

# **USING AUDIOBOOK TO PROMOTE STUDENTS' ABILITY IN ENGLISH**

**THESIS**

Submitted by

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**FACULTY OF EDUCATION AND TEACHER TRAINING**

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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
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in Partial Fulfillment of the Requirements for  
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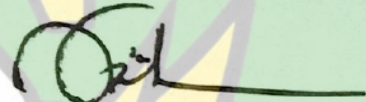
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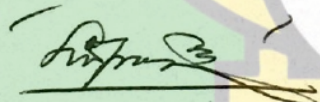
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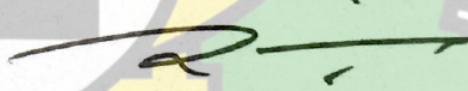
  
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**Using Audiobook To Promote Students' Ability in English**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 Desember 2023

Saya yang membuat surat pernyataan,



Syifa Az Zahra

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Finally, I fully realize that this thesis is far from perfect. Therefore, the researcher highly appreciates criticism and suggestions from readers. By expressing gratitude and thanks, it is hoped that what is presented in this thesis can be useful



and hold value as an act of worship in the sight of Allah SWT. *Aamiin Ya Rabbal*  
*'Alamin.*

Banda Aceh, 11 Desember 2023

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## ABSTRACT

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Keywords : Audiobook, English ability, young learners

This study was conducted to determine whether the use of audiobooks can promote young learners' English ability. This is a quantitative study. The researcher used quasi-experimental as the research design. The participants of this study were 53 elementary school students, with 26 control class students and 27 experimental class students. It was carried out at SD Islam Al-Azhar Cairo. For data collection, researcher used research instruments in the form of pre-test before treatment and post test after treatment. This study found a significant enhancement in students' learning outcomes. This can be seen in the mean pre-test value in the experimental class was 78.89 and then increased in the mean post test value of 83.70. The result of the t-test calculations also shows that there was a significant improvement. Where the significance value of the post test of both classes is 0.02, which means  $\text{Sig. (2-tailed)} < \alpha$ . So it can be interpreted that,  $H_0$  is rejected. It means that audiobooks can promote students' ability in English.

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A R - R A N I R Y

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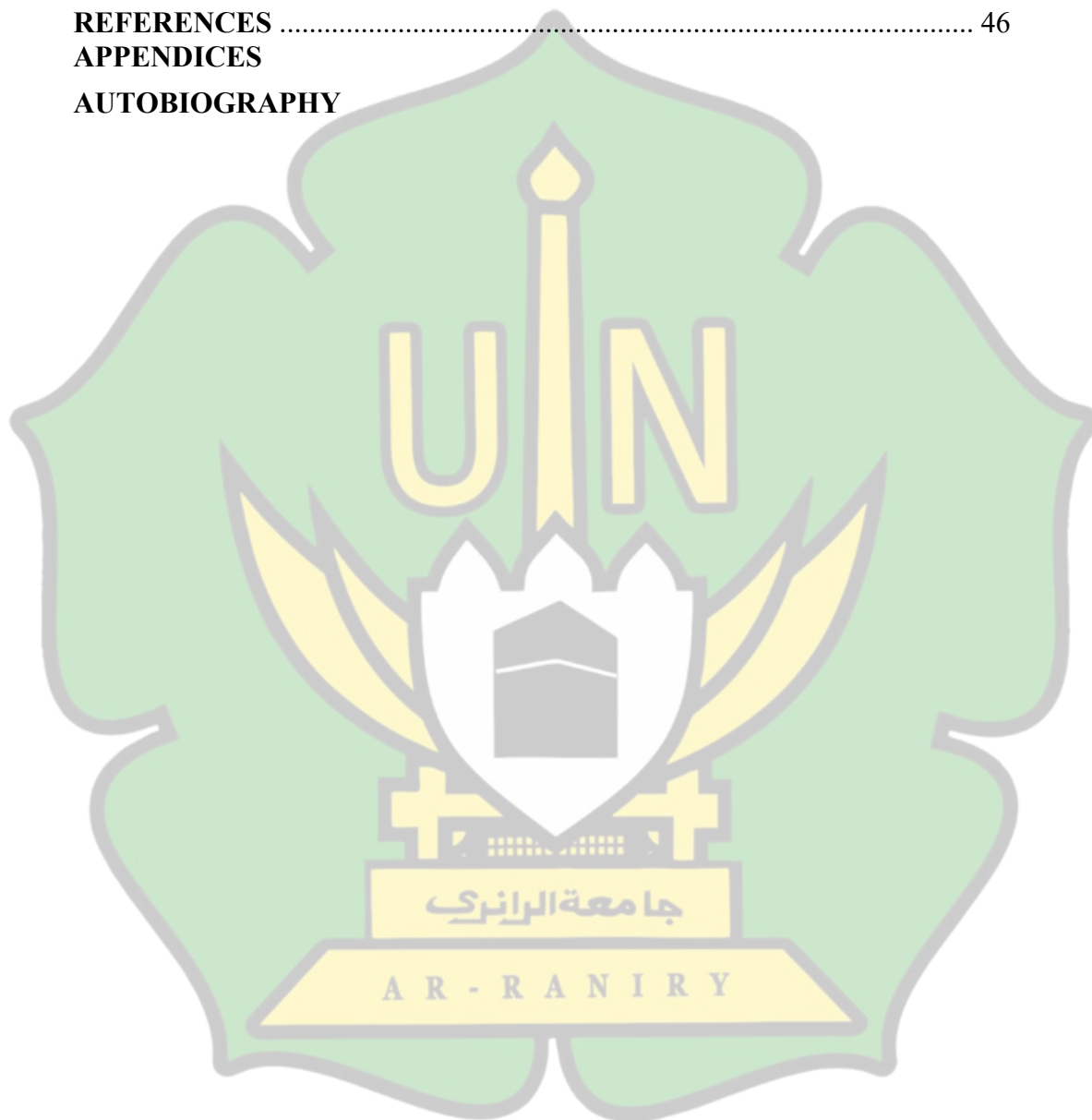
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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

More and more children around the world are learning English from an early age because of the importance of English for personal and professional purposes (Butler 2015a; Copland et al. 2014, as cited in Garton & Copland, 2019). They also claimed that the expanding global popularity of English among young learners has been driven by an increase in scholarly interest to the learning processes and successes of young language learners. It is also happening in Indonesia. Meisani (2022) conveyed that “As the first foreign language taught in the country, English is widely used in elementary schools” (p. 119). However, this subject is no longer a compulsory subject since the 2013 curriculum was implemented. She stated that English, which was previously required in grades 4, 5, and 6, has been moved to the extracurricular program for two reasons, first, elementary school students are to be exposed to more local content and second, elementary school subjects are considered overloaded.

Indonesian government has updated the 2013 curriculum to the newest curriculum known as *Kurikulum Merdeka Belajar*. The focus of this curriculum is on material essentials, character development, and student competence (Dewi et al., 2023, p. 189). There have been some modifications in elementary school, particularly in the English subject. They pointed out that while English is an optional subject in the 2013 curriculum, it is a compulsory subject in the

*Kurikulum Merdeka Belajar*. English learning has several objectives in this new curriculum, including increasing communicative competence in English (oral, written, visual, and audio-visual), developing intercultural competency in order to comprehend and value the perspectives and products of Indonesian and foreign cultures, gaining the courage to express themselves as a self-sufficient and responsible individual, and cultivating critical and creative reasoning abilities (Artini, 2017, as cited in Dewi et al., 2023).

Yet, not all students can achieve the above-mentioned objectives of English learning in the classroom. This is due to elementary students still often experience difficulties in learning English. Rahayu and Rosa (2020) in their research, found four major difficulties elementary school students faced when learning English. First was the lack of vocabulary, the teachers claimed that vocabulary is the issue impeding the smooth progression of English learning at the primary school. Second was the pronunciation of English words. Most of the students stated that they struggle with pronunciation.

The third problem found by Rahayu and Rosa was the learning environment. The students agreed that the learning environment does not assist their English mastery. The learning environment comprises the time of English learning, the classmates, the teachers, and the approach and materials utilized by the teacher. This point is supported by Sintadewi et al. (2020) findings. They found that students' difficulty understanding English material was caused by lack of teachers preparation for teaching, inappropriate used of methods and media, class management, and lack of facilities and infrastructure. The last problem found



by Rahayu and Rosa was a lack of motivation. The students stated that the English learning process is boring. This suggests that they were unmotivated or had low motivation to learn English.

One way for teachers to help students overcome the difficulties described above is by using educational media. Ritakumari (2019, p. 7) stated that media refers to a method of communication. Thus, educational media is communication channels that carry messages with an instructional purpose. It is commonly utilized solely for learning and teaching purposes (Webcrawler, 2013, as cited in Ritakumari, 2019). There are two types of educational media: print media and digital media. The examples of printed media are books, journals, magazines, newspapers, workbooks, and textbooks. The examples of digital media are audio, visual, and audio-visual media (Ritakumari, 2019, p. 8). Audiobook is one of the example of audio-visual media.

Audiobook is a recordings of the spoken words from a literary work and most audiobooks are created from a printed text that is read aloud by a narrator (Burkey, 2013, p.18). The original objective of audiobooks was to assist children with reading comprehension difficulties (O'Day, 2022, as cited in Kartal & Simsek, 2017, p. 113). Audiobooks differ from traditional reading aloud in three major ways (Rubery, 2008, p. 70). Robert (2008) noted that the first distinction is limited by space, but it is not the case with listening to audiobooks. The second difference is apparent in time constraints, while audiobooks can be listened to at any time. The last differential is related to the audio (pp. 70-71). Reading aloud

requires face-to-face meetings, while audiobooks can be listened to on computers, MP3 players, smart phones, CDs, cassettes, walkmans, and other devices.

The abundant opportunities that are available to play audiobooks make them easily accessible (Kartal & Simsek, 2017, p. 113). Wolfson (2008) stated that having professional narrator, recognized actors, and sometimes the author itself read the book, provides a more special audiobooks experience. Even better, some audiobooks nowadays use male and female narrators, music, and sound effects to add realism to the text (pp. 106-107). Therefore, audiobooks cannot be underestimated these days due to the increasing number of audiobooks and their listeners, as well as the growing number of apps and websites that provide audiobooks for free.

The use of audiobook as the teaching and learning media enhances students' English language learning by improving listening skills, fluency, and introducing new vocabulary and proper pronunciation. Additionally, audiobooks increase students' interest in reading because they are more enjoyable than traditional printed books.

Casbergue and Harris (1996) believed that oral examples offered through audiobooks help students not only comprehend the story better but also expose them to modeled examples of fluency (as cited in Whittingham, et. al, 2013). Additionally, a number of studies have demonstrated that audiobooks are an excellent medium in English language teaching to enhance students' comprehension abilities (Brown & Fisher, 2006; O'Day 2002 as cited in Türker, 2010).

It has been observed that “children have a short attention span” (Musthafa, 2010, as cited in Mutiah et al., 2020). Mutiah et al. further stated that, unlike adult learners who may devote more time to their studies, children have short attention spans in studying for only approximately twenty minutes. It indicates that teachers should have a variety of teaching strategies and learning medias for their activities in class in order to minimize student boredom (p. 2). Then using the audiobook to teach English is one of the options to avoid the boredom in the class.

Aydin and Tunagür (2021) have conducted a research on Turkish sixth grades students’ attitude towards the application of audiobook in learning listening. The participants were 60 Turkish sixth grade students attending a middle school in Turkey. This study indicated that students’ attitudes towards audiobooks were generally positive. The study also discovered that students in the experimental group who used audiobooks performed better on the listening achievement test than those in the control group who received instruction through curriculum-based listening activities. The students expressed that the audiobook app was fun and good, the narrator’s tone and articulation increased their interest, the app covered several types of books, they liked the audiobook app, liked listening to audiobooks, and enjoyed the listening activity. Additionally, the application increased students’ eagerness to listen, they understand better after audiobook activities, listening to audiobooks develops their intelligence, listening to books is easier and better than reading books, and they can relive the content in their minds after listening to it.

Another study done by Nuraini et al. (2020) showed that the use of the Audiobooks app enhances students' reading skills. The results indicate that participants not only achieved but also exceeded the Standard Minimum Score (KKM). Participants responded positively to reading lessons incorporating English stories on the Audiobooks app, suggesting a beneficial reading experience when listening to the story. The students can acquire both reading and listening skills for English stories simultaneously by utilizing the Audiobooks app, which provides transcription, audio, and audiobook files.

Based on the explanation above, the researcher would like to investigate the use of audiobook to promote young learners' English ability in order to find out whether audiobook can improve elementary students' ability in English.

### **B. Research Questions**

Based on the background of study above, the research questions can be stated as below:

1. Does audiobook promote students' ability in English?

### **C. Research Aim**

Based on the research questions above, the aims of this study are:

1. To find out whether audiobooks can promote students' ability in English.

## D. Hypothesis

Singleton and Straits (2005, as cited in Richey & Klein, 2007) stated that hypothesis is a relationship between two or more variables that is expected but not confirmed. The hypotheses of this study are as follows:

- (Ha) Audiobooks were effectively used to teach English lesson to young learners. Which means there was an improvement in young learners' ability in English.
- (Ho) Audiobooks were not effective in teaching English lesson to young learners. It was because there was no improvement in young learners' ability in English. This means that young learners have the same ability in English whether they were taught using audiobook or not.

## E. Significance of Study

This study is expected to bring advantages and benefits for various parties. This research should be useful both practically and theoretically.

### 1. Practical Significance

#### a. Teachers

This research may provide insight to teachers about how useful is audiobook to help enhancing students' listening and reading skills.

#### b. Future Researchers

It is expected to be the reference for further research especially about the use of audiobook for young learners to enhance their listening and reading skills.



c. Researcher

As a student in the English Language department and a future English teacher, researcher hopes that this study will be helpful to her when teaching her students in the future.

2. Theoretical Significance

Academically, this research is expected to bring theoretical benefits as a reference that will help future research, specifically those related to the use of audiobook to enhance students' ability in English.

**F. Research Terminologies**

It is necessary to briefly explain specific words that will be frequently discussed in this study. This is meant to avoid misunderstandings and unclear interpretations. Based on the title of this research, the terminologies that will be discussed are as follows:

1. Audiobook

An audiobook is a book or story that is narrated by a professional using the best recording equipment and it allows the listener to understand the story better (Fajry, Komariah, & Silvianti, 2016). In this research, the researcher will use audiobook as an educational medium to see the improvement of vocabulary and pronunciation of elementary school students.

2. Ability in English

Cambridge Dictionary defined ability as “the power or skill needed to do something, or the fact that someone is able to do something”. Robins and Judge (2009) wrote that ability is an individual's capacity to perform different tasks in a

job. It is an actual evaluation of what an individual is capable of. A person's overall ability basically consists of two factors: intellectual and physical (p. 49). In this study, the ability that the researcher refers to is the intellectual ability of elementary school students in English lessons in the classroom.



## CHAPTER II

### LITERATURE REVIEW

#### **A. Audiobook**

##### **1. The Definition of Audiobook**

The first audiobook publication known as a “talking book”, was called “Books for the Adult Blind Project” and it was launched in 1931. The name “audiobook” was not first used until 1970. However, over the years, the purpose it served has altered. The main goal of audiobooks was to improve the reading abilities of children and illiterate individuals, particularly in terms of reading comprehension (Koskinen, Blum, Bisson, Philips, Creamer, & Baker 2000; O’Day, 2002). However, there were not many studies on how audiobooks might improve the listening skills of EFL students back then, thus it was still difficult to employ them in a listening classroom.

According to Fajry et al. (2016) audiobook is a book that has been recorded using top-notch audio equipment by a professional narrator. By expanding vocabulary, enhancing understanding, encouraging independence, and providing models for fluent reading, audiobooks contribute in literacy development. This suggests that using audiobooks to teach listening skills is a great idea.

A sound of recording of a book being read aloud by a professional narrator or author is what Have & Pedersen (2016) characterized as an audiobook. The majority of novel researchers deliver their novels in audio formats using audiobooks. So to speak, a book or story that has been recorded as an audiobook or

recorded is one that has been read aloud by a professional narrator using upper recording technology.

Everyone has been forced to give up certain traditional elements of the way that teaching and learning materials are delivered in this day and age due to the expansion of digital media. Due to its potential to assist in the development of language abilities in learners, audiobooks are currently regarded as a key literacy tool and one of the most important tools in the EFL learning process (Serafini, 2004). Today, audiobooks are often utilized for pleasure, therapy, and/or education in first-world countries. The use of audiobooks as a scaffolding tool to improve literacy among users has been recognized (Hett, 2012). Referring to the inevitable future in which digital form will replace physical form of information such as books. Additionally, audiobooks are used outside of academic settings like schools and universities. According to Harris (2001), “since audiobooks were used in classrooms to increase reading comprehension among kids and struggling readers, their use has spread.” Numerous studies on audiobooks that have been done in the past have focused on adolescent learners, according to Kartal & Imsek (2011). Due to the fact that the majority of educational institutions and/or schools utilize audiobooks as an introduction in the classroom to help students understand the nuances of the subject they will be studying.

## **2. Using Audiobooks to Teach A Language**

According to Brown (2006), a good audiobook the one that can capture the classroom’s characterization, subject, tone, and setting characteristics.

Additionally, audiobooks encourage independent reading. Nowadays, a lot of courses for teaching English to foreigners come with accompanying recordings, and having these materials available to augment textual texts is almost always helpful, if only for the teacher who is not a native English speaker. Accurate pronunciation is frequently possible with these recorded materials.

Brown (2002, as cited in Assiddiqhi & Rosa, 2021) argued that audiobook assists teachers to help students understand the topic they are learning about by generating a scenario, or setting, for the issues being discussed (p. 101). However, as stated by Wolfson (2008), many teachers believe that listening to an audiobook is not the same as reading. But then he provided a data to support the idea that listening to audiobooks is quite similar to reading, it has been discovered that readers and listeners both respond to their respective books in very similar ways. Lesesne (2004, as cited in Wolfson, 2008) found that “adolescent students would actually prefer to have more reading aloud included in their literacy instruction”.

### **3. Criteria for Choosing An Appropriate Audiobook**

The objective, the level, and the voice were the three main requirements for an appropriate audiobook. Gregory (2013) asserts that the first condition was just related to the audience-serving function of the audiobook. The level at which teachers should assign a higher value in order to accommodate students’ linguistic development is the second criterion. Unvoiced, older and flat without using vocal role playing, multi-voiced, used a cast of unique characters, each representing one character, and unvoiced, in which the personalities of all the characters are vocally



dramatized and maintained throughout the production, emphasize individualizing one or more characters while letting others fade into the background.

#### **4. The Advantages of Audiobook**

Atba et al. (2019) suggested that audiobook is an effective resource for EFL learners. It contributes to the enhancement of several language learning skills. One of the primary advantages of using audiobooks is improved fluency. Serafini (2004) asserted that the usage of audiobook demonstrates fluent reading skills, appropriate phrasing, intonation, and articulation (p. 29, as cited in Atba et al., 2019).

Listening to audiobooks with advanced vocabulary from native speakers can enhance learners' acquisition of vocabulary (Marchionda, 2001, as cited in Atba et al., 2019). Similarly, Serafini (2004) stated that an audiobook exposes readers to new vocabulary because when new words are heard in the context of a story, they become part of a child's oral and later written vocabularies (p. 5).

Another advantage of audiobook is its pronunciation. Because the narrators of the audiobooks are native speakers, they provide a good sample of pronunciation. It will improve students' ability to pronounce English words.

Yet another major benefit of using audiobooks is that it shows most listeners how useful and fun they can be when used to learn English. Because it differs from the typical method of reading a printed book, listening to audiobooks can boost students' interest in the text.

Furthermore, Burkey (2013) asserted that listening to audiobooks improves students' skills by improving vocabulary, language acquisition, pronunciation, phonemic awareness, and listening comprehension (p. 20).

Ayunda (2013) conducted a study on the impact of audiobooks on the development of fluency among EFL students. Her findings suggest that audiobooks were effective, resulting in significant improvement in both fluency and the number of vocabularies during oral performance.

The use of an audiobook “allows for fluent reading with appropriate language, intonation, and articulation,” according to Serafini (2004). Additionally, students can learn while listening to a variety of audiobooks with a wide range of vocabulary from advanced speaking levels. Audiobooks can help students to improve their reading and listening comprehension.

### **5. The Disadvantages of Audiobook**

Çarkit's (2020) found that listening to audiobooks may lead to attention deficit, excessive internet data usage, and harmful impacts on ears when using earphones. Additionally, students may experience boredom during the process. Furthermore, the study found that audiobooks do not enhance reading speed.

Ala-Jukuri (2022) found in his study that teachers were hesitant to omit printed text in fear that students would miss out on crucial reading practice. The teachers do not consider listening to audiobooks as equivalent to reading in the traditional sense. Based on his findings, it can be seen that not everyone sees

audiobooks as a way to improve reading skills. Some people still think audiobooks only enhance listening skills.

Lundqvist (2023) stated in her study that audiobooks are not helpful for students to practice reading. Students have become less accustomed to reading longer texts and books over time. One participant expressed concern that audiobooks could discourage traditional reading because they provide an easier alternative. Additionally, students are unable to focus when using audiobooks, resulting in a passive reading experience. When students exclusively listen to audiobooks, they experience a decline in focus and comprehension, leading to inattentiveness and distraction. Additionally, audiobooks prove to be costly and may not always be readily available, as well as technological problems. Another downside of audiobooks is the requirement for headphones, which may be insufficient in a classroom setting.

## **B. Ability In English**

Cambridge Dictionary defined ability as “the power or skill needed to do something, or the fact that someone is able to do something”. Robins and Judge (2009) wrote that ability is an individual's capacity to perform different tasks in a job. It is an actual evaluation of what an individual is capable of. A person's overall ability basically consists of two factors: intellectual and physical (p. 49).

### **1. Intellectual Ability**

Intellectual ability is the ability to engage in mental activities such as thinking, reasoning, and problem solving. In most societies, intelligence is highly

valued. The seven most frequently mentioned dimensions of intellectual ability are numerical reasoning, verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, spatial visualization, and memory.

The dimensions of intelligence are positively related, so that high scores on one dimension have a positive correlation with high scores on other dimensions. For instance, a person with high verbal comprehension scores tends to have high spatial visualization scores. This correlation is not perfect, meaning that every human being has specific abilities (Robins & Judge, 2009).

## **2. Physical Ability**

Certain physical abilities are essential to the successful performance of other jobs that require endurance, manual dexterity, leg strength, or similar skills. Research on the requirements of hundreds of occupations has identified nine basic physical performance skills, namely dynamic strength, trunk strength, static strength, explosive strength, flexibility, dynamic flexibility, body coordination, balance, and endurance. It is also important to note that these basic physical abilities tend to correlate with one another, but a high score in one does not guarantee a high score in the others. (Robins & Judge, 2009).

However, the ability referred to in this study is more related to an individual's intellectual ability, especially language ability. Language ability and language skill have the same meaning. Language skills are essential abilities that enable individuals to clearly express their thoughts and communicate effectively with others and it encompasses four skills, namely listening, speaking, reading, and



writing (*Language Skills*, 2023). But in this study, researcher only focused on two skills, namely listening and reading skills.

### **C. Listening skills**

A simple definition of listening is making an effort to grasp what we hear (Downs, 2008). The majority of the time spent communicating is spent listening, which is a crucial component of communication. According to Mendelsohn (1994), speaking accounts for 25-30% of communication, reading for 11-16%, and writing for roughly 9% (as cited in Bingol, Celik, Yildiz, & Mart, 2014). The information above makes it quite evident that listening is an active process because it takes up the majority of our time. According to O'malley, et al. (1989), listening is a deliberate, active process in which the listener creates meaning from the information and provides a response (as cited in Matsuoka, 2009).

Furthermore, according to Alonso (2012), listening skill is more diverse than speaking competency, which is opposite to what everyone believes about learning foreign languages. The foundational ability for learning a new language is listening. This is the main justification for why listening comprehension has recently been emphasized in English language teaching. Additionally, Maya (2014) defines listening comprehension as the capacity to comprehend speech delivered by a native speaker at a typical rate of speed when one is listening (as cited Abdalhamid, 2012). The main factor in developing other linguistic abilities is listening. An infant spends one or two years listening before developing other

language skills, according to (Kartal & Simsek, 2011). They then acquire speaking, reading, and writing skills.

#### **D. Reading Skills**

Melani (2018) stated that for EFL students, reading is one of the most important ways to acquire English. It is a crucial part of learning. Melani argued that in EFL situations, most students want to be competent in reading in a foreign language. The reasons why they want to acquire the ability to read are to get information, for pleasure, and so on. Although, there are some difficulties they may face, such as vocabulary, grammar, and concentration on text (p. 178).

Teaching for the development of students' reading skills may require tasks that involve other skills, such as writing, listening, and speaking. Brown (2007) argued that reading skills are best developed when they are integrated with activities that involve writing, listening, and speaking, and that the connection between reading and writing is best addressed. Basuki (2015, as cited in Khadijah et al., 2022) explains that children's reading skills begin with concrete writing that often found on children.

#### **E. English for Young Learners**

Lesia et al. (2022) stated that, in Indonesia's large cities, teaching English to young learners is considered necessary. At the time 2013 curriculum was implemented, English is no longer a compulsory subject. Meisani (2022) stated that English, which was previously required in grades 4, 5, and 6, has been moved to

the extracurricular program for two reasons, first, elementary school students are to be exposed to more local content and second, elementary school subjects are considered overloaded.

However, Indonesian government has updated the 2013 curriculum to the newest curriculum known as *Kurikulum Merdeka Belajar*. The focus of this curriculum is on material essentials, character development, and student competence (Dewi et al., 2023, p. 189). There have been some modifications in elementary school, particularly in the English subject. They pointed out that while English is an optional subject in the 2013 curriculum, it is a compulsory subject in the *Kurikulum Merdeka Belajar*. English learning has several objectives in this new curriculum, including increasing communicative competence in English (oral, written, visual, and audio-visual), developing intercultural competency in order to comprehend and value the perspectives and products of Indonesian and foreign cultures, gaining the courage to express themselves as a self-sufficient and responsible individual, and cultivating critical and creative reasoning abilities (Artini, 2017, as cited in Dewi et al., 2023).

After the curriculum upgrading, elementary school students still struggle with English learning, particularly in understanding text and language skills (Basri, 2018; Ratminingsih, 2017, as cited in Sintadewi et al., 2020). Rahayu and Rosa (2020) in their research, found four major difficulties elementary school students faced when learning English. First was the lack of vocabulary, the teachers claimed that vocabulary is the issue impeding the smooth progression of

English learning at the primary school. Second was the pronunciation of English words. Most of the students stated that they struggle with pronunciation.

The third problem found by Rahayu and Rosa was the learning environment. The students agreed that the learning environment does not assist their English mastery. The learning environment comprises the time of English learning, the classmates, the teachers, and the approach and materials utilized by the teacher. This point is supported by Sintadewi et al. (2020) findings. They found that students' difficulty understanding English material was caused by lack of teachers preparation for teaching, inappropriate used of methods and media, class management, and lack of facilities and infrastructure. The last problem found by Rahayu and Rosa was a lack of motivation. The students stated that the English learning process is boring. This suggests that they were unmotivated or had low motivation to learn English.

Listening skills are the most crucial outcomes of early language teaching (Demirel, 2004, as cited in Sevik, 2012). Sharpe (2001) stated that promoting children's listening skills is crucial for effective learning across all primary curriculum subjects. Additionally, Linse (2005) believed that teaching listening skills was essential to the development of other language abilities. Sevik (2012) argued that listening helps students stay engaged and avoid boredom.

McCormick (1977, as cited in Alsamadani, 2017), found in his research that the children who were exposed with read-aloud materials and activities for several months showed significant improvements in reading comprehension, vocabulary, word-choice and pronunciation. This finding is supported by Vivas



(1996, as cited in Alsamadani, 2017) who found that children's listening skills improved when they were exposed to stories read aloud, which in turn enhanced their reading comprehension skills. The use of audiobooks during classroom lessons is also a read-aloud activity.

#### **F. Previous Studies**

Previous studies on this subject have been conducted. Dzikri (2021) looked into how employing audiobooks in the listening class at primary schools affected the kids' learning. Eleven sixth-grade students are the participants in this study. Pre-experimental research is the research strategy for this quantitative methodology. The findings of this study revealed that there was less significance between the mean pre- and post-test scores, with the comparison of the means of the two tests being only slightly different, ranging between 60,00 and 66,35. However, students' listening skills improve when they learn with audiobooks, even if the improvement is quite minor.

In the second study, Nuraini et al. (2020) used an English story with an audiobook to improve students' reading abilities. The study looked into whether reading English stories on audiobook apps may help students considerably improve their reading abilities. The qualitative research approach used in this study was a case study. The researcher collected data using a variety of sources, including tests, interviews, and observations. Three seventh-grade students participated. It is clear from the findings and discussion that the participants met or exceeded the Standard

Minimum Score (KKM). In addition, the students enjoy and feel at ease reading English stories with the use of an audiobook during the learning process.

The third study was conducted by Tsany (2021), which investigated the implementation and response of students in reading narrative texts while listening to audiobooks as part of their learning activities. The researcher employed observation and interview methods to obtain data for this study, which was conducted using a qualitative method. The study discovered that Storynory (an audiobook app) is simple to use in the classroom and that students can understand narrative texts when utilizing audiobooks. Students and teachers said they liked and were satisfied using audiobooks for learning. The researcher also stated that the Storynory audiobooks apps can assist students with their word pronunciation. The students can repeat the pronunciations they hear in the audio, implying that audiobooks can introduce and improve students' vocabulary or unfamiliar words in the text.

From the three previous studies above, we can conclude that the use of audiobooks is effective for enhancing students' learning abilities, especially in students' reading and listening skills. In the current study, the researcher will examine the use of audiobooks on young learners to enhance their English language skills. In previous studies, they have only focused on one ability in their research, so in this study, the researcher will focus on two abilities at once, namely students' reading and listening skills.

### CHAPTER III

#### RESEARCH METHODOLOGY

In this chapter, the researcher will explain about research techniques. This chapter contains research design, hypotheses, research participants, method of data collection, and method of data analysis.

##### A. Research Design

Creswell (2012) emphasizes that research design is meant to collect, analyze, and interpret data objectively. There are three kinds of research designs, namely quantitative, qualitative, and mixed methods. For this study, the researcher used quantitative research as the research design. Quantitative research is a method for putting objective hypotheses to the test by looking at the relationship between variables (Creswell, 2014). There are various research methodologies in quantitative, one of which is experimental research. For this study, researchers conducted experimental study to obtain answers and results that matched the research questions and objectives.

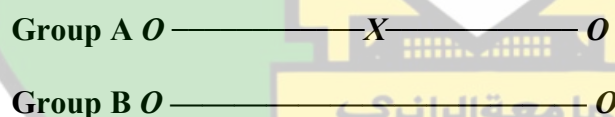
Creswell (2014) noted that experimental study is an attempt to determine whether a certain treatment has an effect on an outcome. This effect is measured by giving one group a specific treatment while withholding it from another, and then comparing how both groups performed on an outcome (p. 42). It means the experimental study consists of two groups, namely the experimental group (X) and the control group (Y). Experimental research is classified into four types, namely

pre-experimental designs, quasi-experiments, true experiments, and single-subject designs. For the purpose of this research, quasi-experimental design was used by the researcher.

Creswell (2014) stated that quasi-experimental design involves studying two groups, namely control and experimental groups (p. 219). Johnson & Christensen (2014) pointed out that quasi-experimental research design is one that does not allow for complete control of potential confounding variables. The fundamental reason that full control cannot be accomplished is because participants cannot be randomized to groups. In this current study, the researcher used the nonequivalent control-group design to assess the impact of audiobook usage to enhance young learners' ability in English. The researcher chose this design to answer the research question objectively. The nonequivalent control-group design can be illustrated as follows.

**Figure 1**

*Nonequivalent (pre-test and post test) control group design*



Description:

Group A is the experimental group.

Group B is the control group.

O is the time students will be assessed or called the pre-test and post-test.

X is the treatment that the experimental group will get.

## **B. Hypothesis**

A hypothesis presents predictions regarding the research findings. It is a preliminary answer to the research question that has not yet been tested. In conducting this research, researcher proposed the following working hypothesis. (Ha) Audiobooks were effectively used to teach English lesson to young learners. Which means there was an improvement in young learners' ability in English. (Ho) Audiobooks were not effective in teaching English lesson to young learners. It was because there was no improvement in young learners' ability in English. This means that young learners have the same ability in English whether they were taught using audiobook or not.

## **C. Research Participants**

Population is the universe of the research object that is the focus of attention and the source of research data (Ul'fah, 2021). Margono (2017), similarly to Ul'fah, believed that population is all data that is the focus of a researcher's attention within a certain scope and period. For this research, the researcher will use purposive sampling technique. It is intended to focus on specific features of a population that are of interest and will best answer the research questions (Rai and Thapa, 2015). The population of this study was four 6<sup>th</sup> grade classes of SD Islam Al-Azhar Cairo. The total number of students was 108. Thus, the researcher concerns on two classes of 6<sup>th</sup> grade as the research samples, which were Jabir bin Abdillah as the experimental class and Urwah bin Zubair as the control class. There were 26 students in the control class and 27 students in the experimental class.



#### **D. Method of Data Collection**

To collect the data, researcher used tests as the method of data collection.

The tests are pre-test and post-test.

##### **1. Test**

Tests are used to assess a person's knowledge of something in order to determine what he or she knows or has learnt. Testing measures the level of skill or knowledge that has been acquired. Cambridge Dictionary defined test as “a method of discovering what someone knows or capable of doing through questions or practical exercises”. Assessment assists the teachers to evaluate the strengths and weaknesses of their students and to motivate the students (Wojtczak, 2002, as cited in Tosuncuoglu, 2018). The type of questions to be given are multiple choice questions. The number of questions per test was 10 questions and the time given in working on the questions is 30 minutes. The questions were based on the audiobooks provided by the researcher. To score the test, the researcher assigned a score of 10 points to the correct answer and a score of 0 point to the incorrect one.

##### **a. Pre-test**

Before the researcher starts teaching using audiobooks, the researcher will conduct a pre-test to the students. The pre-test will be given to the experimental class and control class in the same way. The pre-test was given to determine the basic English abilities of the 6<sup>th</sup> grade students. The pre-test was given on November 6, 2023 in the control and experimental class.

**b. Post test**

The post-test will be given to the experimental class after the treatment and to the control class. The post-test is given to measure the improvement of students' English language skills after learning through audiobooks (experimental class) and without using audiobooks (control class). The post test was given on November 17, 2023 in both classes.

**2. Experimental Teaching**

In this study, the researcher was teaching as a form of the experiment, these were the steps that researcher took during the experimental activities. At the first meeting, the English teacher introduced the researcher to the students. Then the researcher introduced herself again and explained the purpose of the researcher coming to the school. The researcher asked the students to do the pre-test questions which contained 10 questions. Then, the researcher explained the rules during the process. When the students had finished working on the pre-test questions within the specified time period, which was 30 minutes, the researcher collected the answered questions and was assisted by the English teacher. The pre-test was done to determine the level of students' ability in English.

In the second meeting, researchers conducted the treatment for the first time. The researcher opened the class by greeting the students. Then the researcher displayed PPT (power point) to students. Before getting into the material, the researcher asked first about the material they had learned before. Next, the researcher asked about students' knowledge of the material to be learned and linked

the current material with the previous material. The students looked active and enthusiastic when the researcher asked them. Before going into the explanation of fables, the researcher displayed a picture of a collection of animals first. The researcher asked the students about the types of animals. Then the researcher started the lesson. The researcher explained what a fable was and what type of text it was. The researcher also explained the structure of fable text and the characteristics of fables. Then the researcher showed an example of a fable text to the students and asked the students to read it. After the students read it, the researcher asked what the fable was about and the moral value that could be taken from the fable. Then the researcher played an audiobook about fables to students. After the story was over, the researcher asked again what the fable told and the moral value that could be taken. Then the researcher concluded the learning at that meeting together with the students and closed the class by praying together.

In the third meeting, almost the same as before, the researcher opened the class by asking about the material that had been learned in the previous meeting. Then the researcher continued the learning. In this meeting, the researcher continued to explain about fables, in the form of the elements of fable text, the linguistic elements of fable text, and the purpose of the fable text. In this meeting, due to the short time, the researcher did not spend too long explaining the material. After briefly explaining the material, the researcher played an audiobook about fables that was different from the audiobook played in the previous meeting. After the story was finished, the researcher asked the students what the fable was about and the moral values that could be taken. After the students answered the questions,

the researcher summarized the learning that day and closed the class by praying together.

At the last or fourth meeting, the researcher conducted a post test on the control class students first. In the control class, the researcher opened the class by greeting the students and conveying the purpose of the researcher's visit to ask the students to take the post test. Then the researcher explained how to do the questions. When the time ended, the researcher collected the questions that have been answered. Then the researcher thanked them and closed the class. In the experimental class, the researcher opened the class as usual and did a little review of the material that had been studied so far. Then the researcher said that the researcher would conduct a post test. The researcher explained the rules that students had to follow to complete the test. After the time was over, which was 30 minutes, the researcher collected the questions that had been answered by the students. Then the researcher expressed gratitudes for working together well during the last few meetings. Then the researcher closed the class by praying together. The post test given have the same content, there are no differences in questions for the two classes. This was done to see the results of those who learned English using audiobooks and those who did not use audiobooks.

#### **E. Method of Data Analysis**

To analyze the data, the researcher used T-test. The T-test was used to determine whether there was significant difference on students' ability in English when taught using audiobooks between the experimental class and control class.

The SPSS 23 program was used in the entire data analysis process for calculating the data.

### 1. Calculation of Pre-test and Post Test

To calculate students' pre-test and post-test scores, researcher calculated the students' standard deviation scores first, then researcher calculated the average of each class.

#### a. Standar Deviation

Standard deviation (SD) measures the extent of scattering in a set of values, typically in comparison to the mean value of the set. The formula for standard deviation value is as follows:

$$S = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:

$S$  = the deviation standard

$\sum X^2$  = sum of the squares of each score

$N$  = number of students

#### b. Mean score

The initial step in analyzing the data was to calculate the mean score of the two tests from each class. To calculate it, the researcher used the following formula.

$$\bar{x} = \frac{\sum x}{N}$$



Description:

$\bar{x}$  = the mean of students' score

$\sum x$  = the total score

N = the number of students

## 2. Hypothesis Test

Hypothesis testing is used to test whether or not the hypothesis of this study is accepted. If the significance value is less than  $\alpha = 0.05$ ,  $H_a$  is accepted and  $H_o$  is rejected. Conversely, if the significance value is higher than 0.05,  $H_o$  is accepted and  $H_a$  is rejected. In testing the hypothesis, researcher used the independent sample t-test to calculate the data. Below is the formula.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Where:

$\bar{x}_1$  = the mean score of experimental group

$\bar{x}_2$  = the mean score of control group

$n_1$  = the number of experimental group

$n_2$  = the number of control group

$s_1^2$  = the deviation standard of experimental group

$s_2^2$  = the deviation standard of control group

In hypothesis testing, the criteria for rejecting or not rejecting  $H_0$  based on *p-Value* or significance (sig) as follows:

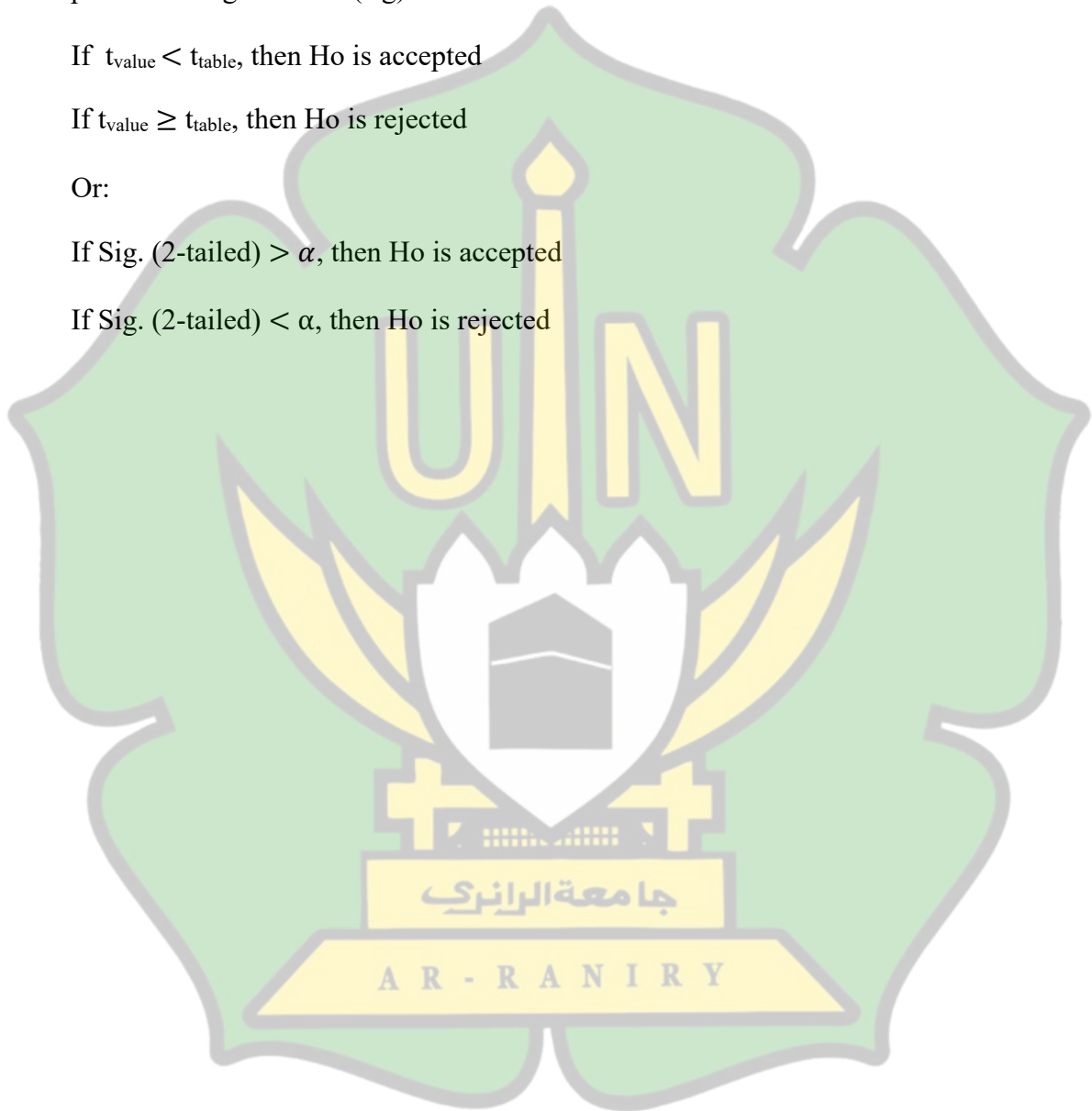
If  $t_{\text{value}} < t_{\text{table}}$ , then  $H_0$  is accepted

If  $t_{\text{value}} \geq t_{\text{table}}$ , then  $H_0$  is rejected

Or:

If Sig. (2-tailed)  $> \alpha$ , then  $H_0$  is accepted

If Sig. (2-tailed)  $< \alpha$ , then  $H_0$  is rejected



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, researcher will discuss the findings of the research. This chapter mainly discusses about the result of research, the result of hypothesis test and discussion of research findings.

#### **A. Research Findings**

In this section, the researcher will describe the results of the research that has been conducted to answer the research question in this study, namely whether audiobooks can promote students' ability in English. Therefore, the explanation for the results of data analysis is as follows.

##### **1. The Result of Pre-Test Scores for Students in Control Class and Experimental Class**

To collect the data, researcher conducted pre-test and post test. In the first meeting, researcher conducted a pre-test to students of the control class and experimental class. The following are the results of the pre-test and the average value (mean) from both classes. The results were presented in Table 1, and the identities of the students were anonymized with their initials.

**Table 4.1***Pre-test scores of control class and experimental class students*

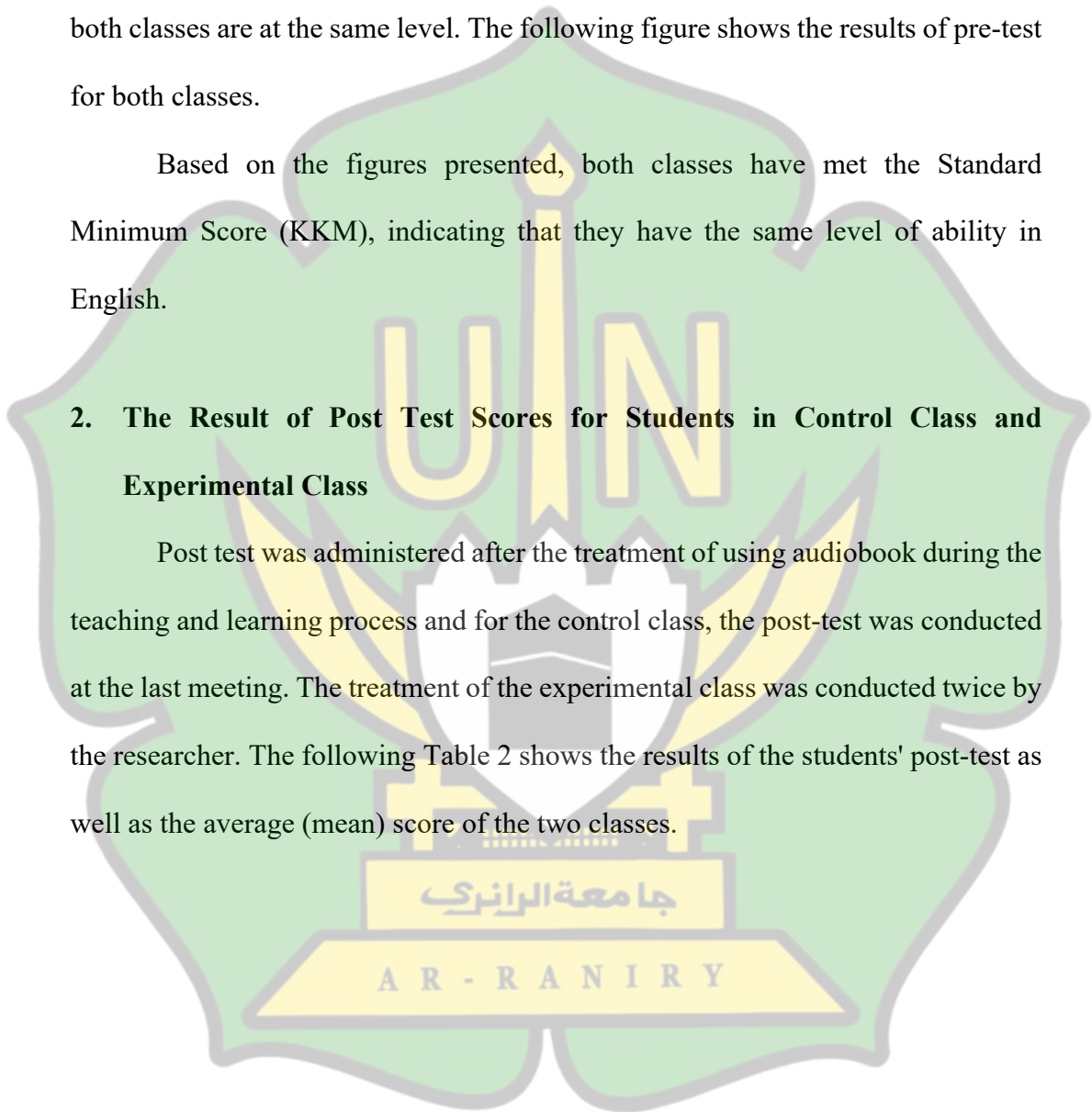
No.	Control Class	Pre-test Score	No.	Experimental Class	Pre-test Score
1.	AMQ	90	1.	ANS	90
2.	AKB	100	2.	AAS	80
3.	ANH	90	3.	CKSZ	0
4.	CNA	80	4.	CZUB	70
5.	DFS	0	5.	FA	80
6.	DS	90	6.	FKA	70
7.	HIF	90	7.	ITA	80
8.	JAR	80	8.	IAH	90
9.	KN	30	9.	KAH	80
10.	MMRAZ	100	10.	KH	90
11.	MAI	100	11.	LZ	80
12.	MAZ	100	12.	MRAF	0
13.	MAAAH	100	13.	MAAB	80
14.	MF	100	14.	MDAF	100
15.	MR	100	15.	MRF	100
16.	MRM	80	16.	MR	90
17.	NAS	80	17.	MSR	90
18.	PNZ	70	18.	NSH	90
19.	RAAA	80	19.	NAF	80
20.	RZG	100	20.	NAF	90
21.	RA	90	21.	NA	90
22.	SN	80	22.	NHA	70
23.	ST	60	23.	PRA	90
24.	SSZ	90	24.	QAA	70
25.	SAAG	90	25.	QN	90
26.	SP	80	26.	RA	90
27.	-	-	27.	RF	100
<b>MEAN</b>		<b>81.92</b>	<b>MEAN</b>		<b>78.89</b>

The data above shows that the mean score of pre-test of students in control class is 81.92 and the mean score of experimental class students is 78.89. From the pre-test results, it can be concluded that the ability in English of the students from both classes are at the same level. The following figure shows the results of pre-test for both classes.

Based on the figures presented, both classes have met the Standard Minimum Score (KKM), indicating that they have the same level of ability in English.

## **2. The Result of Post Test Scores for Students in Control Class and Experimental Class**

Post test was administered after the treatment of using audiobook during the teaching and learning process and for the control class, the post-test was conducted at the last meeting. The treatment of the experimental class was conducted twice by the researcher. The following Table 2 shows the results of the students' post-test as well as the average (mean) score of the two classes.





**Table 4.2***Post test scores of control class and experimental class students*

No.	Control Class	Post Test Score	No.	Experimental Class	Post Test Score
1.	AMQ	80	1.	ANS	90
2.	AKB	80	2.	AAS	70
3.	ANH	80	3.	CKSZ	90
4.	CNA	70	4.	CZUB	80
5.	DFS	0	5.	FA	80
6.	DS	80	6.	FKA	60
7.	HIF	70	7.	ITA	80
8.	JAR	60	8.	IAH	100
9.	KN	40	9.	KAH	100
10.	MMRAZ	80	10.	KH	100
11.	MAI	80	11.	LZ	90
12.	MAZ	90	12.	MRAF	0
13.	MAAAH	0	13.	MAAB	80
14.	MF	80	14.	MDAF	100
15.	MR	70	15.	MRF	90
16.	MRM	90	16.	MR	100
17.	NAS	80	17.	MSR	90
18.	PNZ	80	18.	NSH	90
19.	RAAA	60	19.	NAF	80
20.	RZG	80	20.	NAF	80
21.	RA	90	21.	NA	100
22.	SN	40	22.	NHA	60
23.	ST	80	23.	PRA	80
24.	SSZ	80	24.	QAA	90
25.	SAAG	90	25.	QN	100
26.	SP	70	26.	RA	80
27.	-	-	27.	RF	100
<b>MEAN</b>		<b>69.62</b>	<b>MEAN</b>		<b>83.70</b>

The data above shows that the mean score of post test of the control class students is 69.62 and the mean score of experimental class students is 83.70. Those mean scores shows an increase in results in the experimental class compared to the control class. Although there is no significant change, there is still an improvement in student learning outcomes when learning using audiobooks compared to the control class, which experienced a significant decrease in post test result. The following figure shows the results of post test for both classes.

Based on the figures presented above, the mean score of the experimental class surpassed the mean score of the control class. The mean score of the post-test in the experimental class also increased from the previous mean score of the pre-test. This shows that there is an improvement in student learning outcomes when using audiobooks.

## 2. The T-test's Result of Post Test in Control and Experimental Class

The t-test that the researcher did was Independent Sample Tests. The purpose of the researcher conducting this t-test was to see if there was a significant difference in the post test between the control class and experimental class. The results of the t-tests are in the following table.

**Table 4.3**

*Descriptive statistics of control class and experimental class*

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post Test Score	Post Test Experimental Class	27	83.70	20.409	3.928
	Post Test Control Class	26	69.62	24.246	4.755

Based on the table above, it could be concluded that the standard deviation of both tests from each class shows that the value was below the mean score, so this indicates that the pre-test and post test of the control and experimental classes have low data variation.

**Table 4.4**

*The t-test results of the post test in the control class and the experimental class*

Independent Samples Test									
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower Upper
Post Test Score	Equal variances assumed	.720	.400	2.292	51	.026	14.088	6.147	1.747 26.429

The data from the table above shows the results of the post test carried out on students in both the control and experimental classes. According to the t-test's result, the significance value is 0.02, indicating that 0.02 is less than  $\alpha$  0.05 and thus  $H_a$  is accepted, and  $H_o$  is rejected, suggesting that audiobooks have a significant impact on promoting students' ability in English. It can also be concluded as follows.

- Sig. (2-tailed)  $< \alpha$ , then  $H_o$  is rejected.

Sig. (2-tailed) = 0.026  $< \alpha$  = 0.05.

The significance value is smaller than the  $\alpha$ , it means that the audiobooks promote students' ability in English. According to Nuryadi et. al (2017), if the significance value is smaller than  $\alpha$  0.05, then  $t_{\text{value}}$  is significant and vice versa, which can be outlined as below.

- $t_{\text{value}} \geq t_{\text{table}}$ , then  $H_0$  is rejected.

$$t_{\text{value}} = 2.929$$

$$t_{\text{table}} (\alpha/2 ; df) = 0.025; 51 = 2.008 \text{ (see APPENDIX 4)}$$

$$t_{\text{value}} = 2.929 \geq t_{\text{table}} = 2.008$$

When looking at the t-distribution table (see APPENDIX 4), the  $t_{\text{table}}$  is 2.008. It means that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that using audiobooks could enhance students' ability in English

From the post tests' mean score of the control and experimental classes, it becomes apparent that the post test's mean score for the experimental class has increased, while the control class has decreased. Therefore, it can be confirmed that the English ability of students in the experimental class have a significant improvement compared to those in the control class who did not use audiobooks in learning English.

### 3. Hypotheses

The data above shows that the use of audiobooks in English learning could be one of the effective media to enhance students' ability in English, especially young learners. It can be seen as the significance value is smaller than  $\alpha$  0.05 and the  $t_{\text{value}} \geq t_{\text{table}}$ . Therefore, ( $H_a$ ) Audiobooks were effectively used to teach English to young learners. This is because there was an enhancement between students who were being taught using audiobooks and students who were being taught without audiobooks. Which means there was a significant improvement in young learners' ability in English and the use of audiobook was effective.

## B. Discussion

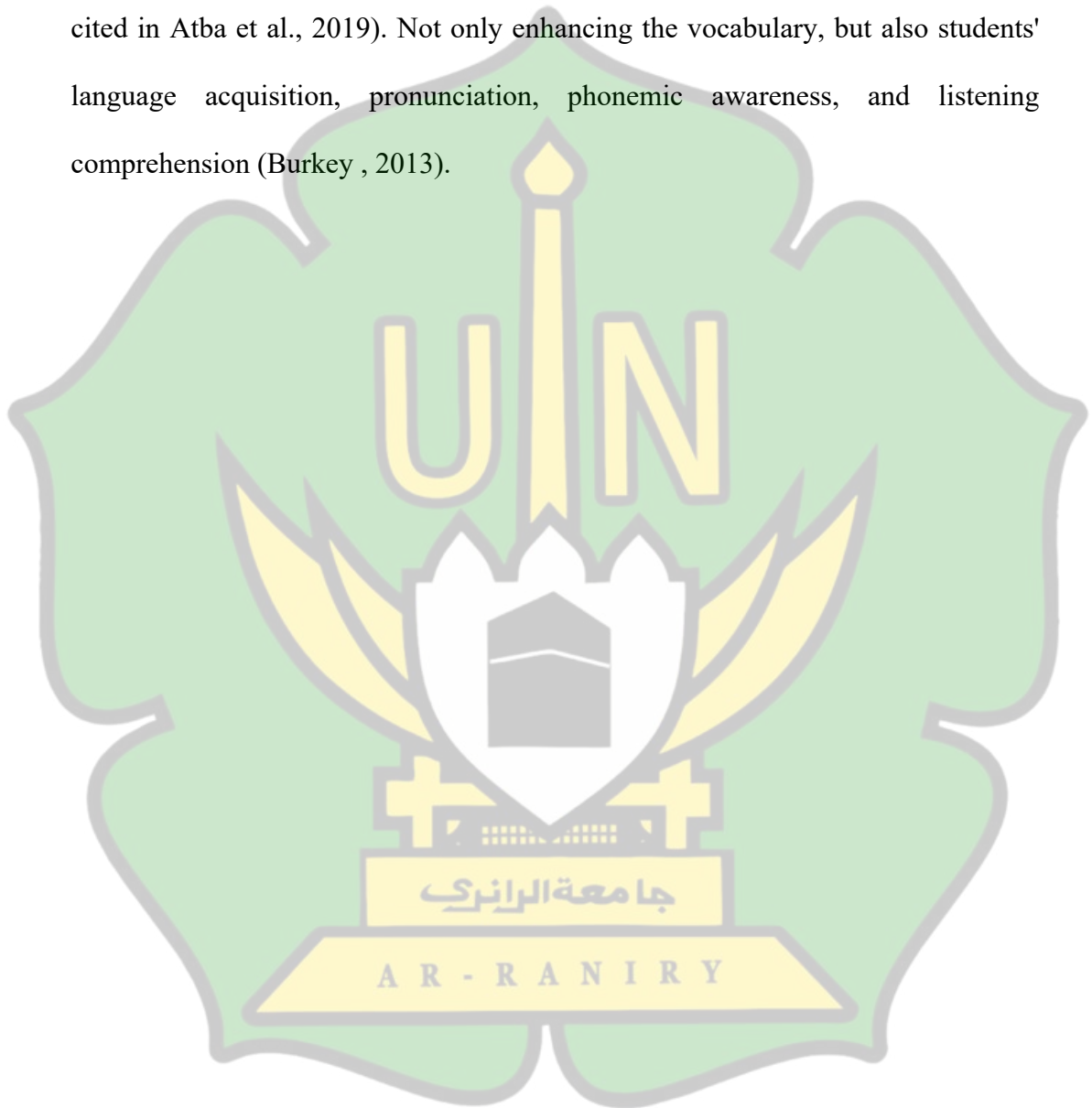
This discussion section aims to answer the research question, "Do audiobooks promote students' ability in English?". From the research findings, it shows that the null hypothesis or  $H_0$  is rejected, which means that audiobooks are effectively used to teach English due to an increase in student learning outcomes. Previous studies have shown that the use of audiobooks can enhance students' ability in English. There was also an improvement between the students who were taught using audiobook and students who were not taught using audiobooks.

The result of this study is in line with Dzikri (2021) who stated that there was no significance increase between the mean scores of pre-test and post test, with the comparison of the two means being only slightly different, ranging between 60,00 and 66,35. However, students' listening skills improve when they learn with audiobooks, even if the improvement is quite minor. Nuraini et al. (2020) found that the students enjoy and feel at ease reading English stories with the use of an audiobook during the learning process.

The study conducted by Tsany (2021) is also in line with this research, which he found that audiobook is simple to use in the classroom and that students can understand narrative texts when utilizing audiobooks. The study also found that audiobook can help students enhance their ability in English. The same point was also stated by Atba et al. (2019), they suggested that audiobook is an effective resource for EFL learners since it contributes to the enhancement of several language learning skills.



One of the biggest advantages of audiobooks is the reading done by a narrative speaker. Listening to audiobooks with advanced vocabulary from native speakers can enhance learners' acquisition of vocabulary (Marchionda, 2001, as cited in Atba et al., 2019). Not only enhancing the vocabulary, but also students' language acquisition, pronunciation, phonemic awareness, and listening comprehension (Burkey , 2013).



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

The use of audiobooks in English learning at SD Islam Al-Azhar Cairo may have helped to improve students' ability in English, especially in Jabir bin Abdillah 6th grade students, students of the 2023/2024 school year. It can be proven by the average scores of their pre-test and post test. The average score of pre-test was 78.89 and the post test's average score was 83.70. It means that 27 students in Jabir bin Abdillah have improved their English ability by learning English using audiobooks. This can also be seen in the results of the t-test conducted by researchers. The result of the t-test shows that there is a significant improvement in students' learning outcomes, which means  $H_0$  is rejected. This is indicated by the significance value which is smaller than  $\alpha$ , namely Sig. (2-tailed)  $0.02 < \alpha 0.05$ . So, it can be concluded that the use of audiobooks promotes students' ability in English.

The use of audiobooks enhances students' ability in English while also contributing to their enjoyment of learning, motivating them to learn English. It could be seen from their enthusiastic reaction when they saw the displayed audiobooks and the class run very conducive because they were very focused on seeing the displayed audiobooks. During the teaching and learning process, students were also active in answering questions and asking questions. If there was

vocabulary that they do not know, they asked the teacher (in this case the researcher).

Additionally, the use of audiobooks helped the students understand the text better than when they just read the text as usual. By using audiobooks, they could know the plot of the story, could point out parts of the text better and could hear the pronunciation of vocabulary that they have never encountered before.

The pre-test average score for the control class was 81.92, while their average post-test score was 69.62, indicating a significant decrease in performance. This suggests that the students ability in English did not improve when learning without the use of any media.

## **B. Recommendations**

Based on the research results, the researcher suggests that:

### **1. Headmaster**

Principals should recommend the use of audio, visual or audiovisual type learning media to English teachers more often. So that students will be more enthusiastic when learning English. Because students, especially young learners, prefer learning that is oriented towards the use of visual or audiovisual media, for example, such as audiobooks. It can be seen from the enhancement of student learning outcomes after treatment in the form of using audiobooks in the teaching and learning process.

## **2. Teachers**

The researcher recommends English teachers of SD Islam Al-Azhar Cairo to use audiobooks in the teaching and learning process. A teacher should always look for the best way to improve the ability and potential of their students, one of which is by upgrading the learning media in the classroom. Audiobooks are one of the great learning media that can be applied in every teaching and learning activity in the classroom. In fact, the use of audiobooks is not only limited to English subject, but other subjects can also use audiobooks as learning media. However, by using audiobooks, students will only focus on the audiobook and the class can run more conductively. The use of audiobooks in English learning can also improve students' ability in English, such as listening, reading, and vocabulary that they have never known before.

## **3. Students**

Researcher recommends that students of SD Islam Al-Azhar Cairo, especially grade 6, listen to audiobooks more often. As said by the 6th grade English teacher of SD Islam Al-Azhar Cairo that in the 6th grade they are emphasized more on the development of reading and listening skills. Therefore, it would be better if students can utilize the facilities that the school has provided in the form of tablets to listen as many audiobooks as possible to improve their ability in English.

## **4. Future researchers**

This research is intended to use audiobooks to improve students' proficiency in English. The researcher applied the use of this media to grade 6 students. The researcher found that audiobooks did improve the students' English language skills.

However, the change was not too significant because of the brief research period. For future researchers who will conduct a research on the same topic, it is hoped that the research can be conducted over a longer period of time. The researcher suggests that further research be carried out to see improvements in other English skills, such as writing skills and speaking skills. And the researcher also suggests for future researchers to be able to investigate the use of audiobooks at other levels as well, such as at the junior high school, high school, and university levels.





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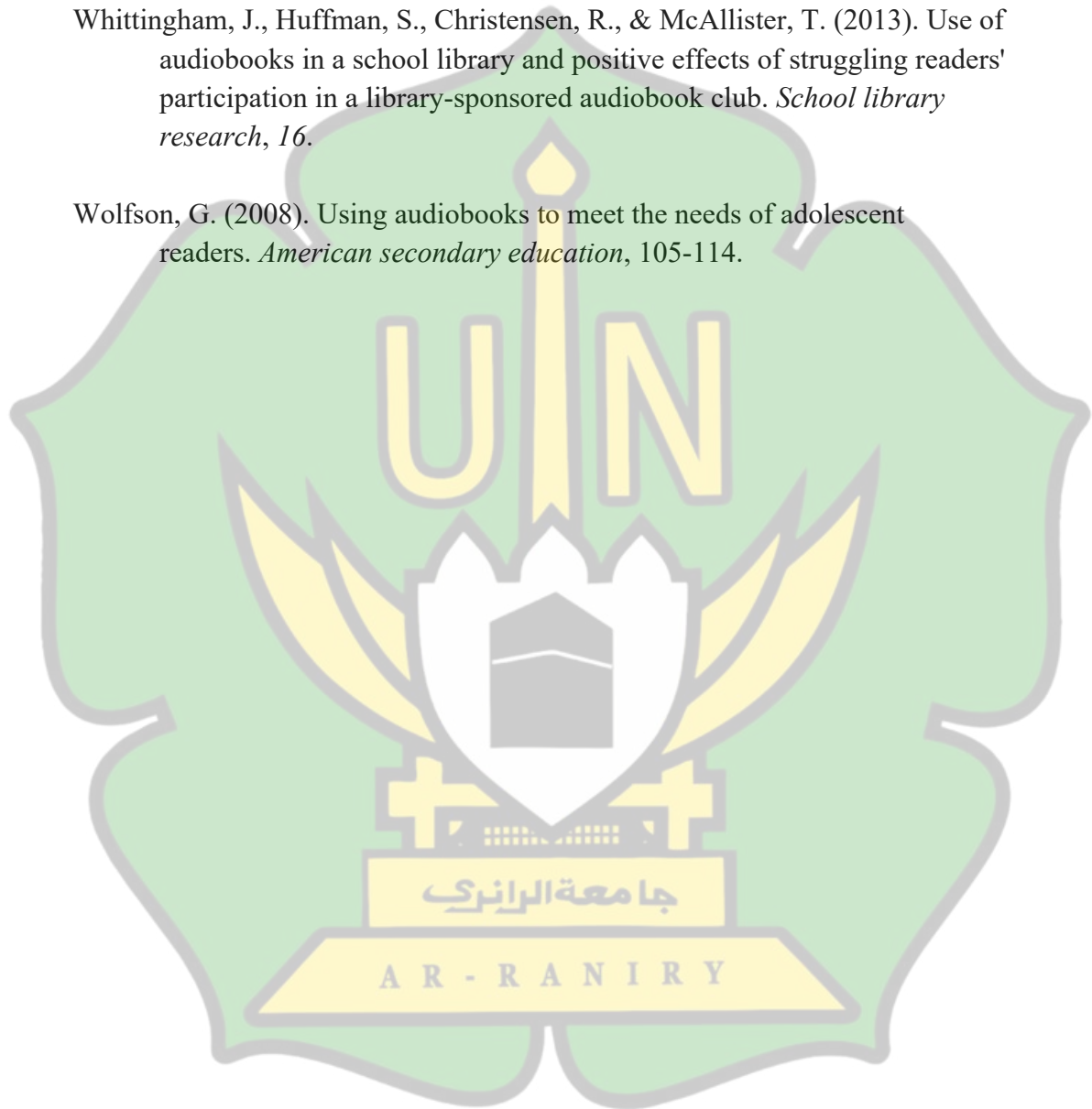
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## APPENDIX 1

### LESSON PLAN

#### A. IDENTITAS GURU

Nama Guru : Syifa Az Zahra  
Sekolah : SD Islam Al-Azhar Cairo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VI/I  
Materi Pokok : Animal Stories/Fable  
Alokasi Waktu : 4 x 30 menit (dua pertemuan)

#### B. KOMPETENSI INTI

- KI-1 dan KI-2 : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, ramah), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional.
- KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

### C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3 Mendeskripsikan hewan.	3.3.1 Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar. 3.3.2 Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi.
4.3 Menceritakan cerita tentang hewan.	4.3.1 Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman. 4.3.2 Menjawab pertanyaan dari teks cerita dengan tepat.

### D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, diharapkan peserta didik mampu:

- Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar.
- Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi
- Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman.
- Menjawab pertanyaan dari teks cerita dengan tepat.

### E. METODE PEMBELAJARAN

1. Pendekatan : TPACK
2. Model pembelajaran : *discovery learning*
3. Metode : *integrated skills* (mendengarkan, menirukan, bercakap-cakap, memperagakan)

### F. MEDIA PEMBELAJARAN

Materi pembelajaran, laptop, infocus, audio speaker, LKPD, papan tulis, board marker.

### G. MATERI PEMBELAJARAN

Fungsi sosial: menghibur, mengajarkan nilai-nilai luhur, mengambil manfaat.

Struktur materi dapat mencakup:

- ⇒ Definisi
- ⇒ Manfaat
- ⇒ Tujuan
- ⇒ Unsur bahasa

## H. SUMBER BELAJAR

1. Buku : Grow with English. Mukarto, Sujatmiko, Josephine S.M, & Widya Kiswara Kelas 6, Jakarta, Erlangga.
2. Situs internet : <https://dictionary.cambridge.org/dictionary/english/fable>
3. Situs internet : <https://www.youtube.com/watch?v=GxcGVCEEdcU>
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## I. PROSEDUR PEMBELAJARAN

Kegiatan	Prosedur	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	Orientasi	- Guru membuka kelas dengan salam dan do'a - Guru memeriksa kehadiran siswa sebagai bagian dari sikap disiplin - Guru mengkondisikan kelas untuk belajar	10 menit
	Apersepsi	- Guru mengaitkan materi pembelajaran dengan materi yang akan diajarkan dengan pengalaman peserta didik pada pertemuan sebelumnya	
	Motivasi	- Guru memberitahukan materi yang akan dipelajari	
	Pemberian Acuan	- Guru menyampaikan tujuan dan manfaat pembelajaran dalam kehidupan sehari-hari peserta didik - Guru menyampaikan langkah-langkah pembelajaran dan bentuk evaluasi yang akan dilakukan	
<b>Kegiatan inti</b>	Stimulasi ( <i>stimulation</i> )	- Guru mengajukan pertanyaan yang berkaitan dengan materi pembelajaran - Siswa diminta untuk berpartisipasi aktif dalam menjawab pertanyaan yang diberikan oleh guru - Siswa diberikan materi yang berkaitan dengan <i>fable</i> serta penggunaan <i>can</i> dan <i>have/has</i> dalam kalimat - Guru memberikan contoh yang kontekstual dan mengajak siswa	50 menit

---

Identifikasi  
masalah (*problem  
identification*)

untuk berpartisipasi aktif dalam  
proses pembelajaran

- Siswa mendengarkan materi yang disampaikan oleh guru
- Siswa mengidentifikasi contoh penggunaan *can* dan *have/has*
- Siswa mendengarkan dan melihat *audiobook* yang bertemakan cerita hewan (*fable*) dengan judul “The Lion and The Mouse”
- Siswa mengutarakan pendapat mengenai pemahaman mereka berdasarkan materi yang disampaikan
- Siswa mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan untuk mengembangkan kreativitas dan rasa ingin tahu

Pengumpulan  
data (*data  
collection*)

- Siswa membaca dan mencari dari berbagai sumber guna meningkatkan dan mendorong kemampuan literasi siswa
- Siswa menjawab dan menanggapi pertanyaan dari siswa lain
- Guru memberi penguatan dan penjelasan terkait jawaban dari pertanyaan siswa

Pengolahan data  
(*data processing*)

- Siswa secara individu mencari data mengenai materi *fable* serta *can* dan *have/has*
- Siswa mengolah data yang diperoleh dengan menganalisis teks yang diberikan berdasarkan pertanyaan yang telah ditentukan

Pembuktian  
(*verification*)

- Siswa mempresentasikan hasil jawaban dari pertanyaan yang diberikan
  - Siswa lain menanggapi dengan aktif dan menumbuhkan sikap teliti, sopan, dan menghargai pendapat orang lain
-

Menarik kesimpulan ( <i>generalization</i> )	<ul style="list-style-type: none"> <li>- Guru memberikan penguatan berdasarkan hasil kerja siswa dan melakukan perbaikan pada kesalahan siswa jika ada yang perlu diperbaiki</li> <li>- Guru menyimpulkan dan memaparkan hasil kerja siswa</li> </ul>	
Menutup kelas	<ul style="list-style-type: none"> <li>- Siswa menyimpulkan materi yang telah diajarkan</li> <li>- Guru memberi penguatan terhadap simpulan siswa</li> <li>- Siswa membuat resume dan latihan tentang materi yang baru dipelajari</li> <li>- Guru memberikan tugas/pekerjaan rumah kepada siswa jika diperlukan</li> <li>- Siswa memberikan refleksi terhadap materi yang telah dipelajari</li> <li>- Guru memberikan pesan moral dan menyampaikan materi untuk pertemuan selanjutnya</li> <li>- Guru menutup kelas dengan do'a dan salam</li> </ul>	10 menit

**Kegiatan Penutup  
(closing)**

**J. PENILAIAN HASIL PEMBELAJARAN**

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan
4. Remedial

Bagi siswa yang belum mampu mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Mengetahui,  
Kepala SD Islam Al-Azhar Cairo

Banda Aceh, 30 Oktober 2023  
Guru Mata Pelajaran

(Siti Aminah, S.Pd.I)

(Guru Bahasa Inggris)





## APPENDIX 2

### PRE-TEST

Name :

Class :

#### Instructions:

1. Write down your name and class above.
2. Give the cross (X) for the answer that you choose.
3. There are 10 items and you have 35 minutes to answer them.
4. Please answer the questions based on the correct answer.

1. How many legs does a lion have?
  - a. A lion has two legs
  - b. A lion has five legs
  - c. A lion has four legs
  - d. A lion does not have any legs

2. What animal is below?



- a. Snakes
  - b. Rhino
  - c. Tiger
  - d. Giraffe
3. Which animal is big and has very big ears?
    - a. Elephant
    - b. Hippo
    - c. Ostrich
    - d. Zebra
  4. Which animal looks like a big cat?
    - a. Koala
    - b. Tiger

- c. Cow
  - d. Cat
5. Can a bird fly?
- a. No, a bird can not fly
  - b. Maybe a bird can fly
  - c. Yes, a bird can fly
  - d. I do not know
6. This animal usually lives in the savanna or meadow and has a black and white pattern on its body. This animal is...
- a. Deer
  - b. Zebra
  - c. Bear
  - d. Giraffe
7. Lions and eagles love to eat...
- a. Milk
  - b. Meat
  - c. Grass
  - d. Vegetables
8. What animal can climb trees and likes to eat bananas?
- a. Donkey
  - b. Ferret
  - c. Monkey
  - d. Raccoon
9. ... is a dangerous animal.
- a. Snake
  - b. Rabbit
  - c. Dog
  - d. Hen
10. An elephant has a long...
- a. Feet
  - b. Neck
  - c. Ears
  - d. Trunk

## POST TEST

Name :

Class :

### Instructions:

1. Write down your name and class above.
2. Give the cross (X) for the answer that you choose.
3. There are 10 items and you have 35 minutes to answer them.
4. Please answer the questions based on the correct answer.

1. Which animals usually like honey?

- a. Monkey
- b. Raccoon
- c. Bear
- d. Goat

2. What color is the snake below?



- a. Yellow
- b. Blue
- c. Brown
- d. Green

3. Rudy : Do you know what animals live in water and on land?

Andi : Hmm. Wait. Oh! I know! That's a...

- |         |            |
|---------|------------|
| a. Fish | c. Dolphin |
| b. Frog | d. Clams   |

4. This animal has two legs and we often eat its meat and collect its eggs.  
Which animal is it?
- a. Rooster
  - b. Cow
  - c. Hen
  - d. Dove



What did the mouse do to the lion's tail?

- a. The mouse climbs on and plays with the lion's tail
- b. The mouse sleeps on the lion's tail
- c. The mouse eats the lion's tail
- d. The mouse sits on the lion's tail

**The following picture is for questions 6 to 8.**



6. What is the name of the animal above?
- a. Butterfly
  - b. Flies
  - c. Mosquito
  - d. Bee



7. Which part of the body helps it to fly?
- The legs
  - The stinger
  - The wings
  - The antenna
8. What do bees make?
- Bees make flowers
  - Bees make honey
  - Bees make fertilizer soil
  - Bees make nothing
9. Rudy and Andy go to the zoo and they see an animal they have never seen before. Let's help Rudy and Andy! Which animal does Rudy and Andy see? Let's see the picture below.



- Chimpanzees
- Orangutan
- Gorilla
- Big monkey

10.



What happened to Mr. Bear?

- Mr. Bear played chase with bees
- Mr. Bear chased the bees

- c. Mr. Bear caught the bees
- d. Mr. Bear was chased by the bees



### APPENDIX 3

#### Students' Result

##### A. The Result of Students' Pre-test and Post Test in Control Class

No.	Nama	Nilai	
		Pre-test	Post Test
1.	AMQ	90	80
2.	AKB	100	80
3.	ANH	90	80
4.	CNA	80	70
5.	DFS	0	0
6.	DS	90	80
7.	HIF	90	70
8.	JAR	80	60
9.	KN	30	40
10.	MMRAZ	100	80
11.	MAI	100	80
12.	MAZ	100	90
13.	MAAAH	100	0
14.	MF	100	80
15.	MR	100	70
16.	MRM	80	90
17.	NAS	80	80
18.	PNZ	70	80
19.	RAAA	80	60
20.	RZG	100	80
21.	RA	90	90
22.	SN	80	40
23.	ST	60	80
24.	SSZ	90	80
25.	SAAG	90	90
26.	SP	80	70
MEAN		81,92	69,62

B. The Results of Students' Pre-test and Post Test in Experimental Class

No	Nama	Nilai	
		Pre-Test	Post Test
1.	ANS	90	90
2.	AAS	80	70
3.	CKSZ	0	90
4.	CZUB	70	80
5.	FA	80	80
6.	FKA	70	60
7.	ITA	80	80
8.	IAH	90	100
9.	KAH	80	100
10.	KH	90	100
11.	LZ	80	90
12.	MRAF	0	0
13.	MAAB	80	80
14.	MDAF	100	100
15.	MRF	100	90
16.	MR	90	100
17.	MSR	90	90
18.	NSH	90	90
19.	NAF	80	80
20.	NAF	90	80
21.	NA	90	100
22.	NHA	70	60
23.	PRA	90	80
24.	QAA	70	90
25.	QN	90	100
26.	RA	90	80
27.	RF	100	100
MEAN		78,89	83,70

## APPENDIX 4


### T-TABLE DISTRIBUTION FOR $\alpha = 0.05$

df	0.05	0.025
1	6.314	12.706
2	2.920	4.303
3	2.353	3.182
4	2.132	2.776
5	2.015	2.571
6	1.943	2.447
7	1.895	2.365
8	1.860	2.306
9	1.833	2.262
10	1.812	2.228
11	1.796	2.201
12	1.782	2.179
13	1.771	2.160
14	1.761	2.145
15	1.753	2.131
16	1.746	2.120
17	1.740	2.110
18	1.734	2.101
19	1.729	2.093
20	1.725	2.086
21	1.721	2.080
22	1.717	2.074
23	1.714	2.069
24	1.711	2.064
25	1.708	2.060
26	1.706	2.056
27	1.703	2.052
28	1.701	2.048
29	1.699	2.045
30	1.697	2.042
31	1.696	2.040
32	1.694	2.037
33	1.692	2.035
34	1.691	2.032
35	1.690	2.030
36	1.688	2.028
37	1.687	2.026
38	1.686	2.024
39	1.685	2.023
40	1.684	2.021
41	1.683	2.020
42	1.682	2.018
43	1.681	2.017
44	1.680	2.015
45	1.679	2.014
46	1.679	2.014
47	1.678	2.013
48	1.677	2.012
49	1.677	2.011
50	1.676	2.010
51	1.675	2.008
52	1.675	2.007



## APPENDIX 5

### SUPERVISOR'S PROPOSAL LETTER

  
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**Nomor: B - 2305/UN.08/FTK/KP.07.6/01/2023**

**TENTANG**  
**PENGANGKATAN PEMBIMBING AWAL PROPOSAL SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang** : a. bahwa untuk kelancaran bimbingan proposal skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing awal proposal skripsi;  
b. bahwa dosen yang namanya tersebut di bawah ini dipandang cakap dan mampu untuk diangkat dalam jabatan pembimbing awal proposal skripsi dimaksud.

**Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;  
5. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh menjadi UIN Ar-Raniry Banda Aceh;  
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;  
8. Keputusan Menteri Agama RI Nomor 89 Tahun 1963, tentang Pendirian IAIN Ar-Raniry Banda Aceh;  
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;  
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;  
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

**Memperhatikan** : Mahasiswa yang namanya tersebut di bawah ini sudah memenuhi syarat dan ketentuan untuk mengajukan Proposal Skripsi sebagai Tugas Akhir Program Sarjana (S1) pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.


**Menetapkan** :  
**PERTAMA** : Menunjuk Saudara Fithriyah, S.Ag., M.Pd. untuk membimbing Proposal Skripsi Mahasiswa:  
Nama : Syifa Az Zahra  
NIM : 190203130  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Using Audiobook To Promote The Affective Domain in Learning Listening of Junior High School Students

**KEDUA** : Segala biaya akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

**KETIGA** : Surat Keputusan ini berlaku sampai dengan Semester Genap Tahun Akademik 2022/2023;

**KEEMPAT** : Surat Keputusan ini berlaku sejak ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

: Asli Keputusan ini diberikan kepada yang bersangkutan untuk dimaklumi dan dilaksanakan.

Banda Aceh, 30 Januari 2023  
Dekan,  
  
Saiful Muluk

**Tembusan:**  
1. Dekan FTK UIN Ar-Raniry Banda Aceh (sebagai laporan);  
2. Ketua Program Studi Pendidikan Bahasa Inggris FTK

## APPENDIX 6

### SUPERVISORS' THESIS LETTER



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
Nomor : B - 10844/Un.08/FTK/KP.07.6/09/2023

TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-  
RANIRY BANDA ACEH

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-7639/Un.08/FTK/KP.07.6/7/2023 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 13 Juni 2023
- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: Nomor: B-7639/Un.08/FTK/KP.07.6/7/2023 tanggal 21 Juli 2023
- KEDUA : Menunjuk Saudara:
1. Dr. Muhammad Nasir, M.Hum, Sebagai Pembimbing Pertama
2. Fithriyah, S.Ag., M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Syifa Az Zahra
- NIM : 190203130
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Using Audiohook to Promote Students' Ability in English
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

جامعة الرانيري

AR - RANIRY

Ditetapkan di: Banda Aceh  
Pada Tanggal: 27 September 2023

Dekan  
Safar Nisak

- Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

## APPENDIX 7

### SURAT IZIN PENELITIAN FAKULTAS

31/10/23 15.29

Penelitian Ilmiah Mahasiswa

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-10260/Un.08/FTK.1/TL.00/09/2023  
Lamp : -  
Hal : Penelitian Ilmiah Mahasiswa

Kepada Yth,

1. Kepala Dinas Pendidikan dan kebudayaan Kota Banda Aceh
2. Kepala SD Islam Al-Azhar Cairo Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : Syifa Az-Zahra / 190203130  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Tgk Chik Diponeung V Nomor 10, Kp.Pineung, Banda Aceh, Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Audiobook to Promote Students' Ability In English*

Banda Aceh, 31 Oktober 2023  
An. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.  
NIP. 197208062003121002

Berlaku sampai : 20 Oktober 2023

جامعة الرانيري  
AR - RANIRY

<https://akademik.ar-raniry.ac.id/fakultas/akademik/suratpenelitian>

1/1



## APPENDIX 8

### SURAT KETERANGAN IZIN PENELITIAN SEKOLAH



**SD ISLAM AL-AZHAR CAIRO  
BANDA ACEH-INDONESIA**

JL. MUTIARA, LANGUGOB, SYIAH KUALA, BANDA ACEH 23115 | HP +62811-6874-00

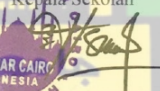
**SURAT KETERANGAN**  
Nomor : 421.2/SDIAC/424/2023

Yang bertanda tangan di bawah ini  
Nama : Siti Aminah, S.Pd.I., Gr  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa  
Nama : Syifa Az-Zahra  
NIM : 190203130  
Prodi : Pendidikan Bahasa Inggris  
Jenjang : S-1

Telah melakukan penelitian ilmiah pada SD Islam Al-Azhar Cairo Banda Aceh pada tanggal 15, 16 dan 17 November 2023, dalam rangka pengumpulan data guna penyelesaian studi pada Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry Banda Aceh Fakultas Tarbiyah dan Keguruan yang berjudul “ Using Audiobook To Promote Students’ Ability In English ”.

Demikian Surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 November 2023  
Kepala Sekolah  
  
Siti Aminah, S.Pd.I., Gr

**AR - RANIRY**

## APPENDIX 9

### RESEARCH DOCUMENTATION

Pre-test in experimental class



First treatment in experimental class





Second treatment in experimental class



Post test in experimental class



## AUTOBIOGRAPHY

1. Name : Syifa Az Zahra
2. Place/ Date of Birth : Medan / July 31<sup>st</sup>, 2001
3. Nationality : Indonesia
4. Religion : Islam
5. Gender : Female
6. Status : Single
7. Occupation : Student
8. Address : Jl. Tgk Chik Dipineung V, No.10, Kp. Pineung
9. Email : 190203130@student.ar-raniry.ac.id
10. Parents
  - a. Father : dr. Benny Kurnia, Sp.T.H.T.B.K.L., Subsp.Onk. (K)
  - b. Mother : dr. Yulina
11. Address : Jl. Tgk Chik Dipineung V, No.10, Kp. Pineung
12. Educational Background
  - a. SDN 24 Banda Aceh : Graduated in 2013
  - b. MTsN Model Banda Aceh : Graduated in 2016
  - c. MAN Model Banda Aceh : Graduated in 2019
  - d. English Department of UIN Ar-Raniry : Graduated in 2023