

Using Audiobook to Teach Reading Comprehension Narrative Text for Tenth Graders of Senior High School

Rista Ayu Melani

English Department, Faculty of Language and Art, State University of Surabaya

ristamelani@mhs.unesa.ac.id

Abstrak

Membaca telah menjadi kemampuan yang penting untuk pelajar untuk pelajari dalam pelajaran bahasa inggris. Namun, banyak kesulitan yang dialami oleh siswa untuk belajar membaca bahasa inggris, terutama pemahaman membaca. Oleh karena itu, penggunaan media dibutuhkan untuk membantu siswa dan juga guru dalam belajar mengajar pemahaman membaca di kelas. Media berbentuk audio seperti audiobook dapat membantu siswa yang mengalami kesulitan dalam memahami teks seperti teks naratif. Demikian, penelitian ini dilakukan untuk mengetahui cara penggunaan media audiobok sebagai alat bantu siswa dalam meningkatkan pemahaman siswa dalam membaca teks naratif, bagaimana cara pengimplementasian media ini didalam kelas, dan bagaimana respons siswa setelah menggunakan audiobook. Penelitian ini menggunakan guru dan siswa kelas 10 untuk subjek penelitian dalam pengimplementasian audiobook untuk reading comprehension narrative teks. Penelitian ini menggunakan deskriptif kualitatif untuk mendapatkan hasil dari sebuah penelitian, dimana peneliti melakukan observasi dan wawancara terhadap subjek. Kemudian, hasil penelitian ini menunjukkan bahwa dalam proses pengimplementasian audiobook sangat mudah diterapkan dalam kelas. Kemudian, hasil dari kerja siswa menunjukkan bahwa hampir seluruh siswa dapat memahami konteks dalam text ketika menggunakan audiobok dan mendapatkan score yang baik. Sedangkan dalam hasil wawancara hampir seluruh siswa menunjukkan kenyamanan dan kemudahan setelah menggunakan audiobook untuk reading comprehension narrative text.

Kata kunci: *Pemahaman Membaca, Teks Naratif, Audiobook*

Abstract

Reading has been an important skill for foreign language students to learn in English language. However, many difficulties that experienced by foreign students to learn to read English, especially reading comprehension. Therefore, media is needed to support students and teacher in teaching and learning reading comprehension in the classroom. Audio media can help students who experience difficulties in understanding texts such as audiobooks. In this case, this study was conducted to find out how the implementation of audiobok media as a tool to help students in understanding in reading a text, how to implement this media in the classroom and how the students' responses after using audiobook. Researchers of this research focus on narrative text as material in the use of audiobooks. Furthermore, this study uses teachers and students at tenth grades for research subjects in the implementation of audiobooks for reading comprehension in narrative texts. This study uses descriptive-qualitative to get the results of a study, where researchers conduct observations and interviews with the subject. Then, the results of this study indicate that in the process of implementing audiobooks it is very easy to implement in the classroom. Then, the results of student work show that almost all students can understand the context in the text when using audiobook and get a good score. Whereas, in the interview results almost all students showed comfort in using audiobooks and was able to comprehend more narrative text.

Key words: *Reading comprehension, Narrative text, Audiobook.*

INTRODUCTION

Reading is one of the main source of language when students start to learn a language, especially in English. It becomes one of the English skills that students want to acquire. The main reason is because they can get information by reading. The National Reading Panel (NRP, 2000) explained that comprehension happens as a conscious thinking when reader is constructing meaning while read text. However, reading comprehension still becomes one of skills that hard for students to obtain due to some conditions. As Harmer (2003) stated that the difficulty occurs in understanding words, sentences, the sentences' unity and organization; and the lack of students' interest or concentration. In the Program International Student Assessment (PISA), UNESCO, data reports that the average of Indonesian children in the age of 15 years old (middle school students)'s reading skill is in the Level 2 or below. It reported that they are incompetent to step on Level 3 skills for instance discovering and identifying the connection between several information of the text. The students with such conditions are called struggle readers.

By considering those problems, teacher needs an engaging technique to help the students' difficulty in reading skill and to involve students' attention and interest. The technique itself can be formed as media. The use of media in the classroom is very important because media is as stimulus to help students processing the information and to attract the students' interest. Media also can be an appropriate tool for assisting teacher in delivering the materials to the students effectively. The teaching aid or media that is utilized should be suitable and appropriate in Indonesia classroom context. Thus, the researcher of this study suggests audiobook as a media to improve students' reading skill. In the educational context, audiobook is considered as an aid to support students to concentrate on translating the content. In the classroom, audiobook is used with a text or digital text. Audiobook is similar like reading aloud while reading aloud itself is included as reading techniques. Traditionally, reading aloud is often taught one by one in the classroom. Reading aloud to students has many benefits for example developing vocabulary growth, language development, enhance the students' prior knowledge orally and written. In this modern era, reading aloud has been developed into a media called Audiobook. Above all, the extra beneficial for using audiobook is the enjoyment in reading a text. In addition, audiobook is intended to help both teacher and students in the teaching learning process.

Furthermore, not every audiobook is appropriate to use as a media in the classroom. As Burke (2007) mentioned there are several good criteria of audiobook. They include a narrator's consistency in maintaining and distinguishing character voices, accents, and dialects. The narrator also have to have good change of voices and tones, engaging

expressions and emotions. They are meant to create personal connection with listeners. In reading along the book while listening to audiobook, there should be no mismatches between words, pictures, and the sound-effects. In the past, audiobook was used as technology to help blind people reading the literature works by hearing it instead. Here, narrative texts also belong to literary works. Narrative text is widely known in every grades of students and focuses in particular reader. Narrative text can be implemented in teaching English four skills. Based on the school curriculum (K13), narrative text materials focusing on students' reading abilities is taught to some levels of students.

Some studies conducted by Khairul et.al (2013) showed that audio books enable the listeners to focus on theme, conflict, setting and character from the story and also making the conclusion about the result of the story. Above all, based on Noval (2015), she argued that tools such as digital text and digital audio provide effective alternatives to traditional classroom print-based materials. By considering this, narrative text is a suitable material that can be used together with audiobook. Therefore, this research uses narrative text as the material in using audiobook to teach reading comprehension.

Accordingly, the researcher of this study want to take a deeper research if the use of audiobook can help students to developing their comprehension in reading narrative text. The researcher wants to find if audiobook can help students to comprehend the narrative text by reading along the story with audiobook. As Williams & McLaughlin (1996) discovered that reading and listening is acceptable as an effective strategy to promote comprehension.

This study is conducted to discover the answers of following questions:

1. How is the implementation of audiobooks in Senior High School?
2. How is the students' reading narrative text after using audiobook?
3. How are the students' responses towards the implementation of audiobook?

READING COMPREHENSION

Reading is one of the main sources in learning English for EFL students. It is fundamental aspects of learning. As Richards and Renandya (2002) had discovered that many foreign language students often have reading as one of their most important goals. As a matter of fact, in EFL situations, mostly students want to be competent to read in a foreign language. The reasons why they want to acquire the ability to read are for getting information, pleasure, and etc. Although, there are some difficulties they may face, for example the vocabulary, grammar, and concentration on text.

AUDIOBOOK

The term of audiobook is talking book—book which was told by storyteller for blind people and was improve into audiobook form. Audiobook is purposed to help the listeners understands the book or story. In the educational context, audiobook is considered as an aid to support students to focus on interpreting the content of book. According to Serafini's study (2004), explained that audiobook is similar like reading aloud and it is helpful in acquiring new vocabulary and ideas for both younger and older learners.

The other benefits of audiobooks in reading comprehension that have been found by the researchers are various. For example, as Carbo (1978) discovered that audiobooks help students regarding to particular aspects of reading fluency which are combine the rate, rhythm, and natural flow of language necessary for good comprehension. Some researchers such as Williams and McLaughlin (1996) had already discovered that reading and listening to text is widely accepted as a useful strategy to promote comprehension. Many researchers found that listening to audiobook can effectively help struggle readers and promote a reading habit. As a matter of fact, audiobook is a good media and easier way to overcome language learners' problems in learning foreign language (Khairul, et.al, 2016).

METHODS

This research belongs to qualitative method because it occurs in the classroom. As Ary et al (2010) has explained qualitative research design since it occurs naturally in the classroom (Ary et al, 2010). Qualitative data is data that are related to concepts, opinions, values and behaviors of people in social context. The subject of this study is the teacher and students of 10 graders of MIPA 2 which consists of 36 students. The research setting is taken in SMAN 1 GRESIK.

In order to discover the answers of the research questions of this study, the researcher require some data and source of data. The data for the first research question of this study is taken from observation and field notes. Meanwhile, the data of the second research question is obtained from the students' task after implementation of Audiobook. Then, the transcript from the interview between researcher and students will be used as the source of data for the last research questions.

This research used observation and interview as data collection techniques. According to Nigatu (2009) observation is an activity where the researcher carefully studies certain subjects to observe with or without participants. The purpose of observation is to find out facts by taking a patient look of subjects. Here, observation may happen in natural situation and require note-taking descriptively and lengthily of the

current situation. The observation in this study will capture all the teaching-learning process in the classroom. The observation will focus on how the teacher use the media, how the students responds, and what are the results. Meanwhile, in order to get to know the students' responses the research used interview. Interview is an activity which involves question of a person or conversation which information is obtained by listening and recording the answers from a person or group using a structured, semi-structured or unstructured question format in an in-depth manner.

The data from this study will be analyzed descriptively. It means that the analysis of data is in formed of description from the results without numbers calculation. The first data analysis will be obtained from the field notes during the observation of teaching learning process in the classroom. The researcher described the result of the observation based on the field note. It consisted of the description of the implementation of Audiobook in teaching reading comprehension narrative text for 10th graders of senior high school. First of all, the researcher analyzed data by interpreting and understanding the data which is taken from the field note. Meanwhile, in analyzing the students' result, the researcher us rubrics of interval and criteria. The result is gained by counting the scores of students' task and interpret the scores into the criteria of reading comprehension. Then, the researcher classifies and organizes the data which is taken from the field note and interview. According to Ary (2010) there are three steps to analyze the data, like organizing and familiarizing, coding and reducing, and interpreting and representing. Therefore, the researcher uses those stages to analyze the data.

RESULTS

The Implementation in the Classroom

First meeting

The first meeting was held on Wednesday, 28th March 2018. This observation took place in 10th graders of MIPA 2 at SMAN 1 Gresik. The English lesson was started at 6.45 a.m. First of all, teacher checked the students' attendance list. There are thirty-six students and two of the students did not attend the class because of dispensation.

After taking the students' attendance list, the teacher asked the students what they know about narrative text. Since they have learned narrative text in the previous meeting, teacher just wanted to recall their knowledge about narrative text. After discussing about the meaning and types of narrative text, the teacher let the students to recall narrative text that they have already read before entitled *Issumboshi*. The students still remember the meaning of narrative text very well. They also remember the generic structure of the text and the function of the narrative text. After that, the teacher told the students that they

will read a different story and use a media this time. She told students that they are going to read along the story with the audio version of the story. After that, the teacher gave a short story entitled *The Tell Tale Heart* by Edgar Allan Poe. The students seemed very excited. The teacher explained to students how to use audiobook with the papers of short story. Before they start to use audiobook, the teacher asked students to look at the title. Then, she asked them to guess what the story is about. After the students observe the narrative text, the teacher explained to students that she is going to play the audio and stop per paragraph and they must find the unfamiliar words in the text. First, they will listen to it by whole class and discuss the text together. In the next meeting, they will listen to it in small group with their desk-mate and have to work individually. The students listen to the explanation very well. They ease the learning process by behaving very well and make the class atmosphere very cooperative and conducive.

In this section, teacher and students discussed the content of the text paragraph per paragraph. Here, the students asked teacher some of difficult words such as vulture eye. Before the teacher answer the question, she teacher allowed students to search the meaning of the words from the dictionary before. After that, the teacher explained the definition of vulture eye. After short discussion of the words from first and third paragraph, teacher played the audio until the ninth paragraph.

The students found the difficult words and asked teacher to discuss them. The students could follow along the text and the audiobook easily. However, the teacher managed the students understanding the plot of the story by questioning them the details information in each paragraph. They could answer the questions regarding to detail information in the text. They could understand the detail in each paragraphs because of the audiobook helped them to comprehend it. The sounds effect of audiobook and the way of narrator told the story was increasing the students' curiosity to the rest of the story which was discussed in the next meeting.

The last part of this meeting was reviewing the text that the students have read and what new vocabularies that they got from the paragraph one until nine. The teacher asked the students to keep remembering the detail of the story and the new vocabularies. Teacher also reminded the students that they have to pay attention to the both text and audiobook. The teacher explained that they will have 2 meetings with different steps in using audiobook.

The second meeting

The second meeting was held on 4th April 2018. In this meeting, the teacher continued to use audiobook as media to assisting students on reading narrative text. But, the teacher asked students to read along the text with audiobook in pairs this time. This step was called small group novel. The students

already had the audiobook file in their smartphone so that they can easily read and listen with their partner. This was meant so they could discuss the meaning of unfamiliar words and detail of information with their partner. The teacher asked them to read and discuss the story until the end of the story.

In this section, the teacher discussed the content of the first until ninth paragraph. From the activity, the researcher found out that the students still remembered the content of the story. The audiobook helped them to understand the main idea of a paragraph through the sound, tone and intonation by the speaker. Besides, the discussion of the unfamiliar vocabularies also helped them to understand and comprehend more about the story.

After they finished reading and discussing the story, teacher started to ask them about the generic structures of the text. The teacher ask each groups about the meaning of the generic structures. After knew that the students understand about the generic structures, the teacher ask students to show which paragraphs that belong to the three generic structures. From the group A, they could show to the teacher the orientation of the story. While, group B, could not show the teacher which one the complication of the story is. The students from another group could show the complication of the story very well. They could explained the summary of complication of the story. For example, showing which sentences that explained the time when the narrator killed the old-man because of his vulture eye. Then, from group C, they could mentioned which paragraphs that show re-orientation of the story. Here, the students explained that they knew the narrator's feeling before he did confession were from the sounds of the old-man's heartbeat.

In the end of this section, the teacher told students that they will have a task per students regarding to the story in the next meeting.

The third meeting

This was the third meeting or the last meeting of the teaching learning process. This meeting was held on April 18th 2018. The teacher previously told to the students that they would have a task in the last meeting based on the story. In the first section the teacher gave students instruction what they were going to do in this activity. They had to answer the questions regarding to the story in the previous meeting. The test was held until the end of the class.

Related to the students' task that was held on the last meeting, there are two kinds of questions. The first part was about the detail of the story while the second part is about the generic structure of the story. Thus, the researcher decided to categorize the results based on 3 groups. The first group is the students with 4 point response. The second group is the students with 3 point response. And the third group is students with 2 point response. Meanwhile,

the students who got 0 point response are not included.

Group 1

From the first group who got excellent scores, mostly they could answer all of the questions correctly. From the questions part A, some of them got correct answer on number 1 until 5. From the students' result, the researcher took conclusion that the difficult question is on the number 6 which was about conclusion. There were 10 students that could answer all the questions part A correctly. Accordingly, the students in this group could convey their answer clearly with the detail information of the questions such as what the main character did in the

I. Choose the correct answers for the questions below!

1. What did the narrator do every night before he killed the old-man?
The narrator always peek the old-man at the window before he kill the old-man.
2. What was the reason for the narrator killed the old-man?
The old-man has a blue eyes liked a vulture and make the narrator very angry.
3. Before he hid the old-man's body, how did the narrator take care of his body?
The narrator was cutting the old man's body for a same part there are arms, head, and legs.
4. Why did the narrator finally confess to the crime?
Because he always heard the beating heart that the sounds make increased.
5. At the beginning of the story, the narrator says he is not mad. Do you think he is mad? Why or why not? Yes, because the narrator have different world with the many people and he have imagination make his mind trouble. In fact he look like a normal person but in emotional he is sick.
6. Make the conclusion of the story using your own words!
The conclusion of the story is the narrator says he is not mad, but he killed the old man's because he didn't like his a blue eyes liked a vulture and he always heard a the beating heart.

story, reasons why the main character did in his current actions, and so on. Some of them were also consistent with the tenses they used based on the story. They could comprehend the story very well and give the detail information correctly.

Group 2

As the explanation above, the second group consists of students who got very good scores with total 12 students. In the questions part A, their answers were almost correct but, they could not convey their answer in a clear explanation. Some of them could not give detail information of story completely and the way they conveyed their answers in was not clear enough. There was a few numbers they could answer correctly although in brief explanations. Meanwhile, there were also numbers of questions they could not answer correctly.

Most of the students in this group had difficulty in questions number 6. Mostly, they just re-wrote the story with their own words or wrote moral of the story. While, the correct answer was about concluding the story.

Group 3

The third result is from group of students who got the least scores in the class. It was pretty obvious that they could not focus on what the questions were about. The students in this group could not identify the main idea and supporting detail

I. Choose the correct answers for the questions below!

1. What did the narrator do every night before he killed the old-man?
before he killed the old man, he spy the old man every night.
2. What was the reason for the narrator killed the old-man? the reason is the narrator didn't like the eyes of the old man.
3. Before he hid the old-man's body, how did the narrator take care of his body?
Before he hid the old man's body, he was cutting his body into three part of his body are head, body, and leg.
4. Why did the narrator finally confess to the crime?
Because the narrator heard the sounds at he didn't know the sounds, and the sounds was loudly and loudly.
5. At the beginning of the story, the narrator says he is not mad. Do you think he is mad? Why or why not? I think he is mad, because he killed the old man, because he didn't like the eyes of the old man. Munk is not in my mind.
6. Make the conclusion of the story using your own words!
Don't be hate with the part of someone. ~~because he is not mad~~ we all have and even we like the crime. ~~it can be know someday~~.

information of the story. Hence, it was difficult for them to gather the information from the text and conveyed the answers accurately and correctly. In the sample, there are only 2 numbers that they could answer correctly. However, they could not give supporting details of information. Also, they could not draw the conclusion of the text. In the conclusion question, they wrote about the narrator's main action instead of drew conclusion of the whole story.

Based on the result of the students' task above, the researcher draws conclusion that from 30 students got maximum points for their task. It can be concluded that they could comprehend the task very well while the rests of them also have good points.

There were two parts of questions (detail information and finding the unfamiliar of word). In the part A which was about the detail information from the text, most of them could answer the 5 questions very well. It can be seen from how they answer the questions by writing the detail information, supporting idea etc. The students got the detail information from reading and listening. Which they also can comprehend the text not only from reading the story but listening the story. It is supported by Williams & McLaughlin (1996) stated that reading and listening can be as good strategy to promote comprehension. While, in the learning alley teaching tips (2011) they stated that audiobook allows students to focus on the meaning. They argued that this is listening with purpose. In this teaching learning process, the strategy to look for the meaning of difficult words is very useful in doing this task. Also, there were questions about putting the unfamiliar words into blank sentences. And most of the students answered it correctly.

From here, it can be concluded that the students' comprehension towards this task is very good because they can get the main ideas, detail information and also the generic structures from the media. The sounds effect, rhythm and voice of the audio really help students to comprehend the story in a better way. In order to support this, in Carbo's study (1978) discovered that such sounds, rhythm and flow of language is good for comprehension. Also, it can

I. Choose the correct answers for the questions below!

- What did the narrator do every night before he killed the old-man?
2 the narrator do every night before he killed the old man is being nice to the old man
- What was the reason for the narrator killed the old-man?
1 because the old man is disturbed the narrator
- Before he hid the old-man's body, how did the narrator take care of his body?
y wash the old man's body
- Why did the narrator finally confess to the crime?
y because the beat heart of the old man is disturbed the narrator
- At the beginning of the story, the narrator says he is not mad. Do you think he is mad? Why or why not?
He is not mad. Because he still think about the old man
- Make the conclusion of the story using your own words!
y the narrator killed the old man cause the old man disturbed the narrator

be seen from how the 20 students got excellent points and 12 students got good points. It means the students can clearly demonstrate their comprehension towards the story.

Based on the high points that the students had gotten from their tasks, it can be concluded that the most of the students who got high points had good comprehending. It is directly proportional with the result of the interview that they students feel this media is really helpful for them to learn and it also understandable.

In the questions part B, most of the students got high scores. Thus, it showed that audiobook also helped students to acquire and memorized the unfamiliar vocabulary. This is supported with Marchionda (2001) that stated audiobook can help students to acquire vocabulary in every reading level.

Students' responses towards the use of audiobook in teaching reading comprehension narrative text

In order to get responses by the students towards the implementation of audiobook in reading comprehension narrative text, the researcher took interview for all the students. The interview was taken in two sessions because the numbers of the students were so many and the time limits. The first session was after the test done there was still 30 minutes left before the next lesson. The second session was during the break time. The interview included 3 questions.

The question was started with the students' opinion about media utilization in reading skill in general. All the respondents were agree that media is important in teaching reading skill. The first respondent said that the use of media in learning reading is important especially for those students who were not into reading books. The Student A and B had same opinion. They claimed that they were auditory learners that learn through listening. Thus, they argued that the use of media in reading especially audio will ease them to understand the text.

The second question was about audiobook in teaching reading. The question was about their

difficulty in using audiobook. Some of the respondents said that they had difficulty when they found the unfamiliar words and could not follow along the audiobook. But, most of them said that they could follow along the audiobook and the story because it was interesting thus they could enjoy it. Especially, for those auditory learners that mentioned above, they really enjoyed the audiobook and had no difficulty. Even, they felt audiobook could really help them understand more the story. The researcher also asked whether they had ever heard or used audiobook before or not. Some of them said that they had ever listened to audiobook before in their tuition class.

The third question was whether audiobook could help them comprehend the narrative text or not. Most of the students said that audiobook helped them understanding more the story by hearing the intonation, sounds and rhythm which heard from the audio. For example, when the speaker they also mentioned that by reading along with audiobook he could know the pronunciation of the vocabularies. In addition, the students who were auditory learners said that the sounds from audiobook helped them to understand the story by the sounds that heard from the audio. The effects of the audio which were heard made them enjoying more the reading process. This is related to Carbo (1978) that audiobook help students regarding to particular aspects of reading fluency which are combine the rate, rhythm, and natural flow of language necessary for good comprehension

However, there were a few students who said that audiobook could not give any difference with their reading skill. The students here were those who had difficulty in following along the story by using audiobook. They said that it gave them problem in understanding the story. Thus, they stopped using audiobook when they could not follow the story with the audiobook.

CONCLUSION AND SUGGESTION

The researcher focused on the use of audiobook in teaching reading comprehension in narrative text, the students' task, and the students' responses towards audiobook. The researcher conducted qualitative study. According to the analysis results, the researcher draws three conclusions: 1). The first and second meeting was how the media was used in the teaching reading narrative and the last meeting was how focus on the exercise for students in order to know their comprehension. It pointed out that the teacher used scientific approach in the implementation of audiobook in teaching reading comprehension narrative text very well. 2). The implementation of audiobook gave good impacts for the students, mostly students could comprehend the story very well while there are only 2 students who got score under average. 3). The students could really enjoy reading along with audiobook. They got some

beneficial besides comprehension they could gain new vocabularies and its clear pronunciation.

In the implementation of audiobook, the researcher of this study concluded that audiobook can be applied well in the teaching reading comprehension narrative text. This media helped students to comprehend the whole text and content of the text. The result showed that students could define the unfamiliar words into the sentences. This means that audiobook could improve the students' vocabulary by hearing and seeing the unfamiliar words at the same time. Moreover, the students enjoyed and engaged in the learning process. The teacher also could bring good atmosphere in the class by using scientific approach.

From the results of the interview section, the researcher drew conclusion that most of students gave positive responds about the implementation of audiobook in the teaching reading comprehension narrative text. They argued that audiobook is interesting media that could help them more understand the story. They said that they really enjoyed listening while reading the story at the same time. They also said that audiobook ease them to identify and find the main idea and content of the narrative story.

Based on the previous explanations, the researcher concluded that audiobook is a suitable media for teaching reading comprehension narrative text because it helped the students to comprehend the content of narrative texts easily. The researcher of this study also suggests the audiobook for teacher as media teaching in the classroom and student as media learning in the classroom or home. The researcher also suggests for future researchers to conduct and develop this study which is related to this media. They may conduct in the same level or different level with different subject or media to teach reading narrative text. It can be also conducted for different skills of English, such as listening, writing, or speaking.

REFERENCES

- Alcantud, M., Gregori, C. (2014). Audiobooks: improving fluency and instilling literary skills and education for development.
- Antoni, N. (2010). *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension. Penelitian Pendidikan* Vol.11No. pp.
- Ary, Donald, Jacobs, Lucy Cheser, Sorensen, Chris, & Razavieh, Asghar. (2010). *Introdcution to Reseach in Education* (8 ed.). USA: Wadsworth.
- Beers, Kylene. 1998. "Listen While You Read: Struggling Readers and Audiobooks." *School Library Journal*. 44 (4): 30-35.
- Brock, R. (n.d). Why Listen: Using Audiobooks to Support Literacy.
- Casberque, R. M., & Harris, K. (1996). Listening and literacy: Audiobooks in the reading program. *Reading Horizons*, 37 (1), 48-59
- Carbo, M. (1978). Teaching reading with talking books. *The reading teacher*, 32 (3), 267-273
- Have, I., Pedersen, B. (2016). *Digital Audiobooks*. New York: Routledge.
- Khairul, F., Endang, K., & Maya, S. T. (2016). Audio book: teaching listening comprehension. *Research in English and Education (READ)*, 1(1), 62–70.
- Learning Ally. (2011). *Teaching tips tips for teaching & learning with audiobooks*. New Jersey: Learning Ally.
- Narvol, K. (2015). *Listening to Learn: Auditory Strategies for Literacy and Education Success*.
- Talalakina, E.V. (1989). Audiobook in advanced esl classroom: developing critical listening. *ICT for language learning*, (1973).
- Toolan, M. (2001). *Narrative: A critical linguistic intoduction* (2nd ed.). London and New York: Routledge.