

**Audiobook-Mediated Learning:
Investigating the Effects of ‘Storynory’ on Listening Skill**

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Abstract

Audiobooks have received attention as learning media, and have been studied for language-learning benefits. However, Storynory audiobooks' effects on listening skills are poorly studied. Understanding its effect can help educators and policymakers create effective instructional approaches. So, the objective of this study was to assess the potential impact of 'Storynory' audiobooks on the listening abilities. This study was carried out at SMA Kartini Batam on the odd semester of 2022/2023 academic year, employing a quantitative with quasi-experimental design. This study used two tests in collecting the data, namely a pre-test and a post-test. The study's control group was comprised of 27 students, whereas the experimental group was composed of 19 students. The process of analyzing the data entailed the use of the Shapiro-Wilk technique to examine normality, the Levene Statistics test to evaluate homogeneity, and the t-test formula for the purpose of hypothesis testing. Based on the hypothesis testing, it was found that the t-value was 5.006, which exceeded the critical t-value of 2.101 ($5.006 > 2.101$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The findings indicate a moderate and statistically significant impact of Storynory implementation on the auditory aptitude of tenth-grade students at SMA Kartini Batam. This study provides evidence-based for teachers to improve listening instruction using Storynory Audiobook. Since this study was only carried out on a limited population, it is recommended that further researchers expand the population to provide a broader understanding of its effectiveness and generalization.

Keywords: Storynory audiobook, listening skill, language learning

INTRODUCTION

In contemporary times, there is a widespread acceptance of the pervasive utilization of information and communication technology (ICT) throughout all facets of the educational process (Zaranis, 2017). The integration of technology in the field of education, exactly in English language teaching and learning has exhibited the benefits of technology in language instruction. The utilization of audiobooks as educational teaching media is consistent with these discoveries and needs, presenting a powerful and fascinating technique to enhance auditory abilities, provide genuine linguistic exposure, and stimulate learner motivation. Audiobooks have gained significant popularity as an effective means of improving language skills among students. The integration of technology into language classrooms is supported by the availability of audiobooks through digital platforms and online resources, which enables English language learners to have personalized and flexible learning experiences (Have & Pedersen, 2016). Audiobooks are accessible beyond the confines of educational institutions and can be utilized by a wider audience. Educators have the option to utilize any literature that is compatible with audiobooks as a medium for teaching and learning, including but not limited to recount, descriptive, or narrative texts. The employment of audiobooks as educational instruments stimulates both the visual and auditory capacities, eases comprehension, and enhances the book's level of engagement (Turker, 2019). Audiobooks are often narrated by individuals who are native speakers, thereby enabling students to listen to accurate pronunciation and diverse accents. In addition, students have convenient access to audiobooks through various mediums such as MP3 players, CDs, and online sources. It is recommended that educators apply the audio resources provided by "Storynory" as a visual aid, tailored to the individual academic level of each student.

Storynory is an audio-book platform that offers engaging stories for families, featuring exceptional narration and a skillful approach to storytelling. The platform offers a diverse range of traditional narratives from various regions of the world, musical compositions, informative interviews, and insights into historical events of the past. Since November 2005, Storynory has been offering complimentary audio book stories to a global audience. The software is available for personal and educational purposes without any cost; however, it entails a justifiable yearly fee for deployment in commercial settings. Storynory is a noteworthy platform that provides a varied assortment of audio stories. Comprehending the impact of Storynory audiobooks within this particular setting can furnish educators and policymakers with significant judgments to formulate efficacious pedagogical approaches. It is imperative to conduct a thorough examination of the influence that Storynory audiobooks have on the listening abilities of students.

The ability to listen attentively is a critical aptitude in academic environments, as it serves as a fundamental component of efficient communication, comprehension, and overall academic achievement. Initially, the ability to listen attentively is imperative for comprehending and obtaining novel information (Bingol, 2017). According to Vandergrift and Goh's study, listening serves as the primary means by which learners acquire information, comprehend ideas, and establish a basis for subsequent learning (Goh & Vandergrift, 2021). The act of listening attentively can enhance students' ability to understand and retain academic content, including lectures, instructions, and other materials. This can ultimately aid in the acquisition and retention of knowledge. Moreover, the ability to listen effectively is strongly associated with academic achievement. According to (Rost, 2011), there exists a direct and favorable association between one's listening proficiency and their academic performance. The possession of

proficient listening skills by students has been found to be associated with enhanced comprehension, note-taking proficiency, and critical thinking, ultimately resulting in superior academic performance and achievement. In addition, the ability to listen attentively is a crucial component of proficient communication and interpersonal engagement. Students who possess the ability to actively listen and comprehend alternative viewpoints are more proficient in participating in constructive academic discourse, collaborative assignments, and public speaking. According to Graham's study, the ability to listen proficiently can improve interpersonal skills, empathy, and cooperation, which in turn can lead to successful teamwork and academic collaboration (Graham, 2011). He emphasizes the importance of self-efficacy and strategy instruction for the development of proficient listening skills. He also highlights the needs for educators to not only teach listening strategies, but also instill learners with confidence in their ability to successfully implement these strategies. Learners are better able to navigate authentic listening situations in an EAP context if they develop a sense of confidence and control.

Numerous studies have been conducted to investigate the efficacy, correlation or perception of technology and audiobooks in facilitating language acquisition. They offer valuable perspectives on the utilization and effects of audiobooks in diverse educational settings, with a particular emphasis on their application in the realm of teaching and learning English as a Foreign Language (EFL). These studies can be described in the following section.

Sepyanda and Li in 2023 have investigated MALL (Mobile assisted Language Learning) effect on EFL language learning. Septiyanda's study looks into the use of MALL and various student-accessible applications and learning materials (Sepyanda et al., 2023). It details the experiences of the students and the advantageous effects of MALL on their listening activities. The results of the study imply that MALL supports students' listening activities and offers a worthwhile educational opportunity. Li's study addresses the absence of a comprehensive meta-analysis on the effect sizes of MALL on the listening skill development of English as a foreign language (EFL) learners (Li, 2023). The total effect size of the Li's study was determined to be moderate to large, indicating that MALL is more effective than conventional methods for the development of EFL learners' listening skills. The study also reported on moderators, such as educational levels, software types, control conditions, intervention settings, measured outcome categories, and intervention durations, which influenced the effect as a whole.

A study by Yana & Putri investigated the relationship between EFL Gen Z students' internet access habits and their English language proficiency (Yana & Putri, 2021). This suggests that although these students have access to a wide variety of multimedia content on the internet, they are not fully utilizing the available English texts. The study reveals a moderately negative relationship between the frequency with which students access multimedia technology and their listening skills, contrary to the researchers' initial hypothesis. Syaifullah study has used BIP Video Call to enhance students language skills identified the factors that influenced the changes in their abilities (Syaifullah et al., 2022). The researchers recognized this improvement to BIP Video Call's enhanced sound quality and visualizations. The study concludes that BIP Video Call can facilitate student communication in speaking courses. Yana's study examines language learning technology particularly on how students view Duolingo as an English-learning tool (Yana, 2021). The results indicated that students viewed Duolingo

favorably, finding it fascinating, motivating, useful, confidence-boosting, and compatible with a variety of educational levels.

Assiddiqhi and Rosa conducted a study on the application of audiobooks in English as a Foreign Language (EFL) listening classroom (Assiddiqhi & Rosa, 2021). The research revealed that audiobooks had a positive impact on the listening comprehension abilities and motivation of students, thereby serving as a valuable tool for language acquisition. Imawan and Ashadi concentrated on the employment of audiobooks as a tool to facilitate independent reading among English as a Foreign Language (EFL) learners (Imawan & Ashadi, 2019). According to their research findings, the utilization of audiobooks resulted in an improvement in the students' reading comprehension and vocabulary acquisition, thereby facilitating self-directed learning.

The study conducted by Noor investigated the effectiveness of using audiobooks for extensive reading among EFL students from Afghanistan (Noor, 2021). The research findings indicate that the integration of audiobooks into comprehensive reading initiatives yielded enhanced reading proficiencies and increased learner motivation. The study conducted by Padberg-Schmitt examined the efficacy of audiobooks in enhancing reading fluency among adolescent readers (Padberg-Schmitt, 2020). The results of the study suggest that the utilization of audiobooks facilitated the enhancement of fluency, word recognition, and reading speed.

Rahman and Hajar conducted a study to investigate the impact of audiobooks on the reading comprehension abilities of eleventh-grade students (Rahman & Hajar, 2020). The findings of the study indicate that the application of audiobooks can have a favorable effect on the reading comprehension capabilities of students, thereby implying that it can serve as an advantageous instrument for enhancing reading proficiencies. The study conducted by Tusmagambet centered on investigating the impact of audiobooks on the reading proficiency and motivation of English as a Foreign Language (EFL) learners (Tusmagambet, 2020). The research specifically examined the effects of audiobooks on the learners' fluency and motivation. According to the research, audiobooks had a beneficial impact on the reading proficiency and drive of students, thereby enhancing their overall literary encounter.

Aydin & Tunagür provides evidence in support of the proposition that audiobooks can enhance listening skills (Aydin & Tunagür, 2021). The study offers convincing proof that the use of audiobook applications improves students' listening skills and attitudes. The findings support the idea that audiobooks can improve listening skills and provide beneficial experiences for students. The research contributes to the understanding of the educational potential of audiobook applications and emphasizes the importance of incorporating such tools to improve students' listening skills and cultivate positive attitudes toward listening. Çarkit investigates the impact of audiobooks on students' attitudes towards listening and assesses their perspectives on audiobooks (Çarkit, 2020). The research demonstrates that audiobooks have a positive effect on students' listening attitudes. It highlights the benefits and drawbacks of using audiobooks as a learning aid and the importance of event-themed audiobooks in capturing students' attention. The findings contribute to our knowledge of the potential advantages and considerations of incorporating audiobooks into educational settings.

In general, the abovementioned studies provide evidence that technology, particularly audiobooks can serve as a beneficial tool for enhancing language acquisition and promoting literacy advancement. The provision of assistance in enhancing the skills of listening and reading comprehension, acquisition of vocabulary, development of

fluency, and motivation among learners is offered. The results underscore the capacity of audiobooks as a tool for increasing language acquisition encounters and fostering self-directed reading proficiencies. However, there exists a gap of research on the influence of Storynory audiobooks on the listening proficiency. The research gaps highlight the need to complete the existing absence in the literature by investigating the effect of Storynory audiobooks on listening ability.

Accordingly, this study aims to address a gap in existing research by examining the effects of Storynory audiobooks on the listening skills. By doing so, this research adds to the current knowledge on technology-assisted language learning and its potential impact on teaching methods. This study seeks to address this gap and contribute to the field by providing educators with evidence-based recommendations for using Storynory audiobooks as a supplement to improve students' listening skills. Simply put that this study's results offer empirically-supported suggestions to educators regarding the incorporation of Storynory audiobooks as a supplementary teaching media to enhance students' listening proficiencies.

METHOD

This study employs quantitative method utilizing a quasi-experimental design. The quasi-experimental design is a research methodology that lacks random assignment to groups, a fundamental feature of true experimental design (Cohen et al., 2007). Due to practical considerations, a quasi-experimental design was selected for this study. In this study, there were limitations or constraints that prevented the researchers from having complete control or randomization, such as a lack of participant availability or logistical difficulties in randomly assigning them to groups.

This study was carried out during the odd semester of the academic year 2022/2023 at SMA Kartini Batam, Indonesia. The target population consisted of 108 students who were enrolled in the tenth grade. The researcher use simple random sampling to divide the students into two distinct categories, namely the control group and the experimental group. The control group was comprised of 27 students, whereas the experimental group was composed of 19 students. The researchers administered pre-test and post-test assessments to both groups in order to collect the data. The t-test formula is utilized to analyze the data gathered from this examination.

The research methodology followed the subsequent steps: (1) Administering a pre-test to both the control and experimental groups in order to evaluate their initial listening abilities. (2) The experimental group was introduced to the intervention, which entails the utilization of Storynory audiobooks. The experimental group was exposed to audiobooks as a component of their language acquisition activities, whereas the control group was not be subjected to this intervention. (3) Following the intervention period, post-test for both the control and experimental groups were done. (4) Statistical analyses of the data were conducted using appropriate methods: the Shapiro-Wilk technique for assessing normality, the Levene Statistics test for evaluating homogeneity, and the t-test formula for conducting hypothesis testing. (5) Finally, interpreting the finding of the data analysis.

The hypotheses of the study were: There is no significant effect of using storynory toward listening skill on the tenth grade of SMA Kartini Batam In Academic Year 2022/2023 (Null Hypothesis); There is a significant effect of using storynory toward

listening skill on the tenth grade of SMA Kartini Batam In Academic Year 2022/2023 (Alternative Hypothesis)

FINDINGS AND DISCUSSION

The findings of this study suggest that using ‘Storynory’ audiobooks as a teaching tool can considerably enhance students’ listening abilities. The interactive and engaging elements of audiobooks may have promoted a more engaging and enjoyable educational experience, improving understanding and memory of the story’s main point. It makes sense that the auditory stimulation offered by the audiobooks may have contributed to the improvement of students’ listening skills, including their capacity to understand oral communication, follow instructions, and acquire relevant details.

The statistical analysis offers more proof that using ‘Storynory’ audiobooks has a substantial impact. The normality and homogeneity tests were used to see whether the data met the prerequisites for the t-test. There was a statistically significant difference between the experimental and control groups, according to the t-test statistical analysis. The t-value above the crucial t-value determined from the t-table served as proof of this. This shows that the statistically significant improvement in the experimental group’s post-test scores was the result of the implemented intervention rather than a chance event.

Table 1. Normality Test

Class	Kolmogorov -			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Student Result	Pretest Experiment	0.153	19	0.200*	0.951	19	0.407
	Posttest Experiment	0.175	19	0.129	0.921	19	0.120
	Pretest Control	0.145	27	0.149	0.935	27	0.094
	Posttest Control	0.223	28	<0.001	0.809	28	0.101

*. This is a lower bound of the true significance.

a.Lilliefos Significance Correction

Table 2. Tests of Homogeneity of Variances (Pre-Test)

		Levene			
		Statistic	df1	df2	Sig.
Student Result	Based on Mean	0.669	1	44	0.418
	Based on Median	0.626	1	44	0.433
	Based on Median and with adjusted df	0.626	1	43.695	0.433
	Based on trimmed mean	0.672	1	44	0.417

Table 3. Tests of Homogeneity of Variances (Post-Test)

		Levene			
		Statistic	df1	df2	Sig.
Student Result Posttest	Based on Mean	0.069	1	44	0.794
	Based on Median	0.009	1	44	0.924
	Based on Median and with adjusted df	0.009	1	42.781	0.924
	Based on trimmed mean	0.025	1	44	0.875

In the statistical analysis, tests for normality (Table 1) and homogeneity (Table 2 and 3) were included. The Shapiro-Wilk normality test results showed that the experimental group's pre-test and post-test data had p-values of 0.407 and 0.120, respectively. These numbers were greater than the 0.05 set level of significance. The homogeneity test's findings, in particular Levene's Test, show that there was not a significant difference in the variances seen before (0.418) and after (0.794) the test.

Table 4. Paired Sample T-Test

		95% Confidence Interval of the Difference				Significance				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One- Sided p	Two- Sided p
Pair 1	Pretest Experiment	-12.21053	10.63317	2.43942	-17.33555	-7.08550	-5.006	18	0.000	0.000
	Posttest Experiment									
Pair 2	Pretest Control	-19.03704	12.75051	2.45384	-24.08097	13.99310	-7.758	26	0.000	0.000
	Posttest Control									

The t-count (5.006) and the essential t-table value (2.101) were compared during the hypothesis testing phase at a significance level of 0.05. A statistically significant difference was noticed when the estimated t-value was found to be greater than the critical t-value from the t-distribution table. The use of "Storynory" audiobooks by students in the tenth grade at SMA Kartini Batam during the academic year of 2022–2023, thus, had an important effect on their listening skills and denied the null hypothesis while supporting the alternative hypothesis.

Pre-test results for the experimental and control groups were similar, indicating that both had equivalent listening skills at the outset of the study. The experimental group demonstrated considerable improvement in their post-test results after the intervention, indicating a statistically significant improvement in their listening ability. On the other hand, the group who used a tape for auditory workouts experienced a much smaller improvement in their post-test scores.

The findings discussed above have important implications for language learning and education. The use of audiobooks in language instruction, like “Storynory,” can be a useful strategy for improving students’ auditory skills. To give students the chance to experience real language usage, intonation, expression, and situations, audiobooks make an exciting and practical alternative to traditional listening exercises. By giving students engaging audio information, audiobooks have the potential to improve their listening comprehension, vocabulary growth, and overall language ability.

The investigation’s findings about the impact of “Storynory” audiobooks on listening abilities are consistent with a number of other relevant studies. The incorporation of audiobooks in an English as a Foreign Language (EFL) listening classroom was the focus of Assiddiqhi & Rosa’s, and Imawan & Ashadi’s studies. Positive results on students’ listening skills were found by the study (Assiddiqhi & Rosa, 2021). Imawan and Ashadi examined the effectiveness of audiobooks as a strategy to promote independent reading among EFL learners and discovered promising outcomes (Imawan & Ashadi, 2019). Rahman and Hajar did a study to look at the effect of audiobooks on eleventh-grade students’ reading comprehension. The study’s findings showed that reading comprehension had significantly improved (Rahman & Hajar, 2020). The effect of audiobooks on the reading ability of English as a Foreign Language (EFL) students was examined in the Tusmagambet (2020) study. The study emphasized the benefits of audiobooks for improving learners’ motivation and fluency (Tusmagambet, 2020). The idea that audiobooks have the ability to improve listening skills is supported empirically by the current research, and incorporating audiobooks into educational practices is a fascinating and successful tactic.

The above-mentioned studies are essential because they concentrate on diverse aspects of language acquisition and different learner groups, but they also add to overall understanding of the positive effects of audiobooks on language ability. The important impact of “Storynory” audiobooks on high school students’ auditory skills is highlighted in this study, adding further confidence to the earlier findings.

The combination of research-related data and the results of the current inquiry support the value of using audiobooks like “Storynory” as a tool for language learning. The findings highlight the ability of audiobooks to improve reading comprehension, listening comprehension, vocabulary acquisition, initiative, and overall language proficiency. The research continually reveals encouraging results, demonstrating the value of including audiobooks in contexts for language acquisition to create convincing and effective learning opportunities. In addition, this study supports other studies by showing how Storynory in particular has a positive impact on developing aural skills. The findings confirm previous research and provide more evidence for the benefit of audiobooks in enhancing listening abilities. To fully understand the findings and their consequences, it is essential to take into account the single research environment and assessment criteria used in each investigation. The study’s findings imply that using Storynory audiobooks has a significant positive impact on high school students’ listening skills. In contrast to the control group, the group who received the Storynory intervention showed a considerable improvement in their auditory skills. It suggests that Storynory audiobooks have the potential to improve students’ listening abilities and positively impact their overall language learning.

The findings are also related to earlier studies that examined the effectiveness of audiobooks in improving listening abilities, such as the Aydn & Tunagür (2021) study. The use of audiobooks as an engaging and successful teaching method is supported by

studies that indicate they can improve listening abilities as well as student comments. Students had access to engaging and authentic audio content in the experimental classroom recognitions to Storynory, which may have helped them enhance their listening comprehension. This research suggests that including audiobooks, like Storynory, in language teaching can be a helpful strategy for fostering excellent listening abilities. The experimental group's post-test findings showed a significant improvement, indicating that using Storynory audiobooks had a positive impact on students' comprehension of narrative texts and their capacity for interpreting spoken language. Students were exposed to real speech patterns, intonation, and pronunciation through the use of audio recordings, all of which are crucial components that help students develop excellent listening comprehension. The findings of this study are important for those working in the fields of language education and curriculum development because they highlight the advantages of including audiobooks like Storynory in listening lessons. Including Storynory and similar materials in language courses can promote a more active and interesting learning environment, giving students the chance to improve their auditory skills.

The research findings are also related to Carkits' study in 2020. Both studies showed positive outcomes connected to the use of audiobooks. The initial analysis showed that Storynory audiobooks significantly improved the auditory skills of the experimental group. The Carkits' study found that audiobooks had a positive effect on students' listening attitudes. The study focused on the advantages of audiobooks, such as improved flexibility, expanded imagination, and encouragement of beneficial internet usage. However, there were some differences among the downsides that were identified. The initial study did not specifically look at any disadvantages, but the present study did identify certain restrictions, including limited improvement of reading speed, reduced usefulness for exams, and potential attention deficit. It demonstrates how both studies significantly advance our knowledge of the benefits and efficacy of using audiobooks in educational settings. The use of Storynory audiobooks to improve listening skills was the initial focus of the project. The next investigation, however, focused on how audiobooks affected attitudes toward listening among students at various academic levels. The two studies cited above highlight the potential of audiobooks as a teaching tool, showing promising outcomes and providing useful information for educators and decision-makers.

The related research provides proof that technology or MALL and audiobooks are helpful at improving listening abilities and improving language learning outcomes. A study by Sepyanda, evidenced using technology to learn languages is important, especially for improving listening abilities (Sepyanda et al., 2023). The Li's study fills in the negated by conducting a meta-analysis demonstrating that MALL is more effective than conventional methods for the development of EFL learners' listening skills (Li, 2023). While the present study explicitly looks into the influence of Storynory audiobooks, the Sepyandas' study concentrates on the general use of mobile applications and resources. Both studies point to successful outcomes in terms of improving listening skills and giving students a fun learning experience. Both researches advance knowledge of technology-assisted language acquisition and its potential to help students become more proficient listeners.

Comparing the results of the current study with those of the earlier scholarly investigations reveals many similarities and differences. Due to similarities, the current study supports earlier research findings that Storynory audiobooks consistently improve listening skills. The above-mentioned claim is supported by the findings of academic studies by Assiddiqhi and Rosa (2021), Imawan and Ashadi (2019), and Rahman and

Hajar (2020), which showed that audiobooks had positive effects on a variety of linguistic abilities, including listening and reading comprehension. The current study has shown that using Storynory audiobooks has improved listening scores for the experimental group, which is similar to earlier research by Tusmagambet (2020). This suggests that using audiobooks could improve one's listening abilities.

Comparing the findings of the present study to Yana & Putri, it is clear that both emphasize the significance of technology in language acquisition. Yana & Putri's study emphasizes the importance of promoting English language use among EFL Gen Z learners who frequently access the internet but do not use English content (Yana & Putri, 2021). It indicates the existence of potential factors that contribute to the negative relationship between internet access intensity and listening skills, necessitating additional research. The present study, on the other hand, highlights the positive impact of Storynory Audiobook on students' auditory aptitude and provides educators with implications for enhancing listening instruction.

The present study is also possible to compare with Syaifullah's and Yana's study. Both studies examine the improvement of language abilities through distinct technology. Syaifullah's study focuses on employs BIP Video Call to improve students' communication processes, resulting in a minor improvement in their average speaking scores (Syaifullah et al., 2022). The current study investigates the effect of Storynory audiobooks on listening skills, revealing a moderate and statistically significant increase in the students' auditory aptitude. The findings provide educators with implications for improving language instruction. Yana's study investigates students' perceptions of Duolingo, uncovering positive attitudes towards its use as an English-learning aid while acknowledging certain limitations (Yana, 2021). The present study examines the effects of Storynory audiobooks on listening skills, revealing a moderate and statistically significant effect. The findings provide educators and policymakers with insights for developing effective instructional approaches. However, both studies emphasize the need for expanding the research population and conducting additional studies to enhance students' comprehension of the effectiveness and generalizability of the interventions.

In conclusion, the study's findings show that Storynory audiobooks have a significant impact on high school students' auditory skills. The findings of this study demonstrate the potential of using audiobooks as a useful pedagogical tool to improve language learning and listening comprehension skills. The use of Storynory and equivalent resources in language instruction can make it easier to design interesting and immersive learning experiences that encourage students to develop their critical listening skills. It is crucial to understand that the current study was conducted in a specific environment, namely SMA Kartini Batam, and with small sample size. Therefore, it is wise to use caution when projecting the results to different academic contexts. To confirm and expand on the findings of this analysis, additional research with larger, more diverse populations is required.

CONCLUSION

Drawing upon the results and analysis of the present study, it is possible to derive several conclusions refer to the remarkable influence of Storynory audiobooks on the listening skills of tenth-grade students enrolled at SMA Kartini Batam during the academic year of 2022/2023. The objective of the study was to investigate whether the use of Storynory audiobooks had a noteworthy impact on the improvement of students' listening abilities. The findings suggest that the group that was exposed to the Storynory

audiobook intervention exhibited a significant enhancement in their listening skill in contrast to the group that did not receive the treatment.

The results of the data analysis indicate that the experimental group exhibited a statistically significant increase in their average score on the post-test in comparison to the pre-test. This finding suggests that the application of Storynory audiobooks had a beneficial impact on their listening skills. In contradistinction, the group that did not receive the audiobook intervention, commonly referred to as the control group, exhibited a comparatively lesser increase in their listening scores. The results of this study provide evidence in favor of the proposition that the utilization of Storynory audiobooks has a moderate yet important impact on the improvement of auditory comprehension abilities in high school students. The findings of this investigation exhibit conformity with antecedent research on the influence of audiobooks on the acquisition of language. The present study adds to the current pool of knowledge by presenting additional proof of the effectiveness of Storynory audiobooks in enhancing the listening abilities of tenth-grade students.

In light of the results obtained from this study, a number of recommendations can be put for both future research activities and practical implementations; (1) Future research activities may delve into investigating the continuing impacts of utilizing Storynory audiobooks on the learners' listening skills. (2) To enhance the validity of the research findings, it is recommended to conduct comparable studies in various educational contexts and with heterogeneous groups of learners, in order to evaluate the extent to which the results can be applied to other settings. A comprehensive understanding of the effectiveness of Storynory audiobooks can be achieved by incorporating diverse grade levels, language proficiency levels, and cultural contexts. (3) The use of Storynory audiobooks or comparable resources can be integrated by teachers and educators in their language instruction to strengthen the listening skills of their students. (4) Teachers have the opportunity to experience training and professional development sessions that aim to enhance their ability to effectively incorporate audiobooks into their instructional practices. This way may facilitate the optimization of audiobook utilization in educational settings and provide guidance to students in enhancing their auditory comprehension abilities.

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