

## STUDENTS' LISTENING PREFERENCES AND PERCEPTION IN USING XREADING AUDIOBOOK

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### Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan preferensi mahasiswa baru dalam menyimak menggunakan *XReading audiobook* dan menggambarkan persepsi mahasiswa tentang peningkatan kemampuan bahasa Inggris mereka setelah menggunakan *XReading audiobook* selama beberapa bulan. Penelitian ini menggunakan metode campuran baik kuantitatif maupun kualitatif untuk mendapatkan kumpulan data. Sebanyak 80 mahasiswa baru yang merupakan pengguna aktif program *XReading* dilibatkan sebagai subjek penelitian. Data dikumpulkan melalui kombinasi kuesioner pertanyaan tertutup dan terbuka yang dilanjutkan dengan sesi wawancara bagi partisipan yang tidak memberikan jawaban yang jelas. Data hasil kuesioner dianalisis menggunakan deskriptif kuantitatif yaitu persentase sedangkan data hasil wawancara ditranskrip dan dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa sebagian besar siswa lebih memilih untuk melakukan kegiatan membaca sambil menyimak daripada hanya mendengarkan *audiobook* dan siswa dapat memanfaatkan beberapa fitur yang disediakan dalam *XReading audiobook*. Selain itu, siswa memiliki respon positif terhadap *XReading audiobook* karena memiliki beberapa manfaat dan membantu untuk meningkatkan kemampuan bahasa Inggris mereka terutama keterampilan menyimak.

**Kata Kunci:** Preferensi menyimak, Persepsi siswa, *XReading audiobook*.

### Abstract

The aim of this study is to portray freshmen students' listening preferences when using *XReading audiobook* and to describe students' perception about their English skills improvement after using *XReading audiobook* for several months. This study used mixed method, both quantitative and qualitative to get sets of data. 80 freshmen students, who were also active users of *XReading* program, were involved as subject of the study. The data were gathered through the combination of close-ended and open-ended questionnaire followed by interview session for participants who did not give clear answer. The data from questionnaire were analyzed using descriptive quantitative while the data from interview were transcribed and analyzed qualitatively. The result shows that most students prefer to have reading-while-listening activity rather than only listening to audiobook. Students can also take advantages of some features provided in *XReading audiobook*. In addition, students have positive response about *XReading audiobook* because it has some benefits and is helpful to improve their English skills especially listening skill.

**Keywords:** *Listening preferences, Students Perception, XReading audiobook.*

### INTRODUCTION

Listening takes a big part in daily conversation because it is a primary skill that people must learn before they will be able to speak, read, and write in the target language. Şefik (2006) stated that listening is the first step to learn a new language. To build good communication with others, having listening ability is a must and it is impossible to communicate without mastering it as stated by Laurent (2000), cited by Ariati (2015). By mastering listening skills, students can have better understanding of what they have heard, can communicate properly, and can avoid misinterpretation or misunderstanding.

Having listening comprehension is a must, especially for English department students. Almost all the courses in are taught in English, yet not all students have the same English proficiency in listening.

Listening is not only hearing or listening to some utterances, but hearer also must have prior knowledge, so they can comprehend the utterance that they listen to. Gilakjani & Sabouri (2016) had an opinion towards what successful listening mean is, both the speaker and listener have an important role in listening processing and both must have various background knowledge, applying of what she/he knows, and then try to understand what the speaker means. Beside having prior knowledge, we have to be able to respond to an utterance as stated by Kemp

(2009). He defined listening as a process, so when we listen to some utterance, we will receive the message, we must focus on it so we can contextualize it, and then find relevance of the utterance with ourselves and our world, and responding to the utterance.

Learning how to listen properly is not straightforward for students, especially those who come from countries that use English as a second language (ESL). Graham (2006) stated that having listening ability seems relatively easy to native language speakers, but it often causes difficulty for students who are learning English as a second language (ESL) and English as foreign language (EFL). Another problem is students often feel the activity in listening class was monotonous which means there are few activities that can attract students' interest and build motivation for them to listen more. Moreover, most activities in listening courses are done inside the classroom. The teacher needs to find an effective strategy and stimulation that can help students to increase their listening comprehension.

Improving listening skill is not easy because it takes a long time as stated by Graham (2006). Consequently, the teacher needs to find an effective and enjoyable listening practice that can help students improve their listening comprehension. Thus, the teacher should give the student an opportunity to become independent in learning language and later on, they will be able to observe their potential learning environment.

Listening Comprehension can be achieved if students practice it repeatedly. According to Bano (2017) in her study, Mendelsohn (1994) defined listening comprehension as an ability to understand and convey the meaning of spoken language said by native speakers. The labelling of listening as receptive skill does not mean that it is a passive activity. The process of listening includes some steps that are auditory discrimination, aural grammar, selecting an important information, remembering it, and combining it to the process between sound and form of meaning as stated by Gilakjani & Sabouri (2016). Another definition by Hamouda (2013), he defined listening comprehension as the ability of a listener to understand the speaker's utterance and its ability to retell the text or sound even though the listener can repeat it without understanding the real meaning of what the speaker said.

The use of technology has been implemented in some fields, for example in education. The development of technology has become useful for educators, especially in teaching and learning listening. Mobile-assisted Language Learning (MALL) is the use of mobile technologies or smartphones in providing suitable material for language learning. A study conducted by Chen (2016) showed that a mobile learning design can help students to apply their

knowledge to real situation and create meaningful learning material, which led to more frequent language practice. MALL seems promising for students who need such tools to practice their listening outside the classroom. It can be used in every situation whether they are in a public transportation, working part-time job, or in a library, so students do not always study in a classroom Miangah & Nezarat (2012). Hence, it can be considered as an ideal solution in language learning in terms of time and place.

There are few studies about developing listening skills through various kinds of aid such as visual aids (video), advance organizers, captions, music, podcast etc. These aids have been found in order to facilitate language classroom, in this case, listening class. By applying the aids into the classroom, it will help students develop their listening comprehension. For instance, using captioned videos for English second language students listening and vocabulary learning. A study conducted by Montero Perez et al. (2013) showed that captioned video helped students improve listening comprehension and boost their vocabulary learning. While in contrast, Milliner et al. (2019) argued that video captions did not help students' vocabulary gain and had no impact on students' listening comprehension. The low score was because of the level of difficulty of video which was not suitable with learners listening proficiency and did not have significant improvement even with the help of captions.

Listening to stories with the support of written texts (reading while listening) may be helpful for their listening practice if this method produces a facilitative effect on L2 listeners, not only on comprehension of content but also linguistic gains, or even on attitude toward the tasks. However, Chang (2009) stated that reading-while-listening seems not to gain so much attention up to the present. It may be because most listening practice in real life does not support written text or it is difficult for teachers to provide more script-text. Moreover, in listening practice, teachers prefer using single aid that is more practical. Yet, some studies have proven that reading-while-listening is helpful for L2 listening comprehension and development (Kang et al. (2019); Tangkarn & Gampper (2020); Tragant & Vallbona (2018)). It has been found that reading-while-listening can be advantageous for students L2 listening comprehension according Chang (2009) who conducted research with 92 college students with low-level of English proficiency exploring the effectiveness of reading while listening. The result showed that the treatment group gained more impressive achievement especially, in understanding narrative types of spoken English.

In order to overcome students' problems in their listening, audiobook could be helpful because previous studies have proven that the use of audiobook could

significantly improve students' listening comprehension if they practice it regularly. Have & Pedersen (2015) define audiobook as an audio-recorded version of a book or novel that is performed by professional narrator. Audiobook was designed to allow people to read through their ears. In the early time of its emergence, audiobook was used to inform history, life experiences, and traditions of each generation to the next. Interestingly, the audiobooks were narrated by the English native speaker voluntarily, who attracted audiences for their reading (Whittingham et al., 2013). Audiobook is considered as a valuable tool because of its usefulness. Audiobook can help students develop other skills like pronunciation and vocabulary. In addition, audiobook helps students more familiar with such kinds of intonation, patterns, and native accents as stated by Priyadarsini (2017).

Mohsen (2016) stated that using audiobook can build a positive atmosphere for students. It allows students to read while listening at the same time which helps students connect with the content of the texts. It also helps students comprehending information from the texts and it was helpful for them to develop their listening comprehension. Another study by Kartal & Simsek (2017) showed that audiobooks could create positive attitudes for freshmen students and had a significant effect on student listening comprehension. It enables students to have discussions about integrated audiobook to be used in the classroom, giving homework based on the use of audiobook, and making listening and pronunciation quizzes based on the audiobook material that have been chosen. This study implies that the use of audiobook for English Foreign Language (EFL) students is suitable material for both advanced reading and listening classes.

Many researchers have conducted their study that discusses audiobook usage in the last few years. Most researchers discuss audiobook in reading skills such as reading fluency, reading speed, and reading motivation. Tusmagambet (2020) revealed that audiobook usage was statistically and significantly effective for students' reading fluency, reading speed, and reading motivation. The use of audiobooks helps students understand the story better and increase their engagement in reading practice. They also can have a visualization of the stories that they listen which helpful to process the information in their memory. Moreover, some researchers explore the use of audiobook but at other levels. The study that has been done by Abd et al. (2020) explored the use of audiobooks at senior high school level. The result showed that audiobook could develop their reading interest to become a good reader and helped them get better reading comprehension and understand the reading text. It also could produce some positive effects for students' self-learning that would bring them better reading comprehension.

Audiobook usage reported in this study is similar to other studies that discuss the use of audiobook in reading skill areas. For example, the use of audiobooks can be found in some research that discuss reading-while-listening practice (Asrimawati & Margana (2020); Tragant & Vallbona (2018); Valentini et al. (2018)), reading along with audiobooks (Chang & Millett (2015); Tusmagambet (2020), and listening-only and vocabulary gain (Chang (2009); Chang, (2011); Zanjani & Izadpanah (2016)). The different is that in the previous studies have applied and used audio from texts in different ways (e.g., through repeated listening, repeated reading with a single listening, and/or a single simultaneous reading-and-listening). Audiobooks in this study specifically, refers to online digital books supplemented with an audio narration of the respective texts, and the 'use' of audiobooks, practiced in this study, refers to a single, and listening to the audiobook as practice.

Despite the positive effects on the use of audiobooks, there were also some mixed effects in some other studies (a facilitative effect on some aspects and none on others). For instance, Tangkakarn & Gampper (2020) in their research found that the Control group, however, did not make a statistically significant gain in both listening tests, but made statistically significant gains in both vocabulary tests. The no-gain in listening comprehension tests showed that the mean differences between tests were statistically insignificant. Based on the comparative study of effect sizes of within-group pre-and- posttest results in both listening tests, the Control group did produce gains but were not large enough as compared to the other two groups. It might be because the listening tests were not suitable with their level of English proficiency. Consequently, the study received limitation to overall input. Similarly, the previous study by Chang & Millett (2014) investigated EFL learners' vocabulary learning in three conditions: reading-only, reading-while-listening and listening-only. The participants of the study were 113 students centered in ten graded readers. The study was conducted over a thirteen-week period in different learning conditions. In the listening conditions, each of the books provided an average of 59 minutes of aural input. However, from pretest to post-test, the reading-while-listening and the listening-only group made significant gains in comprehension scores, while the reading-only group did not. These phenomena lead the researcher to gain useful information that would help teachers and students in developing listening comprehension.

English department of State University of Surabaya has implemented XReading as the implementation of Extensive Reading program. One of its purposes is to develop students' reading habits and create an interesting activity for their reading experiences.

XReading is an online digital library with over 1,000 graded readers written along with an audiobook specifically for English as Second Language (ESL) students. Featuring a Learner Management System (LMS) that allows teachers to monitor their students' reading progress, it was designed to assist in the implementation of extensive reading (ER) programs. These books include a range of well-established publishers including Cengage Learning, Macmillan Learners, and Cambridge University Press and many lesser-known ones such as Helbling, ELI, Atama-ii, Compass, and Garnet. The books are divided into 15 difficulty levels based primarily on their number of headwords. It is also provided with quizzes in every book in the library that teachers can use for practices and assess students' comprehension. The system is accessible all around the world, although the variety of actual books available may be different in every country. Its subscription is limited to only one year, so users only have one year since the account has been activated. It is also provided with audiobook feature, but not all books are available with the audio narration. The audiobook can be adjusted slow or fast according to the users' preferences. It also has some buttons such as stop/continue, volume, moving 10 seconds forward/backward, audio loop, and list of tracks in every chapter. Audiobook in XReading sometimes have different accents such as American accent and British accent since the book publishers come from different country.

A previous study conducted by Anita (2019) discussed perception of English department students towards XReading. However, the study only exposed the use of XReading generally. It discussed the students' perception, attitude, and response towards the implementation of Extensive Reading Program in English department that had been shifted from paper-based to online-based. Because the use of XReading can be called as a "new" thing, especially in Indonesian context, there are still limited studies that discuss XReading and its features.

Based on those previous studies, the researcher attempts to explore more about XReading, especially one of the features in XReading application which is audiobook. Although there have been several studies exploring listening practice, the number of studies that discuss the use of audiobooks at the university level is still limited. Moreover, there is no study that explores the use of XReading audiobook in listening skill. Therefore, this study aims to portray freshmen students' listening preferences when using XReading audiobook and describe students' perception on the use of XReading audiobook.

## **METHOD**

This study used both quantitative and qualitative method to gather sets of data. Quantitative method was more emphasized to measure certain object by the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. On the other hand, qualitative method was used to understand more about phenomena in the field.

The subjects of this study were freshmen students from English department academic year 2020. The researcher chose the participants because XReading was implemented only for freshmen students. This study was conducted in early 2021, so the suitable subject for this study was students from academic year 2020.

Source of data in this study were online-administered questionnaire through Google-form that contain 8 combinations of open-ended and close-ended questions and semi-structured interview. Questionnaire was used to collect students' preferences about the use of XReading audiobook, students' preferences when listen to audiobook (reading-while-listening or listening-only), students' preferences of changing audio-speed feature, and students' preferences of listen till the end of audiobook. A semi-structured interview session was drawn up after getting data from questionnaire, focusing on the topic emerged, and developing more questions related to the topic. It required interview guidelines that include some questions such as students' perception of XReading audiobook feature, perception of accessibility of XReading audiobook, and perception of their improvement in English skills especially listening.

The subject in this study was voluntarily participants that was limited to English department students 2020 who are active users in XReading application. During the study, 80 freshmen students were willingly involved as subject of the study. There were 66 (82%) English education students, and 14 (18%) literature students that gave their answer to the questionnaire and those who gave unclear answer were also interviewed in-depth to gain more information.

Because one of the questions used open-ended questions, the researcher attempted to shorten some answer to make statements that is clear and understandable to read. To make it easier in analyzing and computing the data, the researcher downloaded the answer in google-form and moved it to Microsoft excel. This study used percentage to compute and then it described through some tables.

Semi-structured interview was also conducted to gather in-depth information from subjects who gave unclear answer in the questionnaire. The interview session

was done through WhatsApp call and voice notes with interview guideline. The subjects' answer from voice notes were transcribed manually. Some subjects were more comfortable using Bahasa Indonesia during interview session, so it took more time to translate from Indonesian into English. In analyzing data from interview, the researcher familiarized and organized the data and divided them into separate column, put some codes to the table column and reduced unnecessary statements, and lastly interpreted the data which followed by presenting the result.

## RESULTS AND DISCUSSION

### Students' listening preferences in using xreading audiobook

In order to answer the first research question that is about students' listening preferences in using XReading audiobook. An online questionnaire from google form was administered and distributed through *WhatsApp*. When the subjects were asked about the use of XReading audiobook, 65 (81%) students admitted that they used audiobook feature of XReading. In contrast, 15 (19%) students admitted that they never used the audiobook feature before.

Table. 1 Students' Preferences of the use of XReading audiobook.

Students' Preferences	Descriptive statistics	
	N	Percentage
Use audiobook	65	81%
Never use audiobook	15	19%

It indicates that most students in English department who are active users of XReading program already use audiobook from XReading. There are many reasons why students use this feature. Most of them use the audiobooks to practice their listening to improve their listening skill. Some students were also admitted that they used audiobook in XReading to learn pronunciation of words and phrases. On the other hand, other students said that they often used XReading audiobook because it was an interesting feature which was helpful for them to learn new accents and understand more about the story. Sometimes, students use XReading audiobook as an option when they feel tired on reading book only and also it depends on their mood.

On the other hand, the participants who admitted that they never used XReading audiobook said the audio is too slow or too fast than their reading speed. Students feel that using audiobook wasting their time and it led them feeling bored because the duration of certain audiobook is too long. Same as a study by Baillie Baillie (2018), students admitted that their ability was increased but they get bored

and they felt the length of audiobook was too long. Some students also said that they wanted to stay focus when reading the book rather than along with listening to audiobook because they thought that reading-while-listening activity made them less focus when reading a book in XReading.

The second statement is about students' preference when using XReading audiobook. It stated that 78% students prefer to have reading-while-listening activity rather than listen to audio-only.

Table. 2 Students' Preferences when listen to XReading audiobook.

Students' Preferences	Descriptive statistics	
	N	Percentage
Reading-while-listening	52	78%
Listening-only	13	22%

Most students said that they did reading-while-listening activity to improve their listening and pronunciation. Another reason, students tend to be afraid of mishearing some words that will lead them ruin their focus while reading. Moreover, some of students listen and read the audiobook to make sure their ability in understanding spoken and written text. Chang et al. (2019) found that listening with supported text and repeated listening can led students to higher levels of listening comprehension. The students who decided to listen to audio-only acknowledged that they want to use XReading audiobook for listening journal's material. In contrast, the rest students admitted that they couldn't focus on more than one thing or multi-tasking because it made them less focus.

Table. 3 Students' Preferences of adjusting audio-speed feature.

Students' Preferences	Descriptive statistics	
	N	Percentage
Adjusting audio-speed feature	32	49%
Never use audio-speed feature	33	51%

The third statement is about students' preference in adjusting audio-speed feature on XReading audiobook. The table shows that 49% students prefer to change audio-speed feature. Unexpectedly, 51% students admitted that they never adjusted the audio-speed button. There are some reasons behind these statements. It depends on the audiobook itself because sometimes the audio either too slow or too fast based on students' opinion. It is because students want to match the flow of audio with their reading speed. The feature also used when the duration of audiobook was short. In order to understand the story more

clearly, students slowed down the audio-speed. The students who admitted that they never adjusted audio-speed stated that they were unfamiliar, and they never heard about the feature before. Hence, they thought that playing an audio in normal speed was already suitable with their reading speed, so there was no need to change it.

Table. 4 Students' Preferences of listen until the end of audiobook.

Students' Preferences	Descriptive statistics	
	N	Percentage
Always listen until the end	42	65%
Never listen until the end	23	35%

The last statement is about students' preference on how they decided to listen until the end of the book or leave the audio first. There are also reasons behind that make them choose the preference.

The table shows that 65% students always listen to the end of audiobook and 23% were never listen until the end of the audiobook. The students who admitted that they always listen until the end stated that they enjoyed with the way narrator tells the story. Students also said that they wanted to understand all the storyline and they could not leave something before finishing it. Learning many new vocabularies was also the reason why they listened to audiobook until finish. The students who never listen until the end of audiobook stated that the audiobook was too long and made them feel bored and sleepy. Unfortunately, there is also statement that the audiobook did not work properly, and it will be discussed more in the next sub-chapter.

#### Students' perception on the use of xreading audiobook

This discussion is to answer the second research questions that seeks information about students' experience when using XReading audiobook. Using semi-structured interview to gain the data, there also some statements provided in this sub-chapter. The first statement is about how long the average students listen to audio in a month. Students listened to the audio twice in a week, so they practiced their listening using XReading audiobook almost 6 times in a month. There were some reasons such as depends on student's mood and due to the head of lecturer instruction.

*"It depends on my mood. Sometimes, I listen to the audio three times in a week but in the next month I only listen once in a week"* – Student 3.

The second statement is about students' perception towards XReading audiobook feature. Almost all students

(91%) agreed that XReading audio is interesting feature. It was because students like the way storyteller speak, and they could imitate it. It also interesting because the audio has adjusting-speed feature.

*"XReading audiobook is an interesting feature because the storyteller comes from native speaker. I also can imitate the way narrator speak"* – Student 4.

*"In my opinion, it's interesting because there is adjusting-speed feature which help me to adjust to my reading speed."* – Student 5.

While the others said that the feature was not interesting because it was just like ordinary audiobook and there was no special thing in XReading audiobook.

Moreover, regarding to the statements that asked about accessibility of XReading audiobook, 82% students agreed that XReading audiobook feature is accessible and easy to use while 16% students said that the feature is quite easy to use. Students feel XReading audiobook is accessible because they can access it on their smartphone and in every situation. This is in line with a study conducted by Miangah & Nezarat (2012) stated that Mobile-assisted language learning helped students who wanted to practice listening outside classroom, whether at a public transportation, at a café, during working part-time job, and in a library. XReading system was designed for learners to access the application easily. It is easier to operate because users only need to login using email and password, find the book, and the audiobook play button is on the top of every chapter of book.

However, students might encounter some problems when accessing XReading audiobook feature. Most of the problem was caused by the availability of audiobook.

*"Sometimes, I have problem in accessing the audiobook. When I want to click play button, it did not work. I assume that the audiobook is not available."* – Student 4

*"I often experienced it. When I want to listen to the audio, there is no play button in it"* – Student 8.

Another problem was caused by errors in the audio itself and poor connection. It depends on signal when playing the audio, so it needs strong connection when students want to access the application. Without good connection, the audio still running but there is no voice of the storyteller that come out.

Lastly, the statement is about the students' perception of their improvement after using XReading audio regularly.

Table 5. Students' perception about their improvement on English skills after using XReading audio.

<i>Statement</i>	<i>Percentage</i>
<i>Listening</i>	59%
<i>Pronunciation</i>	23%
<i>Speaking</i>	12%
<i>Vocabulary Size</i>	6%

The table shows that 59% students stated that XReading audio help them to improve their listening skill since they listen to the audio regularly during almost 1 year of XReading subscription. This is in line with a study conducted by Chang (2011), stated that the use of audiobook in reading-while-listening activity increased students' speed and accuracy in processing aural input. This is also in line with study by Milliner (2019) that reading-while-listening activity has positive effect for student receptive skills. One of them said that it is easier and faster for her to do listening homework. In addition, it helps them because they become more familiar and is used to English story since they listen to it repeatedly. This is in line with research by Brett (2019), he found that audiobook helped text comprehension, finishing task from lecturer, and learning some aspects of target language such as pronunciation and vocabulary.

Moreover, some students said that they recognized the accent better and learned how to speak using American or British accent like native speaker by imitating them. As Anita (2019) pointed out that students more familiar with American and British accent after listening to audiobook for several times.

The second English ability that shows improvement was pronunciation. The table shows that 23% students admitted XReading audiobook helped them improve their pronunciation. Sometimes, they did reading-while-listening activity so when they did not know how to pronounce certain words, they immediately knew by listening to the audiobook and repeating the way speaker pronounces those words. A study by Kartal & Simsek (2017) found that audiobook was useful for students' pronunciation improvement. The correct pronunciation that they listened from native speaker helped students increase their pronunciation.

In addition, students' speaking skill also increased after listening to audiobook frequently. 12% students agreed that their speaking shows improvement. This was because of the accent that they learned from listening to native speaker. their pronunciation also got better, as well as their grammar, and gained new vocabulary so it was helpful for their speaking fluency.

For the vocabulary size, it shows improvement according to 6% students' statements. When students did reading-while-listening activity, they found many new

vocabularies. Hence, they found the meaning of each vocabulary in dictionary then took a note the vocabulary and meaning. They also tried to memorize all new vocabularies.

### CONCLUSION

The study aimed to explore the use of XReading audiobook in listening practice and experiences of students in English department. Based on the data above, it can be concluded that most students use XReading audiobook with training their listening skills as the main reason.

They also prefer using XReading audiobook with reading the text rather than using it without reading the text. Moreover, students tend to adjust the audio-speed to match their reading-speed with the audiobook. In addition, some students were comfortable to finish listening to the audiobook.

Students' perception about XReading audiobook shows positive response. One of the reasons is because their listening skill improved after using XReading audiobook for several times. They also admitted that the feature is accessible because it can be accessed through various media such as smartphone, laptop, and tab. Most students also admitted that audiobook feature in XReading is interesting. However, some problems might be encountered while using this feature. It sometimes caused by poor signal and the availability of audiobook in each book.

Lastly, because this study based on students' perspectives, the future researcher is needed to explore other features in XReading application like post-reading quiz. It also will be better if there is further research that figure out the effectiveness of XReading audiobook in improving certain skills.

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