

ABSTRACT

Sri Widiastuti. 2025. 'Investigating the Use of Audiobooks on Students' Extensive Reading Ability'. Thesis. Master of English Education Study Programme. Islamic State University Sunan Gunung Djati Bandung.

The persistent issue of low reading scores among students in examinations has raised concerns about the effectiveness of traditional reading instruction methods. The research investigates whether audiobooks can bridge this gap by providing an engaging and accessible medium for improving reading outcomes. Integrating Information and Communication Technology (ICT) in the classroom alongside digital language learning resources (DLLR) enhances the effectiveness of audiobooks as a reading strategy for improving students' extensive reading ability. ICT-supported audiobooks provide multimodal input, combining auditory and visual elements that facilitate comprehension, vocabulary acquisition, and reading fluency.

This study uses an explanatory-exposition mixed-method research design that combines quantitative and qualitative methodologies to examine students' reading development. The participants in this study were students from MAN 1 Kota Tasikmalaya. The study sample consisted of eleventh-grade students from classes 11 SOSHUM 1 and 11 SOSHUM 3, chosen by purposive sampling. The research subjects were students who scored high, moderate, or low on the post-test. The data-gathering methods employed were tests, interviews, and observations. The quasi-experiment approach was used to examine the test data, which consisted of 30 multiple-choice questions, whilst the descriptive analysis model was used to analyze the interviews and observations. The findings reveal a significant difference between students who used audiobooks and those who followed traditional reading methods. It shows t value = 2.743 and t table = 2.048 with a significant level of 2.5% or ($\alpha = 0.025$) and degree of freedom ($df = 28$) which means t value > t table ($2.743 > 2.048$). H_0 is rejected, and H_a is accepted.

The experimental group, which incorporated audiobooks, demonstrated higher improvements in reading scores compared to the control group. Students reported that audiobooks helped them understand texts more effectively, particularly by improving pronunciation, fluency, and engagement with reading materials. Furthermore, qualitative data from interviews and observations highlighted increased motivation and better comprehension among students using audiobooks. Classroom observations further confirmed that learners in the audiobook group displayed greater enthusiasm and participation in reading activities. These findings suggest that audiobooks can serve as an effective tool in enhancing students' reading comprehension and overall literacy development.

Keywords: ICT, DLLR, Multimodal literacy, Audiobooks, Reading Strategy, Extensive Reading.