



Enhancing Students' Reading Comprehension and Interest through Audiobooks

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Abstrak

Dalam meningkatkan kualitas hidup seseorang, kemampuan membaca serta minat membaca sangat penting dalam memahami bagaimana dunia bekerja saat ini. Penelitian ini menggunakan pendekatan penelitian metode campuran (gabungan kuantitatif dan kualitatif) untuk mengevaluasi dampak penggunaan buku audio terhadap siswa. Penelitian ini mengambil sampel sebanyak 30 siswa yang dibagi menjadi dua kelompok yaitu kelas kontrol dan kelas eksperimen. Analisis data disajikan dalam bentuk diagram, tabel dan juga uji t independen. Hasil dari kuesioner yang dibagikan menunjukkan adanya peningkatan dalam penggunaan audiobook dalam kemampuan juga minat siswa. Hasil penelitian juga menunjukkan bahwa apabila nilai signifikansi (Sig.) 2-tailed lebih kecil dari 0,05 maka H_0 tidak diterima dan H_a ditolak. Selain itu, kolom uji-t dengan tanda negatif sebesar -7,695 menunjukkan bahwa rata-rata hasil belajar siswa yang tidak diajar menggunakan buku audio lebih rendah dibandingkan dengan rata-rata hasil belajar siswa yang diajar menggunakan buku audio. Kesimpulannya, penggunaan media Audiobook terbukti efektif dalam meningkatkan kemampuan serta minat membaca pada siswa.

Kata Kunci: buku audio, pemahaman bacaan, minat membaca

Abstract

In improving the quality of a person's life, the ability to read and the interest in reading are very important in understanding how the world works today. This research is experimental research that aims to identify whether there is an impact in increasing students' reading comprehension and reading interest by using audiobooks. This research uses a mixed-method research approach (a combination of quantitative and qualitative) to evaluate the impact of using audiobooks on students. This research took a sample of 30 students who were divided into two groups, namely the control class and the experimental class. Data analysis is presented in the form of diagrams, tables, and independent t tests. The results of the distributed questionnaire show that there is an increase in the use of audiobooks in the ability of students. The research results also show that if the 2-tailed significance value (Sig.) is smaller than 0.05 then H_0 is not accepted, and H_a is rejected. In addition, the t-test column with a negative sign of -7.695 shows that the average student learning outcomes who were not taught using audio books was lower compared to the average learning outcomes of students who were taught using audio books. In conclusion, the use of Audiobook media proved to be effective in improving students' ability and interest in reading.

Kata Kunci: Audiobook, reading comprehension, reading interest

INTRODUCTION

“Reading is a window to the wide world”. This expression shows that reading is a skill that is crucial in language. People can have knowledge about how the world works through reading. The position of books is crucial because by reading a book, people can get more knowledge. Moreover, a nation’s existence is determined by how well it reads Maharani et al., (2017). Low reading standards will cause a nation to lag behind and regress. Besides becoming one of the skills that must be mastered by students, reading also becomes a way that students can do to learn Fatima et al., (2022). There are some proverbs that emphasize the importance of reading, such as (a) book is a world gate and reading is the key to open it, (b) book is just a rubbish if you collect it, but when you read it, it will become the miracle that you can see, (c) reading is a breath that I take and it is a bridge to my future (Wulandari, n.d.) Based on these proverbs, reading becomes the most important skill that we can do to gain knowledge from books that we read.

Understanding written text which we call reading activity is not just simple as we know. Reading requires more than just decoding the written word or written language; rather, it anticipates and extends into world knowledge Hoover & Gough, (1990). Reading becomes most important skill that is being considered more than other skills Al-Nafisah & Al-Shorman, (2011). Khairuddin, (2013) also state that students can gain knowledge and have a wide view about some topics if they are doing reading activity. Moreover, by doing reading activity, it can complete students’ understanding about the world and other benefit is students also can practice the accuracy in pronouncing words, gain new vocabulary, understand how the grammar works and also fluency when they read it aloud or quietly. Reading is one of the skills in English which needs to be mastered by the students.

In Indonesia, government has high expectation that reading skill must be mastered by students. It contains in the goal of national Law in Education system, no 20, 2013, which explains that all the operators who take parts in the education needs to be developed in learning especially in reading side. This law also supported by the new rule in Permendikbud no 23, 2015 which says that there is a reading time in 15 minutes before the class begins and it must be implemented especially for students in elementary school, junior and senior high school. These facts prove that government cares for the literacy in Indonesia.

Even though government already makes laws, in the reality community who are upper age mostly choose to watch television than reading a book. Further, students spent their time mostly in front of television or their gadget than in reading Yaumi, (2017). As the time goes by, with the presence of gadget, mostly people in the community prefer to spend their time scrolling their gadget, playing games, or doing other things in front of their gadget than spend their time in reading a book.

In Papua, students’ reading comprehension is still low. Reading is the biggest homework that every teacher must think about. Some factors influence reading habit such as the lack of availability of books which make students interested in reading, students are not trained to read books at home or even at school, student’s parents are not educational people so they do not know how to read or write, and the most crucial reason is that reading is not a habit which is built by the teacher at school and their parents at home. These are factors that make students’ reading comprehension is low.

However, to enjoy reading activity and gain more knowledge, also improve reading comprehension, students must have a feeling of interest in it before. Hidi, (2001) also supported this idea, that students’ interest plays an important role in reading activity. Without having a feeling of interest in reading, students’ motivation to read a book will not improve. Reading becomes an activity that students do not want to do.

To gain students’ interest in reading, we as a teacher needs to think about activities that are fun for students, but will not realize that they are improving their ability in reading. In this digital era, we need to open ourself for new changes that happened around us and use it to help our students improve their ability especially in reading.

In learning to improve reading skill, people perspective about reading activity is mostly about using written text such as journal, books, handwriting, and soon. As the era of digitalisation appears, there are lots of ways that teacher can use to improve reading skills. Through the improvement of technology of digital tools, now we can use some digital tools in teaching English and improving students reading interest and students reading comprehension. Beside using technology is very popular these days because children find it is fun to use it, using technology can help children learn something. One of the technologies that as a teacher we can use in learning process named audiobook.

Serafini ,(2004) has explained that much researcher validates the importance of reading aloud to the students, positing that the act of reading aloud introduces new vocabulary and concepts, provides a fluent model and allowed students access to literature they are unable to read independently. based on this statement, reading aloud is needed by the students who are learning to read in English. Besides students can learn new vocabulary, students also can hear the correct pronunciation of the words that they hear. Since the reading process develops through oral language experience, audiobook benefits struggling students or the starter students by increasing comprehension and appreciation of written text Wolfson,(2008). Serafini, (2004) also added that audiobook is an important component of a comprehensive reading program. Audiobook itself is technology that combine listening and reading skill through Audio and reading texts. Beers, (1998) has said that audiobooks, when used with reluctant, struggling or second language learner, serve as a scaffold that allows students to read beyond their reading level. The use of audiobook can be used to assist students who are still struggling with reading comprehension. Audiobook expose struggling readers to something they have never experience before by allowing them to experience what fluent readers have every time, they read a book Stone-Harris, (2008). Based on Tusmagambet, (2020), found that the implemented of audiobook had positive impact in improving students reading comprehension. Rahman & Hajar, (2020) also found that the use of Audiobook is not only just improve student's multiple sense, but it also helps students to improve students speaking skills in speech and reading comprehension. Involving students hearing audiobook can help students understand about books that they read while giving them practice the pronunciation of the word that they read in the book. By hearing audiobook, students are train to improve their ability in listening skill.

Even though students in Papua is low in their reading skill, they are good as a listener. In Papua, especially in Wamena, the older pass stories about the history through oral way. Mostly, people who comes from around highland in Papua, especially in Wamena spend their time at the community such as mourning, when they sit together and solve problem, and so on. This is the time where the older pass the stories to the younger generation. They also will tell story at night before sleep by telling them their originallity, where they came from, the event that happened in the past, their belief, and many others. Younger people will hear carefully and remmeber the story that already told by the oldest. When they grow old, they need to pass the story to their children. This situation makes Papuan people are good as listeners. By implementing audiobook at class, the habitual of telling a story that done by older will continue (Wallin, 2020).

Based on experience when teaching on the STKIP KW campus, most of the students who registered to the English department, have their reading ability in the Indonesian language in low categories. When they were tested on their English ability, most of them did not have good basic English. This is the reason why this research was conducted here. Hope that this research becomes one of the solutions that can be used also by the lecturer in teaching.

In study of The effect of Audiobook on reading Comprehension of the Eleventh Grade Students of SMA Negeri 2 Buru found that students' reading comprehension is affected by using audiobooks. In addition, students are interested in using audiobooks because they find them stimulating, challenging, available, powerful, and a new way to read, Rahman (2020).

In Saudi EFL Students' Reading interests identified factors that impede students' increased interest in reading. How to select reading material, who chooses it, and the reasons why they must read it are the first

obstacles. A lack of interest in visiting existing libraries, a lack of book stock, and a lack of local libraries are the second obstacles. The use of audiobooks could be the answer to these problems, Al-Nafisah, K. And Al-Shorman, R. A. (2011).

The effect of reading while listening to Audiobooks: Listening Fluency and Vocabulary Gain, found that Students who use audiobooks to read aloud gain 86 books in the first 13 weeks and 156 books in the second 13 weeks. It demonstrates that students are interested in reading and spend more time listening to audiobooks, with an 81% increase between the first and second 13 weeks. Even though this study focuses on improving listening fluency and vocabulary, the findings can also explain how audiobooks improve students' reading comprehension and interest in reading, Ching, A. And Chang, S. (2011).

Based on the relevant research that has been explained above, this research wanted to see how audiobook improve students' reading comprehension and reading interest in STKIP Kristen Wamena. Specifically, this research addresses on how significant the improvement of students' reading comprehension and reading interest is through the use of audiobook.

METHOD

This study was conducted at the English Department at STKIP Kristen Wamena. The data will be taken from 1 class as the object of the research. The students that become the participants are students from semester 3 (three) which consists of 30 students, 17 female students, and 13 males. The students will be divided into 2 groups. Group one will be the experiment class and group two as the control class. This class was chosen because this semester is where students get lessons about reading 2. The audiobook will be used in group one as an experiment class and it will be used once a week.

This research used mixed methods (quantitative and qualitative methods) to conduct the research. (Sugiyono, 2012) explained that mixed methods are the combination of two methods qualitative methods and quantitative methods. The data will be collected in quantitative and qualitative approaches. The quantitative data is the result of students' tests about their improvement in reading comprehension which contains word level, sentence level, and discourse level as the improvement in their reading interest and questionnaire data that they fill in the first meeting and at the last meeting about their improvement of using audiobook for reading. Quantitative methods also used to analyze the significance of the use of audiobooks toward students' improvement, while qualitative data is taken from the documentation of students' book reports. After all the data are collected, the researcher will conduct the findings and the results.

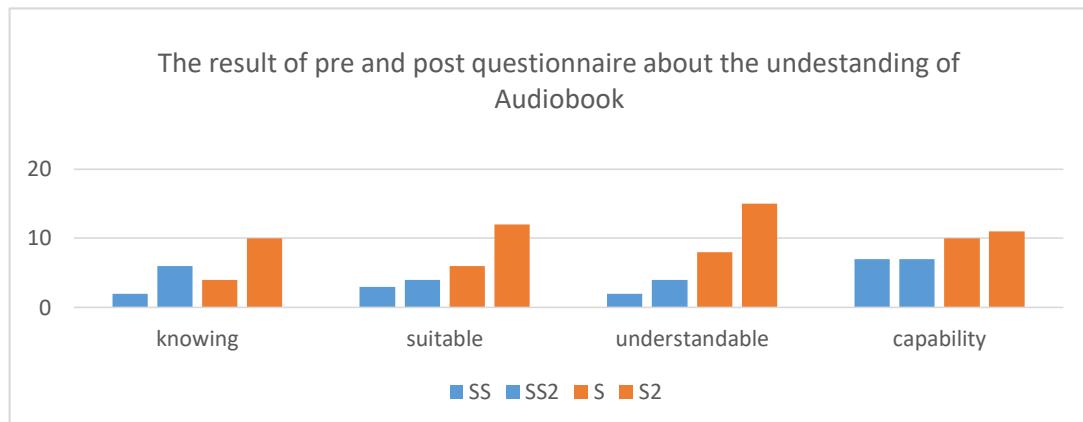
The experimental method will be used in this research to collect the data. According to Sukmadinata in Wibawa (2019), Experiment research is research that can fill all the regulations to test the cause and result in the research. There are 2 groups that the researcher will use to take the data.

RESULT AND DISCUSSION

This research uses audiobooks to enhance students' reading comprehension and reading interest for students. This research used a mixed method to analyze the data. The purpose of this research is to explain whether there is any impact on students' reading comprehension and reading interest by using audiobooks. This research was conducted in one of the campuses in Wamena. The sample of the students that the researcher focused on taking the data was students in the third semester. 30 students take part in this research. These 30 students were divided into two groups. One group was the control class and the other group was the experiencing class. The research was done in 5 meetings.

The data collected for this research comes from questionnaires and tests done by the students in the class. The questionnaire data is taken before and after the audiobook is implemented. It is the same as the data from the test which are pre-test and post-test.

The Questionnaire data were taken to answer the question research. The questionnaire was given to 30 students which divided in control class and experiment class. The questionnaire we given in the first meeting and in the last meeting. The questionnaire contains 14 statements about audiobook and reading interest.



Picture 1. The Result Of Pre and Post Questionnaire about the Undestanding of Audiobook

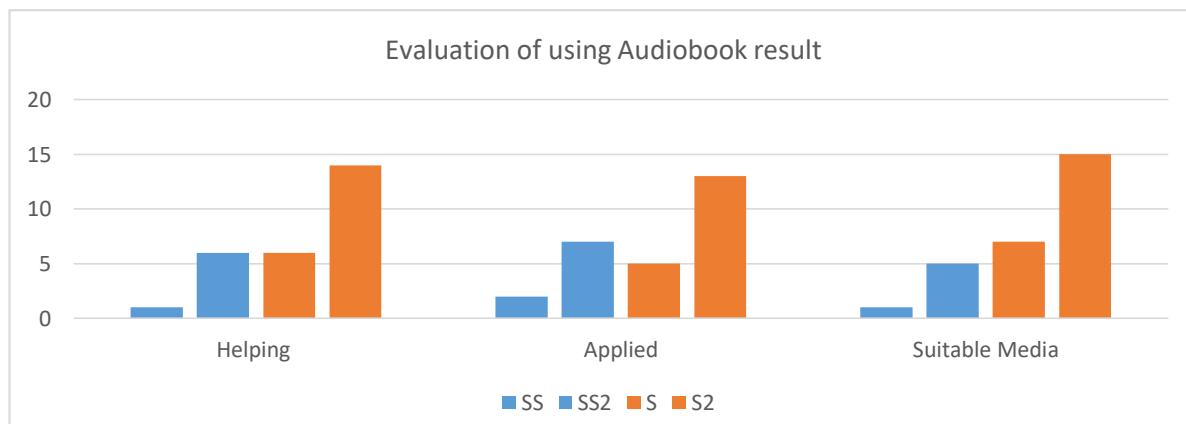
Based on the questionnaire result about the understanding of audiobook that given in the first and the last meeting, it can be seen that:

For the first statement about “saya pernah menggunakan Audiobook”, students who chose Strongly agree (SS) arise from 2 students (6%) to 6 students (20%), students who answer agree (S) also arise from 4 students (13%) to 10 students (33%).

For the second statement about “menurut saya Audiobook cocok untuk digunakan dalam pembelajaran”, students who chose strongly agree (SS) arise from 3 students (10%) to 4 students (13%), and students who choose agree (S) arise from 6 students (20%) to 12 students (40%).

For the thirt statement about “menurut saya dengan menerapkan Audiobook, Pembelajaran reading lebih mudah untuk dipahami”, students who chose strongly agree (SS) arise from 2 students (6%) to 4 students (13%), and students who chose agree (S) arise from 8 students (26% to 15 students (50%).

For the forth statement about “saya mampu memilih buku yang cocok”, students who chose students who choose agree (S) arise from 10 students (33%) to 11 students (36%).



Picture 2. The Result ff Pre and Post Questionnaire about the Evaluation of Using Audiobook

Based on the questionnaire result about the evaluation of using audiobook that given in the first and the last meeting, it can be seen that:

For the first statement about “Setelah menggunakan Audiobook, saya merasa terbantu dalam penguasaan reading skill saya”, students who chose Strongly agree (SS) arise from 1 students (3%) to 6 students (20%), students who answer agree (S) also arise from 6 students (20%) to 14 students (46%).

For the second statement about “Penggunaan Audiobook perlu diterapkan dalam pembelajaran reading selanjutnya”, students who chose strongly agree (SS) arise from 2 students (6%) to 7 students (23%), and students who choose agree (S) arise from 5 students (16%) to 13 students (43%).

For the third statement about “Meskipun menggunakan Koneksi Internet yang kenyataannya sangat sulit, Audiobook merupakan salah satu cara yang baik untuk dipakai dalam penguasaan reading”, students who chose strongly agree (SS) arise from 1 students (3%) to 5 students (16%), and students who choose agree (S) arise from 7 students (23%) to 13 students (43%).

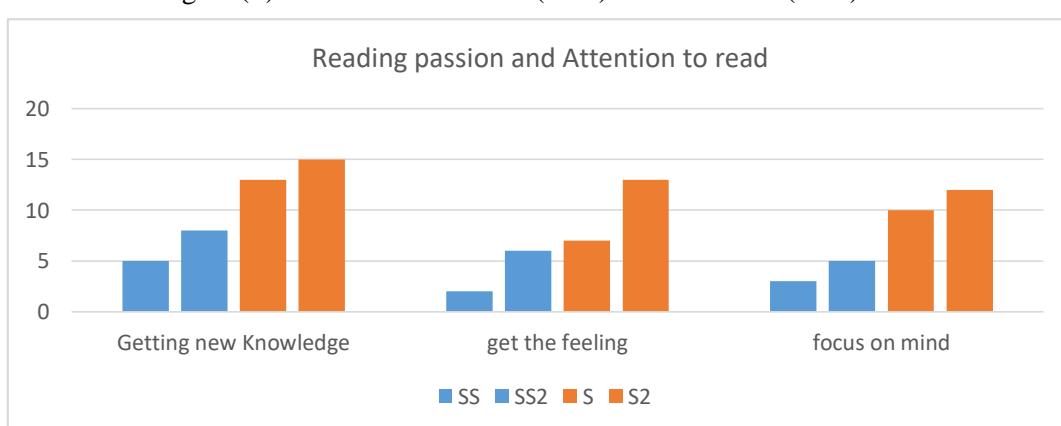


Picture 3. The result of pre and post questionnaire about Reading Interest, in Time to Read

Based on the questionnaire result about the evaluation of using audiobook that given in the first and the last meeting, it can be seen that:

For the first statement about “Dengan menggunakan Audiobook, saya dapat mengisi waktu luang saya dengan mendengarkan Audiobook dari buku yang saya baca”, students who chose strongly agree (SS) arise from 2 students (6%) to 8 students (26%), and students who choose agree (S) arise from 8 students (26%) to 12 students (40%).

For the second statement about “saya mempunyai kesempatan untuk membaca dimana saja tanpa harus membawa buku”, students who chose strongly agree (SS) arise from 3 students (10%) to 8 students (26%), and students who chose agree (S) arise from 8 students (26%) to 13 students (43%).



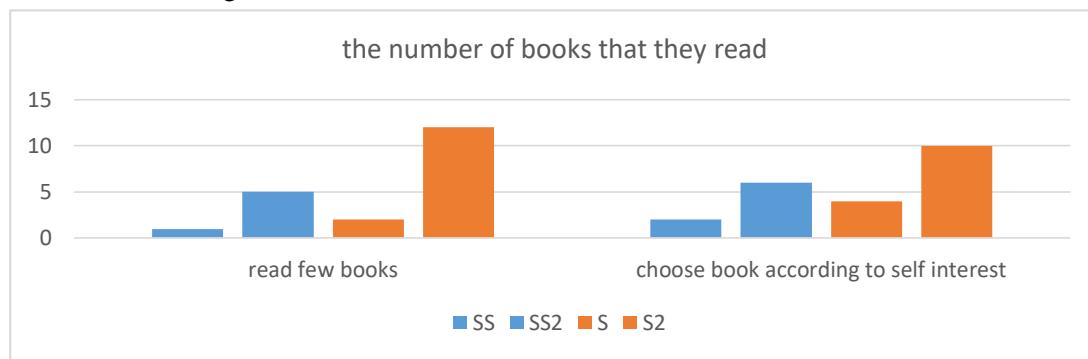
Picture 4. The Result of Pre and Post Questionnaire about Reading Interest, in Reading Passion and Attention to Read

Based on the questionnaire result about the reading passion and Attention to read that given in the first and the last meeting, it can be seen that:

For the first statement about “Dengan membaca lewat audiobook, saya mendapat pengetahuan yang baru”, students who chose Strongly agree (SS) arise from 5 students (16%) to 8 students (26%), students who answer agree (S) also arise from 13 students (43%) to 15 students (50%).

For the second statement about “Dengan membaca lewat audiobook, saya dapat mengerti perasaan yang dituangkan oleh penulis”, students who chose strongly agree (SS) arise from 2 students (6%) to 6 students (20%), and students who choose agree (S) arise from 7 students (23%) to 13 students (43%).

For the third statement about “membaca dengan audiobook membantu saya dalam memfokuskan pikiran saya pada bacaan”, students who chose strongly agree (SS) arise from 3 students (10%) to 5 students (16%), and students who choose agree (S) arise from 10 students (33%) to 12 students (40%).



Picture 5. The Result of Pre and Post Questionnaire about Reading Interest, In The Number of Books that They Read

Based on the questionnaire result about the Number of books that they read that given in the first and the last meeting, it can be seen that:

For the first statement about “Dengan Audiobook, saya dapat membaca beberapa buku dalam sehari”, students who chose Strongly agree (SS) arise from 1 students (3%) to 5 students (16%), students who answer agree (S) also arise from 2 students (6%) to 12 students (40%).

For the second statement about “Dengan Audiobook, saya dapat memilih buku yang sesuai dengan minat saya”, students who chose strongly agree (SS) arise from 2 students (6%) to 6 students (20%), and students who choose agree (S) arise from 4 students (13%) to 10 students (33%).

To see how significant is the improvement of students' reading interest and reading comprehension through the use of audiobooks in the learning process, this research used test to take the data.

The sound hypothesis that corresponds to the T test is:

H0: There is no significant improvement in reading comprehension and reading interest between students who are taught using audiobooks and students who are taught not using audio media.

Ha: There was a significant improvement in reading comprehension and reading interest between students who were taught using audiobooks and students who were taught not using audio media.

Based on the hypothesis above, the results of the data collected by the researcher were entered into the data normality test using the SPSS version 23.0 application. The results of these data tests can be seen in the table below.

Table 1. Results of Data Normality Test Using SPSS Version 23.0 Application

One-Sample Kolmogorov-Smirnov Test				
	Control Pre Test	Control Post Test	Experiment Pre Test	Experiment Post Test
N	15	15	15	15
Normal Parameters ^{a,b}	Mean	57.00	61.87	60.73
	Std. Deviation	12.415	5.357	7.732
Most Extreme Differences	Absolute	.181	.170	.215
	Positive	.181	.170	.115
	Negative	-.174	-.164	-.215
Test Statistic		.181	.170	.215
Asymp. Sig. (2-tailed)		.199 ^c	.200 ^{c,d}	.060 ^c
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

From the results above, a basis for making decisions is created. The basis for making this decision includes:

- If the significance value (sig.) is greater than 0.05 then the research data is normally distributed
- Conversely, if the significance value (sig.) is smaller than 0.05 then the research data is not normally distributed

From the results of the Kolmogorov-Smirnov test carried out above, the results obtained show that all data, both control variables (pretest and posttest) and experimental variables (pretest and posttest) show **sig values. Greater than 0.05, namely pre-test control 0.199, post-test control 0.200, pre-test experiment 0.060, and post-test experiment 0.200**. so it can be said that all the data is normally distributed. This decision-making is adjusted to the basic decision-making part a which is if the significance value (Sig.) is greater than 0,05, then the research data is normally distributed.

After the data normality test was carried out, the results were also entered into the data homogeneity test using SPSS Version 23.0. The results of the data homogeneity test can be seen in the following table.

Table 2. Test of Homogeneity of Variances

Result of Reading learning			
Levene Statistic	df1	df2	Sig.
1.936	1	28	.175

From the results of the normality test above, researchers create a basis for decision making. The basis for making this decision is explained as follows:

The homogeneity test is a classic assumption test that must be met before the data is analyzed using the T-test and ANOVA to determine the different effects of 2 different treatments on 2 independent samples. Homogeneous means that the data comes from a population that has the same variance. The basis for decision making is as follows:

- If the significance value (Sig.) is greater than 0.05 then the data is homogeneous.
- Conversely, if the significance value (Sig.) is smaller than 0.05 then the data is not homogeneous.

Based on the results of the SPSS analysis of the Levene test that was carried out, it was found that the significance value (Sig.) obtained was 0.175. This value is greater than the standard that has been set, namely 0.05, so it can be said that the two data from these samples have homogeneous characteristics with a Levene Statistics value of 1.936.

Following, the researcher entered the existing data to be tested using the T test in SPSS version 23.0 on unpaired data (independent sample test). The results of the T test can be seen in the table below.

Table 3. T-Test Results Using SPSS Version 23.0 on Unpaired Data (Independent Sample Test)

Independent Samples Test										
	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post Test	Equal variances assumed	1.936	.175	-7.695	28	.000	-20.133	2.617	-25.493	-14.774
	Equal variances not assumed			-7.695	23.438	.000	-20.133	2.617	-25.540	-14.726

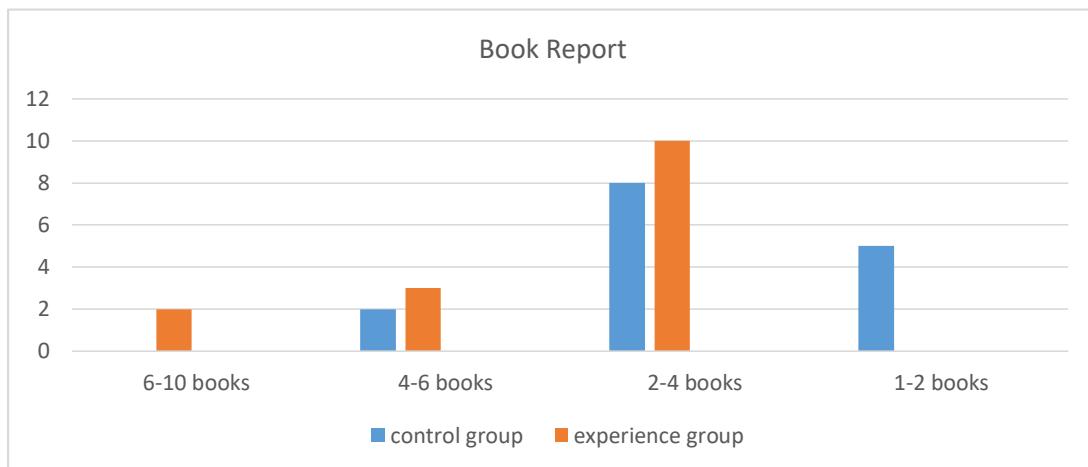
From the results of the T-test above, a basis for decision-making is created. The basis for making this decision is as follows:

- If the 2-tailed significance value (Sig.) is greater than 0.05 then H₀ is accepted and H_a is not accepted. This means that there is no significant improvement in reading comprehension and reading interest between students who are taught using audiobooks and students who are taught not using audio media.
- If the 2-tailed significance value (Sig.) is smaller than 0.05 then H₀ is not accepted, and H_a is accepted. This means that there is a significant improvement in reading comprehension and reading interest between students who are taught using audiobooks and students who are taught not using audio media.

From the results of the T-test that has been carried out, it can be concluded that in this research on the use of Audiobooks to improve reading comprehension and reading interest, based on the data that has been taken and the T-test that has been carried out, the results obtained are a 2-tailed significance value (Sig.) is smaller than 0.05, then H₀ is not accepted and H_a is accepted, where it was found that there was a significant increase in reading comprehension and reading interest between students who were taught using audiobooks and students who were taught not using audio media.

From the T test results above, it is also found that the calculated value in the t test column is negative, namely -7.695, which does not mean that the calculated t value is lower than the t table, but indicates that the average value of learning outcomes for students who are not taught using audio media has the average value is lower than the average value of student learning outcomes taught using audio media. This also means that if we compare the calculated t with the t table, it means that the calculated t is positive, namely 7.695.

The qualitative data will be used to analyze what are the factors of improvement in the student's reading comprehension and reading interest by using audiobooks. The data will be in words that explain the data that are taken from the reading report book. The data will also be shown in charts.



Picture 5. The Book Report Result.

Based on the diagram above, for the 6-10 books category, in the control group, out of 15 students, there are no students who finish reading in 5 weeks. On the other side, in the experiment group, out of 15 students, 2 students finish read in 5 meetings.

For the 4-6 books category, in the control group, out of 15 students, 2 students finish reading in 5 weeks. On the other side, in the experiment group, out of 15 students, 3 students finish read in 5 meetings.

For the 2-4 books category, in the control group, out of 15 students, 8 students finish reading in 5 weeks. On the other side, in the experiment group, out of 15 students, 10 students finish read in 5 meetings.

For the 1-2 books category, in the control group, out of 15 students, 5 students finish reading in 5 weeks. On the other side, in the experiment group, out of 15 students, there are no students who require this category because students read more than 2 books in 5 meetings.

The researcher also found some factors that influence the improvement of students' reading comprehension and reading interest by using audiobooks. The factors are:

1). Reading ability

In this research, the researcher found out that students' reading ability also influences students' comprehension and reading interest. Students who have low reading ability, are more struggle to understand the text, which influences their reading interest. Most of the students who have low reading ability in this class did 1-2 books category for book report.

2). Attitude toward reading

In this research, the researcher also found out that students' attitude toward reading material also influences their reading comprehension and reading interest. reading material that was given to students was selected by the researcher. When the researcher asked students to read or listen to the audio, some students were interested in reading and tried to get new information from the text. On the other hand, some students show no interest in reading the material. It can be seen in their behavior in class such as being bored, yawning, and asking permission to go to the bathroom more than once.

3). Vocabulary mastery

In this research, also showed that vocabulary mastery also has an influence on students' reading comprehension and reading interest improvement. In this research, some students have low vocabulary mastery, and it impacts their understanding of the text also they need more time to get the meaning of the text they read.

Based on the data that has been analyzed, students' reading comprehension has significantly improved especially in the experiment group. Based on the t-test in the SPSS application, the result of reading comprehension indicated significant improvement when reading using Audiobooks. From the SPSS application result for testing the unfaired data in an independent sample test, the t-test for Equality of Means for significance value (sig.) 2-tailed is less than 0,05, which means that there is a significant improvement in students' reading comprehension and reading interest when using Audiobook. Similar research was also reported by (Tusmagambet, 2020). He explains that the utilization of book recordings is fundamentally compelling in fostering understudies' familiarity with terms of understanding rate and perception. In line with this, (Rahman & Hajar, 2020)claimed that the book recording not only guides the 11th-grade understudies to foster their perusing want to turn out to be better perusers, but additionally assists them with acquiring better appreciation in understanding the text.

This research also found that there are 3 factors that influence the improvement in reading comprehension and reading interest. there are (1) reading ability which shows that students who have low reading ability have more struggle in understanding the text that they read, (2) Attitude toward reading, which shows that students' attitude toward reading also influences their comprehension and interest in reading because when the reading material that given were not interesting them, they will show some attitude that shows that they were bored and it influences their reading comprehension and more about their reading interest, (3) vocabulary mastery, which shows that students who have low in vocabulary mastery also have more time in understanding the whole text and this has influenced their reading comprehension and reading interest. this researcher also supported by the discovery of (Ching-Shyang CHANG, 2011)she claimed that understudies' interest in these book recordings likewise increased. It tends to be seen that understudies become exceptionally energetic students and they anticipate getting new books and most understudies check out two books.

CONCLUSION

Based on the result of this research, can be concluded that the use of audiobooks is highly recommended. in learning process to improve students comprehension and interest specially in reading skill, finding tools that can help students in learning is important. Through this research, using audiobooks as a tools can be one of the answer for teacher in learning process. It is because based on the research results that have been done, students' ability in reading comprehension is improved and also in their reading interest. students prefer to listen while seeing the text.

ACKNOWLEDGMENT

To my beloved husband who always gives motivation. To Ibu Dr. Ruminda,M.Hum as my first supervisor, and ibu Dr. Audi Yundayani, M.Pd as my second supervisor who helped me a lot in finishing my research, to Universitas Terbuka, who gave me a chance to improve my knowledge, for STKIP Kristen Wamena, who gave me permission to do my research and also to all students who help me in taking my data, I

would like to say thank you very much for the contribution that has been given to me such as support, motivation and spirit.

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