that they can help students with dyslexia improve their reading and writing skills when they are accompanied by the printed version of the book. However, the impact that audiobooks have on foreign language spoken proficiency has not been thoroughly investigated. The purpose of this research is to determine the effect that audiobooks have on Spanish students' ability to comprehend English spoken word. It is detailed in greater detail in the following paragraphs (Faya-Ornia, 2019).

### **Related Work on Audiobooks**

Research into the use of audiobooks for creative literary engagement and foreign language learning has already been done. Furini (2007), for example, argued that audiobooks are inactive in comparison to books. It is argued that readers of audiobooks may obtain a more passive experience, as they are restricted to simply listening to the story, therefore, researchers have looked into ways to allow users to interact with nonlinear narratives and create their own stories.

It is the goal of Furini's research to make the audiobook listener a "director of the story". In designing his approach, he imagines the experience of editing new stories as if the reader were editing video sequences, using movies like *Sliding Doors* and *Pulp Fiction* as examples of nonlinear storylines. Use cases for the system range from entertainment to education to games. Design principles include transparency and security, as only the audiobook file's owner may play it and can't change the original media files from which they were derived, which are the two most important aspects of the design.

In a similar vein, Huber et al. (2007) discuss the transition of audiobooks into interactive media that may be used to alter nonlinear stories. According to Huber et al., listening to oral lectures can be described as "immersive and fascinating" by the writers. Users were able to interact with the system mostly through sound, although this interaction style was found problematic by the users. Sonification was employed as a resource for interaction (Huber et al., 2007). Alcantud-D 'az and Gregori (2014), who conducted a relevant study, suggest a detailed evaluation of the use of audiobooks in foreign language acquisition and two projects, *Tales of the World* and *The Power of Tales: Building a Fairer World*, which is based on their findings. Listening, reading, and speaking skills are all skills that can be improved by using audiobooks in conjunction with the Common European Framework of Reference for Language Learning (CEFR). Even though audiobooks are not widely used in their home country of Spain, these skills can all be improved by using audiobooks. As Alcantud-Daz and Gregori (2014) explain, the educational community has to be made aware of the importance of languages as a scaffolding for multicultural ideals and respect for human rights through their two projects. For the *Tales of the World* project, a total of 40 tales were acquired from poor countries; for *The Power of Tales*, 15 tales were gathered that were anti-violence stories. All of the stories were turned into free audiobooks that can be downloaded. Audiobooks were chosen as a way to help students with learning and visual disabilities, as well as to help them improve their pronunciation of English (Alcantud-Díaz & Gregori-Signes, 2014). Studies like those by Wilde and Larson, who believe that 8–12-year-olds can find more time to read, therefore reading more books, are also included in the review in Alcantud-Díaz & Gregori-Signes (Alcantud-Díaz & Gregori-Signes, 2014) that discusses the usage of audiobooks (Wilde & Larson, 2007). The use of audiobooks helped students with learning challenges, who struggle to comprehend printed text, improve their reading fluency in English as a first language, according to Baskin and Harris (2015).

Other studies showed that the use of audiobooks could enable pupils with limited views or blindness to access literary content for learning as well as leisure. Some interesting ventures have emerged between commercial and nonprofit organizations, in the production of new audiobooks targeted at individuals affected by visual disabilities. Adkins and Bushman (Adkins & Bushman, 2015) conducted a survey to investigate which services were provided by public libraries.

### C. METHOD

Because this technique is anchored in theory, data analysis, interpretation, and presentation of findings take place within the context of the process framework (review). The systematic qualitative review process begins with a review of qualitative systematic research protocols, followed by the conduct of qualitative systematic review research. Then, using a qualitative method systematic review, the study's qualitative descriptive data are synthesized (summarized) (Finfgeld-Connett, 2014b). The approach of synthesizing (translating) the findings of this qualitative study is referred to as "meta-synthesis" (techniques for data integration to get data new theory or concept or level of understanding more in-depth and comprehensive). They do a qualitative method systematic evaluation of the Internet for research materials. The researchers conducted research using Google Scholar and Mendeley (Beech, 2000).

The sample featured qualitative insights from a study on audio books as media for teaching listening and speaking. From 2017 through 2022, audiobooks are positioned as educational material in various papers currently available on Google Scholar. With the keywords of audiobooks, listening, and speaking skills, 390 references were discovered for identification and downloaded to Mendeley as a result of this search (Finfgeld-Connett, 2014a). Additionally, the associated abstracts were checked, and materials that were not research reports or did not provide qualitative findings were eliminated. Following this initial screening, four items remained (Finfgeld-connett, 2017).

We provided the most important data through full-text articles. Then the articles were examined and evaluated according to the inclusion and exclusion criteria. The criteria for inclusion are as follows:

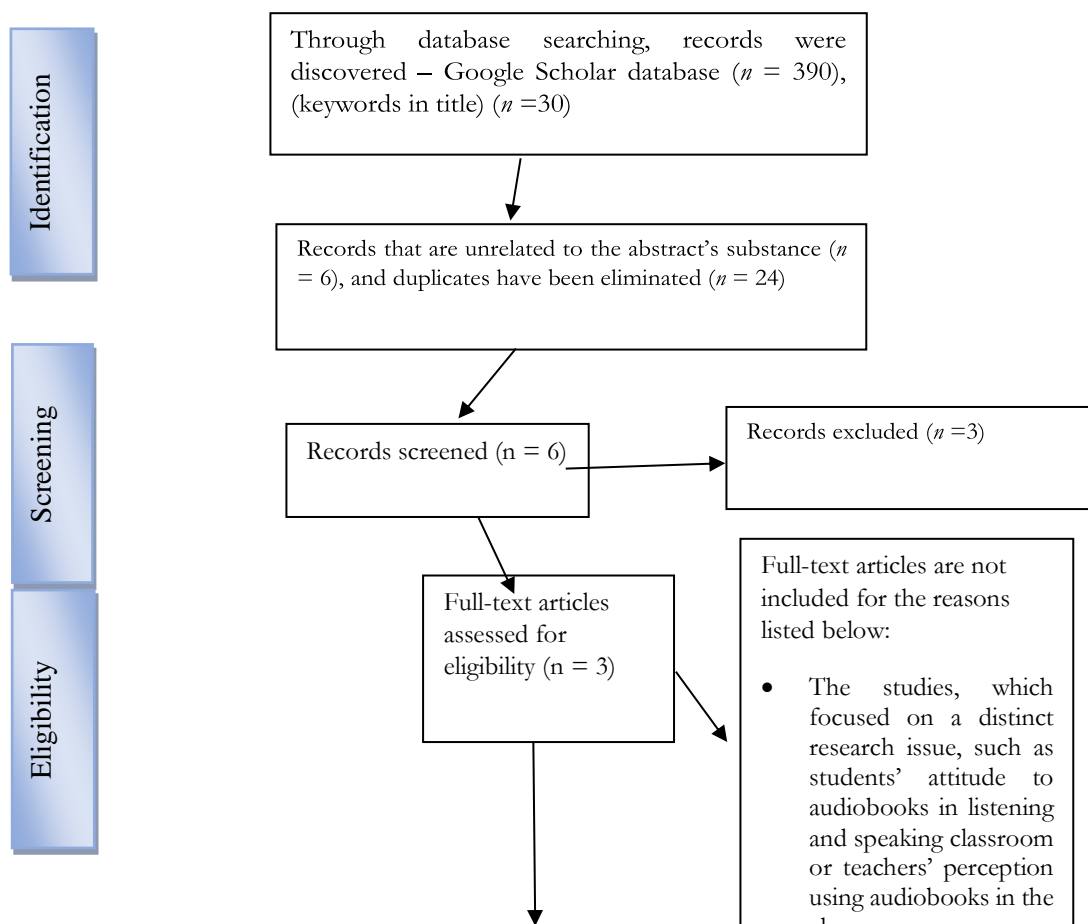
1. Only peer-reviewed, English-language journal publications were considered. This should ensure that the textual output is of particular quality and relevance.
2. The only original research was accepted, i.e., empirical studies were used to ensure that the data and outcomes or findings were academically relevant and meaningful.

- The most important finding focused on improving the English listening and speaking skills through audiobooks. The purpose of this study is to highlight the importance and impact of audiobooks, primarily because it is an interactive medium for teaching listening and speaking skills, i.e., it is recommended, easily accepted, and very innovative and modern because it combines technology and allows students to practice listening and speaking skills using any kinds of medium, such as voice, text, images, audio, and video.

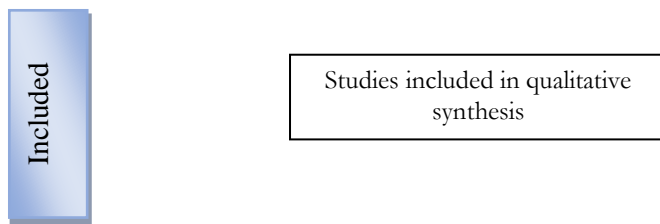
The following were the criteria for exclusion:

- The studies which highlighted different and certain study topics, for example, the impact of audiobooks on students' satisfaction and motivation, were excluded. Therefore, this article does not and cannot cover all of the study topics, and it would be useless to try to define the taxonomies that are utilized when teaching listening and speaking skills via audiobooks.
- Descriptive studies and reviews.

A reverse search was conducted, where references from found publications were checked for relevant research articles that the authors might have overlooked throughout their investigation. This search discovered another article on the research topic. We have reviewed all significant sources that should be considered while thoroughly analyzing the topic. As a result, four studies were analyzed and appraised. The selection approach for the detected studies is depicted in Figure 1 below, with specific information on the remaining steps in the selection sequence.







**Figure 1.** An overview of the selection procedure.

## D. FINDINGS AND DISCUSSION

### Results

All four selected studies are some articles from Indonesia (i.e., Achlia Niza Ayunda (2013) and Sembiring et al. (2017), and one article from Saudi (i.e., Manal Mohamed Khodary Mohamed (2018)). The main focus of the study was on the effect of audiobooks on listening and speaking skills. Three studies (James et al., 2019; Kamila et al., 2021) were experimental studies with pre-tests and post-tests. Relevant outcome measures were used in all the investigations. Relevant outcome measures were used in all of the studies. The number of people in the research sample ranged from 10 to 30 people, which is a large number, and those studies get a meaningful and legitimate conclusion.

**Table 1.** An overview of the findings from the selected studies.

Study	Objectives	Characteristics of Subjects and Intervention Period	Outcome Measures	Findings
Achlia Niza Ayunda (2013)	This study looked at how learners who used audiobooks to receive understandable input on their second language output were better able to maintain fluency in their second language speech.	The participants were two classes of 30 English language learners, 15 of whom (one class) were randomly allocated to an input group that used audiobooks to focus on meaning, and the other class was placed in an input group that did not utilize audiobooks. One class was randomly assigned to a meaning-focused input group using audiobooks, whereas the other class was randomly assigned to a non-audiobook group.	The pre-test and post-test	This study found proof that listening to audiobooks increased lexical density and helped learners strengthen their L2 conversational fluency. After several instruction sessions with extensive audiobook distribution, the audiobook group

				outperformed the contrast group.
Mohamed, M. M. K. (2018)	This study investigated whether audiobooks could improve listening comprehension among EFL preparatory year students.	It was a pre, post, and quasi-experimental study which comprised 2 groups. The researcher first tested the groups by using the pre-LCT for equivalence in their listening comprehension prior to the treatment of the current study. The participants were EFL preparatory year female students who ranged from 18 to 20 years old. They formed two classes that studied English Language course during that academic semester at NBU. Their EFL instructors were Saudi native speakers of Arabic with the same teaching experience as university students.	Pre-test and post-test	According to the current study's findings, the experimental group's listening comprehension greatly increased when audiobooks were used.
Sembiring, A. I., Adnyani, L. D. S., & Piscayanti, K. S. (Sembiring et al., 2017)	The aim of this research is to examine whether speaking ability varies considerably between students who receive an education using audiobooks as learning resources and those who receive instruction using more traditional teaching methods.	The population of the study consisted of eighth-graders from SMP Negeri 1 Banjar, and the samples were selected using random cluster sampling. Class VIII E functioned as the experimental group and was taught utilizing audiobooks, while Class VIII G served as the control group and was instructed using conventional teaching materials.	Post-test, Only Control Group Design, were used in this study	The results of the data analysis showed that the experimental group's children did better than those in the control group. It shows that there was a significant difference in the level of speaking proficiency between students who were taught using audiobooks and those who were taught using conventional teaching materials. The use of audiobooks as a teaching and learning method for English has been proven to benefit students in developing their speaking skills.

Based on the findings, audiobooks helped learners improve students listening and speaking skills in English. In the three studies, the audiobook group outperformed the control group following a number of instruction sessions with the intensive provision of audiobooks. Although audiobooks have a significant impact on students' skills although the quality of the recordings may be a little unsettling at times, it is well worth the effort. Volunteers read and

record these books in the public domain (Mohamed, 2018). In the second place, the audiobooks utilized in this study were listened to and listened to again by the experimental group. Pupils' listening fluency was improved by listening to the listening material repeatedly. The results of the current investigation are in line with those. That judgment is backed up by this investigation's findings. This study found that students who listened to audiobooks improved their reading comprehension and listening comprehension. In the current study, the experimental group had the opportunity to provide their comments on their experience with audiobooks. In the experimental group, everyone agreed that audiobooks improved their listening comprehension. They said that listening to audiobooks helped them enhance their listening comprehension and that they enjoyed listening and reading at the same time. As a result of listening to audiobooks, they stated, they were more likely to read and listen to books. Some of the students expressed an interest in adopting audiobooks as a teaching tool in the future. According to the participants, listening to audiobooks has made them more passionate about both reading and listening. Students' responses were in line with the findings of the experimental group on the use of audiobooks for increasing listening comprehension. As a result, they saw audiobooks as an effective and efficient way to improve listening comprehension (Mohamed, 2018). The third place, the use of audiobooks, was found to have a substantial impact on listening comprehension in the experimental group. The use of both male and female narrators, as well as music and sound effects, can further improve the realism of the text in some audiobooks. Furthermore, audiobooks are accessible to students and instructors alike, making it easier to acquire, teach, learn, and enhance listening abilities. However, the majority of audiobooks available online are in the form of downloadable PDFs. Therefore, they may be simply downloaded to a computer and printed out for use while engaged in reading (Mohamed, 2018).

We learn around 85% of what we know through our sense of hearing, making it the most common language skill. According to prior research, listening to audiobooks or e-audiobooks improves one's ability to read comprehension. 45 percent of the day is spent listening to other people, and audiobooks are frequently credited with helping people improve their listening abilities. An audiobook's emphasis on the rhythm patterns of speech aids non-native speakers in better grasping a topic when they are presented with the printed word. That is, when youngsters hear foreign words uttered, they often infer the word's meaning based on the tone of the reader. Audiobooks assist students in strengthening their reading and vocabulary skills by highlighting the connection between text and speech. To be clear, an audiobook cannot

replace a teacher and should be utilized in conjunction with other educational materials that students already use to better understand a subject (Ayunda, 2013). Using audiobooks to improve listening comprehension was praised by all of the experimental groups. Listening to audiobooks helped them enhance their listening comprehension, and they found it enjoyable to read while doing so. Additionally, they stated that audiobooks encouraged them to read and listen to more books as a result of their experience with them. The students expressed an interest in utilizing audiobooks as learning tools in the future and using them to complete listening tasks outside of the classroom. Some of the participants stated that they were more enthusiastic about reading and listening when audiobooks were available to them. According to the findings of the O'Day research, the experimental group's views on the benefits of utilizing audiobooks to improve listening comprehension were consistent with those of the students. They also found audiobooks to be useful aids for improving listening comprehension (Ayunda, 2013).

It is a common belief that audiobooks are especially useful to language learners. Using e-audiobooks to learn the English language is a great way to have fun while doing so. However, one of the most desirable outcomes of using audiobooks in the classroom is that students typically go home and immediately begin reading. This is an extremely regular occurrence. Listening to audiobooks has enhanced reading activity and comprehension since the two are related. During a presentation at the National Council of Teachers of English (NCTE) conference, Professor Lesesne of Sum Houston State University demonstrated how audiobooks might help students develop a passion for reading and boost their overall language use (Sembiring et al., 2017)

### **Discussion**

The current study is a qualitative systematic review of all articles related to audiobooks for teaching listening and speaking skills, and it found out that a learner of English may now read a book published in English without having to purchase it. It is possible to access a large number of free online books and reading sites. Imagine not having to worry about overdue library books, cassettes, or CDs by downloading e-audiobooks. An audiobook is an audio recording of a person reading a book, story, or other written information. There are many ways to listen to audiobooks, from cassettes and CDs to computers and MP3 players. Moreover, you can buy, rent, and download them as audio or e-audiobooks through the Internet. Using e-audiobooks to learn the English language is a great way to have fun while doing so. Audiobooks assist students to strengthen their reading and vocabulary skills. An audiobook cannot replace a

teacher and should be utilized in conjunction with other educational materials that students already use.

Other research discussed different aspects of audiobooks. First, the use of audiobooks greatly improved listening comprehension in the experimental group, according to the findings of the current study. As a bonus, some audiobooks utilize both women as well as men as narrators, as well as music and sound effects, to make the text more genuine. For students and instructors, the simplicity of use and accessibility of audiobooks is a distinguishing feature that makes the acquisition and development of listening skills easier. While most audiobooks on the Internet may be downloaded and printed in PDF format, most audiobooks on the Internet can only be listened to on a computer (Rodgers, 2016).

The fourth place, listening to audiobooks while reading a written version of the listening material, was an option for the experimental group in this study. Students' listening fluency improved after they listened to the listening content several times through repetition. The findings of this study are in line with those of a previously conducted survey. The outcomes of this study also back with the conclusions of the inquiry. Reading comprehension and listening abilities are both improved by listening to audiobooks. Experimenters were given the opportunity to provide their thoughts on the use of audiobooks in the treatment of the current investigation (Imawan & Ashadi, 2019).

A learner of English may now read a book published in English without having to purchase it. It is possible to access a large number of free online books and reading sites. It's easy to get electronic books from "gutenberg.org," one of the most well-known websites for finding them online. An introduction to the website may be found below. For more than four decades, hundreds of people have contributed their time and talents to the creation of Project Gutenberg Electronic Texts. It is possible to read and download e-books for free because they do not require a membership. ” For those who can't afford or can't get hold of a printed copy of a required book, many people and students turn to e-books as an alternative (Fajry et al., 2016).

Originally intended for visually challenged people in the 1950s, the audiobook has become more popular among ESL students over the past decade. While driving, on the bus or train, or performing household chores are just a few examples of places where people might listen to someone read aloud to them and still learn a new language. As a result of listening to an audiobook, the listener's listening skills are bolstered. According to him, those who listen to audiobooks are better at reading comprehension than those who don't, saying that listening is

essential for learning the other language skills, including reading, writing and speaking. " Listening is at the foundation of both human connection and education (Kozlowski & Seymour, 2003).

According to Encarta, the first DVD encyclopedia, "an audio recording of a person reading a book, story or other written information," is an audiobook. There are now a variety of ways to listen to audiobooks, from cassettes and CDs to computers and MP3 players. Everyone may now download audio files from the Internet to their own devices and listen to them whenever and wherever they desire, thanks to the widespread usage of the internet (Çarkıt, 2020). For nearly half a century, audiobooks were out of reach for most people. Because of this, they were offered as a supplement to textbooks or as a standalone item. Nowadays, you may buy, rent, and download them as audio or e-audiobooks through the Internet. Since a large number of audiobooks can be downloaded for free, the cost of reading them has decreased (Milliner, 2019).

As foreign language training has evolved over the past two decades, audiobooks/e-audiobooks have been used as a model for native speakers. To help students who are studying English as a second or foreign language improve their pronunciation, educational progress, and language comprehension by listening to audiobooks. Since the introduction of voice recording and playback in most pronunciation systems, students may now compare their own recordings to a pre-recorded model. Reading while listening to an audiobook is the most successful technique for supporting readers in their transition to fluency," says the author. "When paired with related content, audiobooks boost readers' word, phonic, and syntactic knowledge." (Isozaki, 2018).

The books may either be read by a single person or a group of people at the same time. A volunteer may, for instance, read a chapter from a book. An online catalog or an RSS feed can be used to access the books. The catalog access area provides access to a wide range of options while perusing a book. The website is visually appealing and user-friendly. Due to the size of some of the audio files, the assignment must be completed via the student's home Internet connection. It may be beneficial to listen to the audiobook as you read the e-text. High school students might participate in this initiative as a way to give back to the community while also getting the chance to read from some of the world's greatest works of literature aloud (Imawan & Ashadi, 2019).

## **E. CONCLUSION**

Using e-audiobooks to learn the English language is a great way to have fun while increasing

students' listening and speaking skills. Audiobooks assist students in improving their listening and speaking skills as well as reading and vocabulary mastery. For students and instructors, the accessibility of audiobooks is a distinguishing feature that makes the acquisition and development of listening skills and speaking skills easier. Audiobooks are an effective way to improve listening comprehension, according to a group of experimental students. The use of both male and female narrators, as well as music and sound effects, can further improve the realism of the text in some audiobooks.

The impacts of audiobooks on linguistic and thinking skills could be studied and analyzed at every education level. Audiobooks transform a time-consuming procedure, such as listening to native speakers, into a more in-depth listening activity since it is conducted by native speakers. Further researchers should conduct research on the audiobooks of non-native English speakers as the current studies do not include such studies due to the limitations of the study.

## REFERENCES

- Adkins, D., & Bushman, B. (2015). A Special Needs Approach: A Study of How Libraries Can Start Programs for Children with Disabilities. *Children and Libraries*, 13(3), 28.  
<https://doi.org/10.5860/cal.13n3.28>
- Alcantud-Díaz, M., & Gregori-Signes, C. (2014). Audiobooks: improving fluency and instilling literary skills and education for development Audiolibros: mejorar la fluidez e inculcar habilidades literarias y educación para el desarrollo. *Tejuelo: Didáctica de La Lengua y La Literatura*, 20(1), 111–125.
- Ayunda, A. N. (2013). The effect of audiobook use on EFL students' fluency development. *Journal on English as a Foreign Language*, 3(2), 85–92.  
<https://doi.org/10.23971/JEFL.V3I2.67>
- Başaran, H. F., & Köse, G. D. (2013). The Effects of Captioning on EFL Learners' Listening Comprehension. *Procedia - Social and Behavioral Sciences*, 70(July), 702–708.  
<https://doi.org/10.1016/j.sbspro.2013.01.112>
- Beech, N. (2000). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, 2nd edn. *Management Learning*, 31(4), 521–523.  
<https://doi.org/10.1177/1350507600314007>
- Çarkıt, C. (2020). Evaluation of Audiobook Listening Experiences of 8th Grade Students. *Educational Policy Analysis and Strategic Research*, 15(4), 146–163.  
<https://doi.org/10.29329/epasr.2020.323.8>
- Fajry, K., Komariah, E., & Silvianti, T. M. (2016). Audio Book: Teaching Listening Comprehension. *Research in English and Education Journal*, 1(1), 62–70.
- Faya-Ornia, G. (2019). *Phonetic Transcription and Audiobooks as Tools to Improve Listening Comprehension Skills in English*.

- Finfgeld-connett, D. (2017). Qualitative Systematic Review of Intimate Partner Violence Among Native Americans. *APPENDIX 3*.
- Finfgeld-Connett, D. (2014a). Metasynthesis findings: Potential versus reality. *Qualitative Health Research*, 24(11), 1581–1591. <https://doi.org/10.1177/1049732314548878>
- Finfgeld-Connett, D. (2014b). Use of content analysis to conduct knowledge-building and theory-generating qualitative systematic reviews. *Qualitative Research*, 14(3), 341–352. <https://doi.org/10.1177/1468794113481790>
- Furini, M. (2007). Beyond Passive Audiobook: How Digital Audiobooks Get Interactive. *2007 4th IEEE Consumer Communications and Networking Conference*, 971–975. <https://doi.org/10.1109/CCNC.2007.196>
- Granados, J., Hopper, M., & He, J. (2018). A Usability and Safety Study of Bone-Conduction Headphones During Driving while Listening to Audiobooks. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, 62(1), 1373–1377. <https://doi.org/10.1177/1541931218621313>
- Huber, C., Röber, N., Hartmann, K., & Masuch, M. (2007). Evolution of Interactive Audiobooks. *Audio Mostly - A Conference on Interaction with Sound*.
- Imawan, M. R., & Ashadi, A. (2019). Audiobooks for Assisting EFL Students in Reading Independently. *Journal of English Language Teaching and Linguistics*, 4(1), 77–86. <https://doi.org/10.21462/JELTL.V4I1.198>
- imran, Muhammad, Majeed Rani, Sarwat Samina, A. saher. (2021). *Use of Audio-Boks to Teach Pronunciation of English Words: A Perspective Study to Detect The Flaws and Solutions of Mispronunciation of Students at Elementary Level in the Govt. Schools of Pakistan*. Palarch's Journal of Archaeology of Egypt/ Egyptology.
- Indahsari, D. (2020). *Using Podcast for EFL Students in Language Learning*. *September*, 103–108. <https://doi.org/10.21070/jees.v5i2.767>
- Isozaki, A. H. (2018). Reading-Listening and Reading Circles: Bimodal Approaches Building Fluency. *Reading Matrix: An International Online Journal*, 18(1), 82–103.
- Ivone, F. M., & Renandya, W. A. (2019). Extensive listening and viewing in ELT. *Teflin Journal*, 30(2), 237–256. <https://doi.org/10.15639/teflinjournal.v30i2/237-256>
- James, P. R. A. P., Yong, K. L., & Yunus, M. M. (2019). Hear Me Out! Digital Storytelling to Enhance Speaking Skills. *International Journal of Academic Research in Business and Social Sciences*, 9(2), 190–202. <https://doi.org/10.6007/ijarbss/v9-i2/5533>
- Kamila, I., Syahri, I., & Mulyadi, M. (2021). the Influence of Using Digital Story Telling and Motivation on Speaking Skill of Eleventh- Grade Students of Sma Negeri 1 Simpang. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 10(1), 141–147. <https://doi.org/10.26618/exposure.v10i1.5101>
- Khairul, F., Endang, K., & Maya, S. T. (2016). Audio Book: Teaching Listening Comprehension. *Research in English and Education (READ)*, 1(1), 62–70.
- Kozlowski, A., & Seymour, L. (2003). The importance of collocation in English language teaching. *Contact*, 29, 41–49. <https://doi.org/10.34668/PJAS.2018.4.4.04>



- Marchetti, E., & Valente, A. (2018). Interactivity and multimodality in language learning: the untapped potential of audiobooks. *Universal Access in the Information Society*, 17(2), 257–274. <https://doi.org/10.1007/s10209-017-0549-5>
- Milliner, B. (2019). Comparing Extensive Reading to Extensive Reading-While-Listening on Smartphones: Impacts on Listening and Reading Performance for Beginning Students. *The Reading Matrix: An International Online Journal*, 19(1).
- Mohamed, M. M. K. (2018). Using Audiobooks for Developing Listening Comprehension among Saudi EFL Preparatory Year Students. *Journal of Language Teaching and Research*, 9(1), 64. <https://doi.org/10.17507/JLTR.0901.08>
- Ranto Rozak, R., Saleh, M., Linggar Bharati, D. A., & Sutopo, D. (2021). Student Teachers' Listening Fluency Interaction Patterns: The Use of Similar News Stories in Narrow Listening. *SSRN Electronic Journal*, 11(1), 181–194. <https://doi.org/10.2139/ssrn.3826862>
- Rodgers, M. P. H. (2016). Extensive listening and viewing: the benefits of audiobooks and television. *The European Journal of Applied Linguistics and TEFL*, 5(2), 43–57.
- Sembiring, A. I., Adnyani, L. D. S., & Piscayanti, K. S. (2017). The Effect of Audiobooks on Students Speaking Competence of The 8th Grade Students of SMP Negeri 1 Banjar in The Academic Year of 2016/2017. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 5(2). <https://doi.org/10.23887/JPBI.V5I2.11446>
- Tattersall Wallin, E. (2021). Audiobook routines: identifying everyday reading by listening practices amongst young adults. *Journal of Documentation*, 78(7), 266–281. <https://doi.org/10.1108/JD-06-2021-0116>
- Tragant Mestres, E., Llanes Baró, À., & Pinyana Garriga, À. (2019). Linguistic and non-linguistic outcomes of a reading-while-listening program for young learners of English. *Reading and Writing*, 32(3), 819–838. <https://doi.org/10.1007/s11145-018-9886-x>
- Tsany, A. putri. (2021). The Implementation of Storynory Audiobook in Teaching Reading Narrative Text. *Jurnal Pendidikan Indonesia*, 7(7), 6.
- Tusmagambet, B. (2020). Effects of Audiobooks on EFL Learners' Reading Development: Focus on Fluency and Motivation. *English Teaching(South Korea)*, 75(2), 41–67. <https://doi.org/10.15858/engtea.75.2.202006.41>
- Wilde, S., & Larson, J. (2007). *Listen! It's Good for Kids*. May.