



Investigating Secondary Students' Attitude In Reading Towards The Utility Of Audiobooks In The Classroom

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Abstract

The concept of attitude itself has been divided into three distinct components (affective, cognitive, and behavioral). This study aims to find out how influential audiobooks are as a learning medium to see the negative and positive results of secondary students' attitudes toward the use of audiobooks in the reading classroom. This study used a qualitative approach and used a case study to conduct this research. The researcher will conduct research into secondary student schools in Karawang. Purposive sampling was chosen in this research, participants were selected are the students who are active while learning reading using audiobooks in the classroom. The researcher conducted observations and in-depth interviews with semi-structured techniques to collect data. The data analysis used in the research adopts the thematic analysis. This study found that students have positive attitudes in all three components of students' attitudes. In the affective domain, students feel that the use of audiobooks in learning feels very fun, interesting, and also students become more enthusiastic to continue learning. Furthermore, within the domain of behavior. It has been observed that incorporating audiobooks into educational settings can enhance student motivation and encourage students to participate actively in class. Additionally, in terms of cognition, students have reported that the utilization of audiobooks can lead to improved comprehension and offer a more efficient and effective approach to learning.

Keywords: Audiobooks, Reading, Student Attitude, Cognitive Component, Affective Component, Behavioral Component.

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INTRODUCTION

Attitude is a general factor in learning. Students' attitudes determine a learning experience in the classroom environment. Petcher (2010) stated that attitude mediates the relationship between an individual's beliefs and reading activities. Several aspects that affect the learning process in a reading classroom include student attitude, motivation, anxiety, learning achievements, aptitudes, IQ, age, and personality. Of the many variables that have been highlighted, attitude has the most impact on how well a person learns a language.

Since reading attitudes affect motivation, reading attitudes can either encourage students to read material (positive reading attitudes) or discourage them from reading (negative reading attitudes) according to Wigfield & Guthrie (1997). Students' attitudes involve students' feelings, beliefs, and behaviors. The concept of attitude itself has been divided into three distinct components. First, the cognitive component of attitude deals with how language learners interpret the information they learn and how it is understood as they progress through the learning process.

The second component is affective, many different emotional aspects have an impact on it. The behavioral side of attitude, or the third component, is concerned with how an individual acts and responds in specific circumstances.

The desire, engagement, and willingness of learners to communicate in the target language are all influenced by their attitude, which is crucial in the learning of foreign languages. Language learners are more likely to succeed in their endeavors if they have a good attitude toward the target language and its speakers. As a result, attitude cannot be disregarded because it can have an impact on students' learning performance that, depending on the student, may be positive or negative. Student attitude has three different components as stated by Sharpe & Abrahams (2019), each of these three attitudes-related factors offers helpful insight into the complicated character of an attitude:

- Affective: A student's feelings and emotions toward a certain subject, teacher, or learning activity are referred to as affective. The motivation, engagement, and learning results of a student can all be significantly impacted by affective factors.
- Behavioral: A student's tendency to act or behave in a certain manner toward an object is referred to as their behavioral propensity. A student's activities, such as their involvement in class, their completion of tasks, and their relationships with peers and teachers, can reveal behavioral characteristics.
- Cognitive: Cognitive refers to a student's opinions or assumptions regarding a subject, teacher, or educational activity. Numerous approaches exist for cognitive elements to affect a student's motivation, engagement, and learning outcomes. For instance, students are more likely to be motivated and involved in the learning process if they believe they can learn a subject.

The attitude of the students in the classroom can be shown in how they behave, this is shown in the behavioral component which will result in positive or negative behavior during classroom learning. As stated by Montano and Kasprzyk (2008, p. 71) attitude intent to students' individual beliefs outcomes, or behavior performance. This is also supported by Chalak and Kassaian (2010) stated that categorizing the level of a student's interest in the language they wish to learn generally determines whether a component is positive or negative in terms of attitude.

Positive attitude refers to circumstances when students are more enthusiastic or motivated to learn the language, such as when they participate actively in question-and-answer sessions. On the other hand, negative attitudes refer to a situation where students tend to be silent, inactive to complete the tasks, or shy to inquire about the challenges of the course materials. Additionally, an individual's attitude can have a positive or negative impact on their ability to learn (Mazana, Montero, & Casmir, 2018). As a result, once a positive attitude is created, it can enhance student learning, and vice versa. It's crucial to remember that the impacts of reading activities might differ from the students and that the balance between positive and negative aspects determines the overall results. The negative effects can be lessened and the positive effects can be enhanced by encouraging good reading habits, encouraging critical thinking, and establishing a balance between digital and traditional reading.

There are a few previous studies that have been conducted related to the students' attitude toward use of audiobooks as a medium in teaching and learning. In study by Jessica Grace DeWit (2023), the results show that there was generally not a significant shift in the average attitudes toward reading across the entire class.

Therefore, this research was made to find out the secondary student attitude toward audiobooks in reading classrooms either positive or negative as a result of this research which is a gap in this study. Researchers will analyze and observe how influential audiobooks are as a learning medium to see the negative and positive results of secondary students' attitude toward the use of audiobooks in the reading classroom.

METHODS

A qualitative design focused on a case study was used in this study design to find out a phenomenon about the utilization of audiobooks for secondary students' attitudes. Yin (2017), case study research concentrates on providing individuals with a deeper understanding of certain events. The use of case study was needed to help the objectives of this research, namely to find students' attitudes (cognitive, affective, behavior) in using audiobooks to determine both positive and negative outcomes.

The participants collected by the researcher are the students who are active while learning reading using audiobooks in the classroom. Five students who meet the criteria will be interviewed in this research, in order to find the result of students' attitudes, the researcher will divide the data into three components of attitudes, including affective domain, behavioral domain, and cognitive domain.

RESULTS & DISCUSSION

Results

The findings of this research discovered three components of the students' attitude including the affective domain, behavioral, and cognitive attitude. The data taken from interviews and observation showed that the participants underway positive attitude toward the utility of audiobooks related to feeling emotions, enjoyment, enthusiasm, etc. The following paragraphs discuss in detail those indications.

1. The Students' Attitude in Affective Domain

This study found three findings of Affective domain including to the students' feelings about the use of audiobooks in reading lessons, students' feeling of enjoyment or dislike, and students' enthusiasm.

1.1) Students' attitude in affective domain related to students' feelings about the use of audiobooks in reading lessons

This section found three components of students' reasoning related to the affective domain attitude consisting of students' feeling reasoning towards the sound of the audiobook, the focus of the story, and like listening to a story from a friend.

- In the affective domain of the reasons for audiobook sound, the researcher found that the students gave an indication that they felt more interested in audiobooks because audiobooks made the sound livelier and more interesting. This indication can be seen in the following excerpt.

“When using Audiobooks, I feel more interested in learning to read because the voices make the story livelier and more exciting.” (Participants 1, and 2)

- In the affective domain about the reasons for the focus of the story, the researcher found that the students indicated that they felt excited about audiobooks because audiobooks can make the students easy to focus on the story rather than reading it by themselves. This indication can be seen in the following excerpt.

“When I use Audiobooks, it's fun, so it's easier to focus on the story than reading it myself.” (Participant 3)

- In the affective domain about the reasons for the like listening to a story from a friend, the researcher found that students indicated that they felt happy when using audiobooks because students felt that the stories delivered by audiobooks were like stories told by their friends. This indication can be seen in the following excerpt.

“I love it when I use Audiobooks in my reading lessons. It feels like listening to a story from a friend.” (Participants 4, and 5)

One of the main benefits of audiobooks is that they may transform reading into an experience similar to listening to a friend recount a story. Students who struggle with reading or find conventional reading techniques uninteresting may find this to be extremely helpful. Students who listen to audiobooks tend to get more invested in the reading process and develop deeper connections with the stories they are reading.

1.2) Students' attitude in affective domain related to students' feelings enjoy or dislike about the audiobook in reading lesson.

This section found two components of students' reasoning related to the affective domain attitude consisting of students' reasoning towards students' feeling of what the student enjoys or dislike such as they can listen to the story while looking in the book but sometimes it is hard to focus if the story too fast, students like to listening to the unique voice of the character but sometimes it's a bit complicated and difficult to understand certain accent.

- In the affective domain of the reasons for they can listen to the story while looking in the book but sometimes it is hard to focus if the story to fast, the researcher found that the students indicated that they like to hear and learn reading with audiobook but sometimes they find it difficult when the story goes too fast. This indication can be seen in the following excerpt.

“For example, when I use Audiobooks, I like that we can listen to the story while looking at the pictures in the book. But sometimes I find it hard to focus if the story is too fast.” (Participants 1 and 4)

- In the affective domain about the reasons for students like to listen to the unique voice of the character but sometimes it's a bit complicated and difficult to understand the certain accent, the researcher found that the students indicated that they can hear the unique voices of the characters but sometimes it's a bit complicated if many characters talking at once and find it difficult to understand certain. This indication can be seen in the following excerpt.

“For instance, when I use audiobooks, what I like is being able to hear the unique voices of the characters. But sometimes if many people are talking at once, it's a bit complicated.” (Participants 2 and 5)

“I like the part when listening to the voices of the characters in an Audiobook. But sometimes, I find it difficult to understand certain accents.” (Participant 3)

In summary, audiobooks enrich the student's reading experience by allowing readers to fully experience unique character voices and deepen the narrative. However, there will be some difficulties when many people speak at once or when some accents are difficult for students to understand. Therefore, striking the right balance between character engagement and comprehension results in a more satisfying reading experience for students.

1.3) Students' attitude in affective domain related to students' feeling enthusiastic in class while learning reading through the audiobook.

This section found one component of students' reasoning related to the affective domain attitude consisting of students' reasoning towards the feeling of student enthusiasm in class while learning reading through the audiobook.

- In the affective domain of the reasons for the feeling of student enthusiasm in class while learning to read through the audiobook., the researcher found the students indicated that they are very enthusiastic about learning to read through audiobooks. This indication can be seen in the following excerpt.

“Yes, I'm excited about learning to read through audiobooks. We can hear different accents and listen to other people's stories, so it's fun.” (Participants 1 and 4)

“I am very enthusiastic about learning to read through Audiobooks. Because the story is more vivid, so it's more fun and quicker to understand.” (Participant 2)

“I'm excited about learning to read through audiobooks. The story sounds more interesting when you listen to it.” (Participants 3 and 5)

The researcher discovered that audiobooks are a powerful and entertaining tool for promoting literacy development. In general, it is encouraging to see that students are enthusiastic about learning to read using audiobooks. It implies that using audiobooks to assist literacy development and encourage a love of reading in students is an effective and interesting strategy.

Based on all of the statements and excerpt points above, the researcher found that students found reading using audiobooks fun and interesting. In addition, there are some things they like and dislike as well from using audiobooks such as being able to listen to the story while seeing the pictures and writings in the physical book. Students also felt high enthusiasm for the use of audiobooks in the classroom. Overall, the using of audiobooks in the classroom was an enjoyable, interesting, and engaging experience for students.

2. The Students' Attitude in Behavioral Domain

This section found two components of students' reasoning related to the behavioral domain attitude consisting of students' reasoning towards students' motivation to learn reading by using audiobooks, and students' active participation in the classroom.

2.1) Students' attitude in the behavioral domain related to students' motivation to learn reading by using audiobooks.

This section found one component of students' reasoning related to the behavioral attitude consisting of students' reasoning towards the student's motivation to learn English, especially reading using audiobooks.

- In the behavioral domain of the reasons for the student motivation to learn English, especially reading using audiobooks, the researcher found the students indicated that they feel motivated and excited to learn English with audiobooks, also it can make them have more confidence. This indication can be seen in the following excerpt.

"I feel more motivated to learn English with audiobooks. Because it sounds more natural like I'm talking to a foreigner" (Participants 1, 4, and 5)

"Yes, Audiobooks make me excited to learn English. I can hear people speaking in English, so I'm more confident." (Participant 2)

"Yes, Audiobooks make me more motivated to learn English. Because I can listen to the pronunciation of the words correctly." (Participant 3)

In conclusion, students' motivation and excitement for audiobooks as a means of learning English shows not just the effectiveness of this medium for language learning but also its significant contribution to adjusting students' self-confidence in their reading skills. Using audiobooks as a dynamic tool for language and listening ability development makes reading more fun and interesting. This improved confidence in their ability to comprehend and communicate in English is evidence of the significant function that audiobooks serve in language learning because they encourage students to actively pursue and excel at reading.

2.2) Students' attitude in the behavioral domain related to audiobooks make students participate actively in the classroom.

This section found one component of students' reasoning related to the behavioral attitude consisting of students' reasoning towards the use of audiobook make them want to more actively participate in discussion and conversation in the classroom.

- In the behavioral domain of the reasons for the student's active participation in the classroom, the researcher found the students indicated that audiobooks make them want to more actively participate in discussion and conversation in the classroom. This indication can be seen in the following excerpt.

"Yes, audiobooks make me want to talk and think about the story more in class. Because we can hear the characters' voices and it's easier to join the discussion." (Participant 1)

"Audiobooks make me want to be active in class. The voice makes me want to participate in conversations and discussions. So, it's more fun." (Participants 2 and 5)

"Audiobooks make me want to actively participate in class. Because the story is livelier, and I can participate in discussions better." (Participants 3 and 4)

The researcher discovered based on the excerpt above, the greater desire of students who are utilizing audiobooks to actively participate in class discussions and conversations emphasizes the beneficial effects of this medium on their engagement and learning experiences. A greater understanding of the subject matter, improved comprehension, and more self-assurance in expressing one's thoughts and ideas are all facilitated by audiobooks. This increased level of participation in the classroom shows the importance of audiobooks for enhancing

reading activities as well as for fostering a more dynamic and participatory learning environment that motivates students to actively participate in the educational discourse.

The researcher found that students' enthusiasm to continue learning English in the future improved when they used audiobooks. Students are more likely to be motivated and successful when they actively participate in learning activities that they find beneficial and interesting. Students may learn more effectively and feel more motivated when audiobooks are used in the classroom to establish a good learning environment.

3. The Students' Attitude in Cognitive Domain

This section found two components of students' reasoning related to the cognitive domain attitude consisting of students' reasoning towards students' found audiobooks are able to help them in reading, and the efficiency of audiobooks to use in learning reading.

3.1) Students' attitudes in the cognitive domain related to students found that audiobooks are able to help in reading.

This section found two components of students' reasoning related to the cognitive attitude consisting of students' reasoning towards audiobooks are helping students to read faster hearing the intonation of the voice, and pronouncing the words correctly.

- In the cognitive domain of the reasons for the student's active participation in the classroom, the researcher found the students indicated that audiobooks make them want to more actively participate in discussion and conversation in the classroom. This indication can be seen in the following excerpt.

"I find audiobooks helpful in reading. Sometimes my reading is still a bit slow, but if I listen to audiobooks, I can follow the story faster." (Participants 1, 4, and 5)

- In the cognitive domain of the reasons for hearing the intonation of the voice and pronouncing the words correctly, the researcher found the students indicated that audiobooks are helpful tools for students in helping them know how to pronounce the word and the intonation. This indication can be seen in the following excerpt.

"I think audiobooks are really helpful in reading. We can hear the intonation of the voice and pronounce the words correctly." (Participant 2)

Yes, I think audiobooks are very helpful in reading. By listening to the story, I can better understand how the words should be pronounced and what the right intonation is. It makes me more confident when reading by myself, especially in reading more difficult texts." (Participant 3)

In the excerpt, it is found that audiobooks serve as an invaluable tool for students by providing essential guidance in pronunciation and intonation. By using the audio version of the text, students can improve their linguistic abilities, gain a better understanding of proper word articulation, and develop a better understanding of intonation. This auditory approach not only helps in language learning but also promotes better comprehension and communication, thus making audiobooks an effective and convenient resource for students who want to perfect their language skills.

3.2) Students' attitudes in cognitive domain related to students found that audiobooks are efficient to use in learning reading.

This section found one component of students' reasoning related to the cognitive attitude consisting of students' reasoning towards the efficiency of audiobooks.

- In the cognitive domain of the reasons for the efficiency of audiobooks, the researcher found the students indicated that is an efficient tool for students because they can listen to it anytime and anywhere. Besides, they also think that physical books are also necessary to support the use of audiobooks more efficiently. This indication can be seen in the following excerpt.

"I think audiobooks are efficient because we can listen to them anytime and anywhere. But you still need a physical book too so you can see the pictures and it's more comfortable." (Participants 1, 2, and 3)

"For me, audiobooks are efficient because we can listen to them while doing other things. But you still need to read the physical book so you can see the text clearly." (Participant 2)

"For me, audiobooks are efficient to use. I can listen to them while doing other tasks. However, for better understanding, sometimes I also look at the text of the book." (Participant 3)

The efficiency of audiobooks in the cognitive domain is evidenced by students who emphasize their accessibility, which allows them to listen to the content at their convenience, regardless of location or time constraints. However, their perspective underscores the complementary relationship between audiobooks and physical books, indicating that the presence of printed material enhances the efficacy of audiobook use. This dual approach leverages the strengths of both formats, accommodating diverse learning preferences and maximizing the overall educational benefits for students.

In the cognitive domain, the researcher found that students think that audiobooks can help them to learn, and they can better understand interesting and exciting learning and could get new knowledge. Furthermore, audiobooks help students to provide a better understanding of learning reading. In this section, students think that using audiobooks as a medium is efficient because they said that audiobooks can be used wherever and whenever they want to learn. Overall, audiobooks can be a beneficial addition to the classroom, as they can help students to learn more effectively and efficiently.

Discussion

The attitudes of secondary school students toward audiobooks in reading classes were examined in this study. To gather information, the researcher performed observations and interviews. The findings showed that students' attitudes toward engaging with audiobooks were positive. According to Montano and Kasprzyk (2008, p. 71) our ideas about the results of our activities, weighted by how much we value those results, are what shape our attitudes. In other words, our attitudes are influenced by how we perceive and react to the results of our actions. We are more inclined to have a positive attitude about an action if we think the results will be beneficial and favorable. On the other hand, we are more inclined to have a negative attitude toward an activity if we think the results will be unfavorable and unintended.

In addition to the cognitive benefits of audiobooks, the researcher also found that they had a positive impact on students' affective domain, meaning that students

felt more interested and enthusiastic to learn when using audiobooks. This is also supported by Sharpe & Abraham (2019) a student's feelings and emotions toward a certain subject, teacher, or learning activity are referred to as affective. The motivation, engagement, and learning results of a student can all be significantly impacted by affective factors. The students' attitudes can be used to express whether they like or dislike objects or environmental circumstances. Students also reported both positive and negative experiences with audiobooks. On the positive side, students enjoyed being able to listen to the story while looking at the pictures and writing in the physical book. On the negative side, some students found it difficult to focus if the story was too fast.

The behavioral component of attitude is concerned with how an individual acts and responds in specific circumstances. A student's behavior is defined as their actions or behaviors toward a particular thing that are impacted by their thoughts and feelings about that particular object (Reid (2006) in Sharpe & Abrahams, 2019). The study discovered that using audiobooks increased students' motivation to keep learning English, especially in reading. When students actively engage in learning activities that they find valuable and fascinating, they are more likely to be motivated and successful. When audiobooks are used in the classroom to create a positive learning atmosphere, students may learn more successfully and feel more motivated. Activities that a student engages in, tasks they complete, and interactions with peers and teachers can all provide insight into their behavior. The researcher's conclusions generally imply that students feel motivated to learn reading using audiobooks. Students find that learning reading through audiobooks is a fascinating learning activity.

When it comes to cognitive results, students have stated that they believe audiobooks are useful resources for their educational activities, particularly for improving their reading skills. A student's cognitive attitude towards an object is their mental representation of that object, including their beliefs, knowledge, and opinions about it (Sharpe & Abrahams, 2019). This aspect of attitude relates to the cognitive ideas that language learners have toward their knowledge acquisition and understanding when learning a language. The study found that students view audiobooks as learning aids, attributing their value to the development of comprehension in interesting and stimulating learning situations as well as the acquisition of new information. This shows that audiobooks could be a useful supplement to in-person training, enhancing the effectiveness and efficiency of the learning processes of students. Overall, audiobooks can have a positive impact on students' cognitive attitudes towards learning reading in the classroom.

Based on relevant previous studies, this research is more concentrated on how are secondary students' attitudes toward audiobooks in reading classrooms. Meanwhile, the research by Imawan, Ashadi (2019) focused on how the teaching of reading for EFL students, and how audiobooks can contribute to it. Other than that, the study by Rahman, Abd., & Hajar, I. (2020), Tusmagambet (2020), and Aiko Putri Tsany (2021) are focused on students' reading comprehension improvement, implementation, and students' response to their activity using audiobooks. In addition, a study by Jessica Grace DeWit (2023) aims to determine whether listening to audiobooks during free choice reading time fosters a favorable attitude toward reading. This study focused more on three components of student

attitude such as: (a) affective, (b) behavioral, and (c) cognitive by using audiobooks as a medium which has not been explored in previous studies.

Based on these findings, it was discovered that students had positive attitudes toward using audiobooks. As described in the affective domain, students feel that the use of audiobooks in learning feels very fun, and interesting, and also students become more enthusiastic to continue learning. Furthermore, within the domain of behavior. It has been observed that incorporating audiobooks into educational settings can enhance student motivation and encourage students to participate actively in class. Additionally, in terms of cognition, students have reported that the utilization of audiobooks can lead to improved comprehension and offer a more efficient and effective approach to learning.

CONCLUSION

This study investigated secondary students' attitudes toward audiobooks in reading classrooms. This research found that students have positive attitudes toward using audiobooks in all three components of students' attitudes: affective, behavioral, and cognitive. Students enjoy using audiobooks because they are engaging and motivating. Audiobooks can improve students' enthusiasm for learning English, especially in reading, by making learning more fun and interesting. Additionally, audiobooks can help students learn and understand more effectively and efficiently, especially when used in reading classes. Students find audiobooks to be an engaging and motivating way to learn, and they can be used anywhere and whenever students want to learn.

In conclusion, students' positive attitudes toward audiobooks, encouraged by their motivating and engaging qualities, along with the numerous benefits they provide in terms of enhancing English language learning, particularly in reading, provide a compelling case for their inclusion in modern classrooms. By utilizing the power of audiobooks, teachers may develop a learning environment that not only encourages a love of learning but also provides students with the abilities and information necessary to succeed in their academic endeavors and beyond. Embracing this innovative educational strategy could be an evolutionary step for creating more engaging and effective learning opportunities for students of all ages. Overall, audiobooks are a valuable tool that can be used to support students' reading learning.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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