



**THE IMPACT OF USING AUDIOBOOK ON THE STUDENTS'
LISTENING COMPREHENSION IN NARRATIVE TEXT AT SMPN 20
PEKANBARU**



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PEKANBARU



UIN SUSKA RIAU

BY :

NANDA LESTARI

SIN. 12010424736

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education (S.Pd)

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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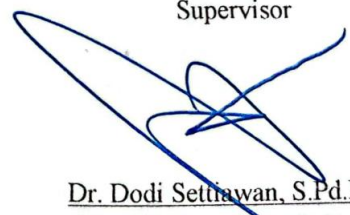
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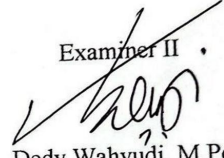
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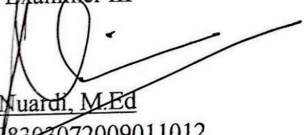
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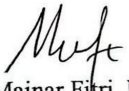
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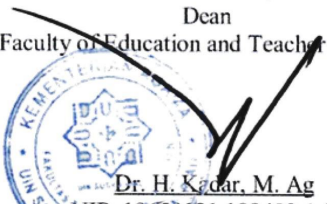

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Finally, the researcher realizes that there are many shortcomings in this thesis.

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Pekanbaru, November 29th, 2024
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ABSTRACT

Nanda Lestari, (2024) : The Impact of Using Audiobook on the Students' Listening Comprehension in Narrative Text at SMPN 20 Pekanbaru

This study investigates the impact of using audiobook on students' listening comprehension in English classes at SMPN 20 Pekanbaru. The research aims to determine whether incorporating audiobook as a learning medium significantly have an impact on the students' listening comprehension compared to traditional methods. A quasi-experimental design with cluster random sampling was employed, involving two groups: an experimental group taught using audiobook and a control group taught without them, in total of 68 students in the two classes with 34 each class. To collect the data, the researcher used a test, it consists of 20 multiple choices. In analyzing the data, the researcher used Independent sample T-test formula by using SPSS 25 version. The findings reveal a significant difference in the listening comprehension scores between the two groups, in which Sig (2-tailed) 0.000 had less value than 0.005, then H_a is accepted and H_o is rejected. The result concluded that there was a significant difference in the use of Audiobook as the media on the students' listening comprehension at SMPN 20 Pekanbaru.

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ABSTRAK

Nanda Lestari, (2024) : Dampak Penggunaan Audiobook terhadap Pemahaman Mendengarkan Siswa pada Teks Naratif di SMPN 20 Pekanbaru

Penelitian ini menyelidiki dampak penggunaan audiobook terhadap pemahaman mendengarkan siswa di kelas bahasa Inggris di SMPN 20 Pekanbaru. Penelitian ini bertujuan untuk mengetahui apakah penggunaan audiobook sebagai media pembelajaran secara signifikan berdampak pada pemahaman menyimak siswa dibandingkan dengan metode tradisional. Desain kuasi-eksperimental dengan pengambilan sampel menggunakan metode *cluster random sampling*, melibatkan dua kelompok: kelompok eksperimen yang diajar menggunakan audiobook dan kelompok kontrol yang diajar tanpa audiobook, dengan total 68 siswa di dua kelas dengan 34 siswa di setiap kelas. Untuk mengumpulkan data, peneliti menggunakan tes yang terdiri dari 20 soal pilihan ganda. Dalam menganalisis data, peneliti menggunakan rumus Independent sample T-test dengan menggunakan SPSS versi 25. Temuan menunjukkan adanya perbedaan yang signifikan pada skor pemahaman menyimak antara kedua kelompok, dimana Sig (2-tailed) 0,000 memiliki nilai lebih kecil dari 0,005, maka H_a diterima dan H_o ditolak. Hasil penelitian menyimpulkan bahwa ada perbedaan yang signifikan dalam penggunaan audiobook sebagai media terhadap pemahaman menyimak siswa di SMPN 20 Pekanbaru.

ملخص

نندا ليستاري، (٢٠٢٤): تأثير استخدام الكتب الصوتية على فهم الاستماع لدى تلاميذ المدرسة المتوسطة الحكومية ٢٠ بكنبارو

هذا البحث يبحث في تأثير استخدام الكتب الصوتية على فهم الاستماع لدى التلاميذ في فصول اللغة الإنجليزية في المدرسة المتوسطة الحكومية ٢٠ بكنبارو. يهدف البحث إلى معرفة ما إذا كان لاستخدام الكتب الصوتية كوسيلة تعليمية تأثير كبير على فهم الاستماع لدى التلاميذ مقارنة بالطرق التقليدية. تم استخدام تصميم شبه تجريبي مع أخذ العينات باستخدام طريقة العينة العشوائية العنقودية، حيث شمل البحث مجموعتين: مجموعة تجريبية تم تدريسها باستخدام الكتب الصوتية، ومجموعة ضبطية تم تدريسها بدون الكتب الصوتية، بإجمالي ٦٨ تلميذاً مقسمين على فصلين يحتوي كل منهما على ٣٤ تلميذاً. لجمع البيانات، استخدمت الباحثة اختباراً مكوناً من ٢٠ سؤالاً متعدد الخيارات. ولتحليل البيانات، تم استخدام الاختبار التائي المستقل باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٥. أظهرت النتائج وجود فرق كبير في درجات فهم الاستماع بين المجموعتين، حيث كان مستوى دلالة سيج (٢ الذيل) ٠,٠٠٠ أقل من ٠,٠٠٥، مما يعني قبول الفرضية البديلة ورفض الفرضية المبدئية. خلص البحث إلى أن استخدام الكتب الصوتية كوسيلة تعليمية له تأثير كبير على فهم الاستماع لدى التلاميذ في المدرسة المتوسطة الحكومية ٢٠ بكنبارو..

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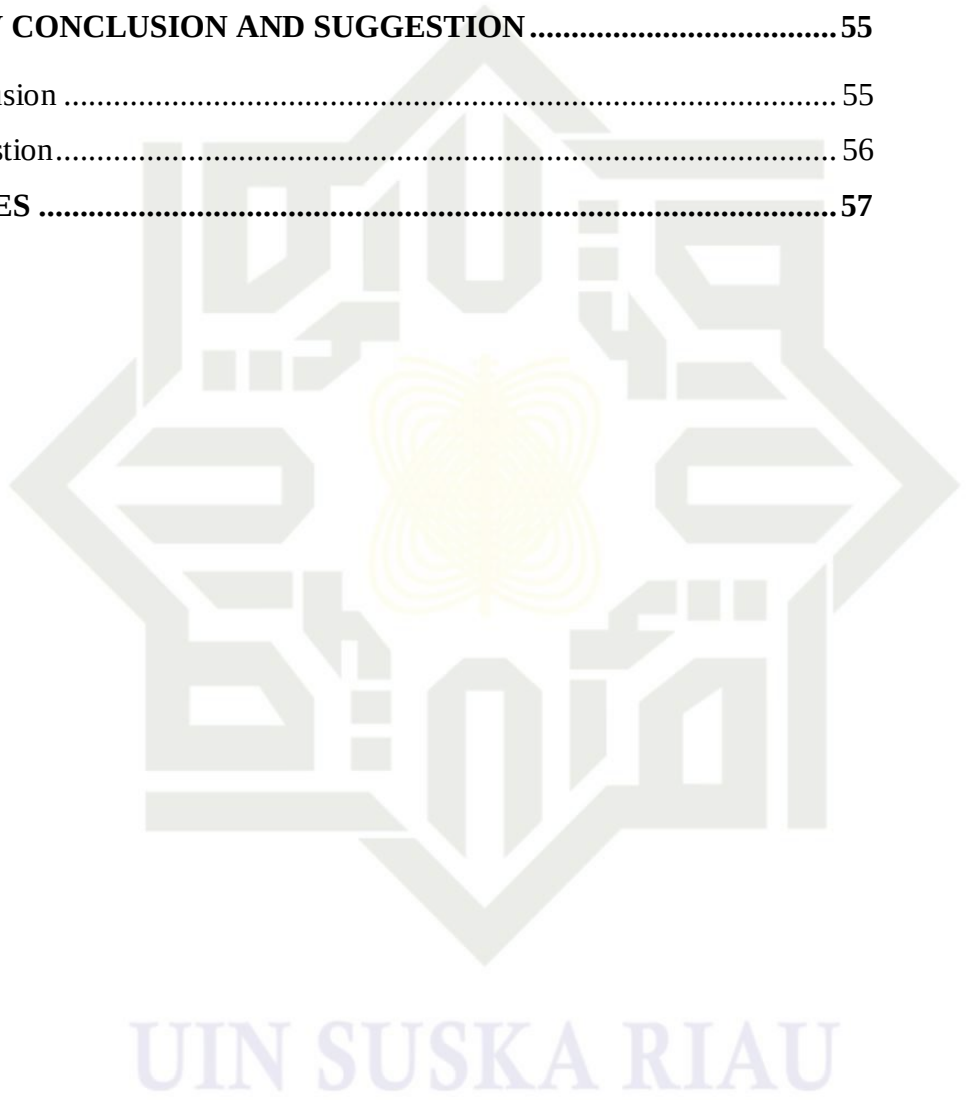
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CHAPTER I INTRODUCTION

A. Background of the Problem

Listening comprehension is a fundamental skill in language learning, particularly at the junior high school level in Pekanbaru. At this stage, students are expected to develop the ability to understand spoken language in various contexts, which is crucial for their overall language proficiency. Effective listening skills not only aid in academic success but also in real-life communication. However, despite its importance, many students struggle with listening comprehension, which can hinder their progress in mastering the language. Therefore, it is essential to explore innovative and effective methods or media to enhance listening comprehension among junior high school students in the context of EFL learners in Pekanbaru.

One such innovative media is the use of audiobook. Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry et al, 2016). Audiobook offer a unique way to engage students in listening activities by providing them with authentic spoken language in a variety of contexts and genres. The potential benefits of using audiobook for teaching listening are manifold. They can expose students to native speakers' pronunciation, intonation, and rhythm, thereby improving their listening comprehension. Additionally, audiobook can enhance students' vocabulary and comprehension by providing contextually rich content. Moreover, the accessibility and convenience of audiobook allow students to

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practice listening outside the classroom, offering more opportunities for language exposure and practice.

Traditional teaching methods for listening comprehension often involve the use of scripted dialogues, teacher-read texts, or pre-recorded materials that may not fully engage students or reflect real-life language use. These methods, while useful, may not provide the same level of immersion and variety as audiobook. By comparing traditional methods with audiobook-based instruction, we can assess the effectiveness of audiobook in enhancing listening comprehension. This comparison is necessary to determine if audiobook offer a significant advantage over conventional practices and to provide evidence-based recommendations for educators.

Recent studies have started to explore the impact of audiobook on listening comprehension. Research has shown that audiobook can positively affect students' listening skills, motivation, and overall language proficiency. For instance, studies have found that students who regularly listen to audiobook demonstrate improved listening comprehension and greater engagement in language learning activities (Gita, 2017; Fajry, 2016; Puspawati, 2018; & Mohamed, 2018). These findings suggest that audiobook could be a valuable tool in language instructions. All of their researches were conducted and addressed to Senior High School and University student. In this research, the researcher chooses different subjects that are Eight Grade students of SMPN 20 Pekanbaru. It will be differentiate with the previous research. However, more research is needed to establish the long-term benefits

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and to understand how best to integrate the use of audiobook into the curriculum practices.

SMPN 20 Pekanbaru is a junior high school located in Pekanbaru. As a formal educational institution, school also offer English language subjects to their students, as an important aspect in understanding a language. SMPN 20 Pekanbaru used the Merdeka Curriculum. In English subject at SMPN 20 Pekanbaru, the aspects taught are reading, speaking, writing and listening. However, no learning can run smoothly without facing challenges, both from teachers and students. To identify the challenges experienced by teachers and students in the teaching and learning process, especially students' listening comprehension by using audiobook media in Eight Grade at SMPN 20 Pekanbaru, researcher did an interview.

Based on the preliminary study, the researcher did an interview with English teacher at SMPN 20 Pekanbaru. It revealed that the school has the necessary facilities to incorporate audiobook into its language instructions, yet the uses of audiobook is not currently utilized for teaching listening. Despite having access to modern technology and resources, teachers at this school continue to rely on traditional methods for listening instructions. This gap presents an opportunity to investigate the potential impact of audiobook use on students' listening comprehension. By implementing audiobook in the classroom, this study aims to determine whether this approach can enhance students' listening comprehension and provide a more effective and engaging learning experience.

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This research addresses several gaps identified in previous studies. While prior research has highlighted the potential benefits of audiobook, few studies have focused specifically on junior high school students in Indonesia. Additionally, there is a need for more quasi-experimental studies that provide a rigorous comparison between traditional teaching methods and audiobook-based instruction. By focusing on this specific context and employing a quasi-experimental design, this research aims to fill these gaps and contribute valuable insights to the field.

The significance of this research lies in its potential to inform current practices in teaching listening comprehension. If the findings support the use of audiobook, educators can be encourage to integrate them into their teaching strategies, thereby enhancing the overall effectiveness of language instruction. This research could lead to practical recommendations for curriculum development and instructional design, ultimately benefiting students by improving their listening comprehension.

Moreover, this research is feasible to carry out given the availability of resources and facilities at SMPN 20 Pekanbaru. The school is equipped with the necessary technology to implement audiobook-based instruction, and the teachers are capable of adapting their methods to incorporate this innovative approach. This feasibility ensures that the research can be conducted effectively and efficiently, with the potential for meaningful and applicable results.

In short, based on the explanation above, it showed that the school has the necessary facilities to incorporate audiobook into its language instructions,

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but the teacher still uses the conventional method, so the researcher implemented the audiobook into the teaching listening process and see the impact of audiobook in listening comprehension among the Eight Grade students at SMPN 20 Pekanbaru. By addressing the identified research gaps, contributing to current teaching practices, and leveraging available resources, this study seeks to provide valuable insights and practical recommendations for enhancing listening comprehension in language instructional design.

B. Identification of the Problem

After identifying the problems stated above, researcher require students to be able to understand lots of new vocabulary, how to pronounce English properly and correctly, and become familiar with the accent of English pronunciation by speakers so that students can comprehend more when listening to English. However, to solve those problem, audiobook might be a solution for students to improve their listening comprehension.

C. Limitation of the Problem

After identifying the problems mentioned above, the researcher need to focus on the students' listening comprehension when use audiobook as the media. In this research, the subject were Eight Grade students of SMPN 20 Pekanbaru.

D. Formulation of the Problem

Based on the problem stated above, the researcher formulates the problem in the research as follows :

- a. How is the students' listening comprehension taught without Audiobook as the media at the Eight Grade of SMPN 20 Pekanbaru?

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- b. How is the students' listening comprehension taught by using Audiobook as the media at the Eight Grade of SMPN 20 Pekanbaru?
- c. Is there any significant differences on students' listening comprehension taught without and using Audiobook as the media at the Eight Grade of SMPN 20 Pekanbaru?

E. Objective of the Research

- a. To describe the students' listening comprehension taught without Audiobook as the media at the Eight Grade of SMPN 20 Pekanbaru
- b. To describe the students' listening comprehension taught by using Audiobook as the media at the Eight Grade of SMPN 20 Pekanbaru
- c. To examine whether there any significant difference on students' listening comprehension taught without and by using Audiobook as the media at the Eight Grade of SMPN 20 Pekanbaru

F. Significance of the Research

This research has theoretical and practical significance. Theoretically, the significance of this research lies in its potential to contribute to the understanding of how the use of audiobook can enhance students' listening comprehension, particularly in the context of narrative texts, audiobook offer an effective alternative to traditional methods, potentially helping students better understand and retain narrative content. Additionally, audiobook can increase student engagement by offering a more immersive and enjoyable experience, with expressive narration and sound effects, which may motivate students to engage more with the material.

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Practically, this research offers implications for teachers, particularly English language teachers at SMPN 20 Pekanbaru regarding the use of audiobook as an instructional tool in the classroom and see the impact on the students' listening comprehension. Listening is one of the four English language skills that important for a student's English proficiency.

G. Definition of Term

There are many terms, involved in this study. Thus, to avoid misunderstanding and misperception toward the term used in this study, the following terms are necessary defined as follow:

1. Listening Comprehension

Listening comprehension is regarded as an active process through which humans form meaning from passages and link the information which they listen with existing knowledge. (Gilakjani & Ahmadi, 2011). In the context of this research, listening comprehension refers to the ability of students to understand, interpret, and retain information conveyed through spoken language, particularly within narrative texts.

2. Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry et al. 2016). Audiobook is a form of recorded media in reading the contents of the book. The substance of an audiobook is exactly the same as that in the textbook. Audiobook can also contain scientific textbooks, fiction books, or other types of books. Audiobook is a type of audio media that only relies on the sense of hearing. In English language learning, Audiobook is

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useful for providing students with an understanding of English pronunciation, helping them to discover how to pronounce certain words or sentences written in books or texts. In this research, the audiobook was created by the researcher by developed the text used in this research, namely narrative text, and then carefully crafting the content to ensure it conveys the intended message and story effectively and then transformed into audio format using websites (the researcher used Voicemaker and Narakeet).

3. Narrative Text

Narrative text is a story or in general it means telling a story. Stories generally have an event or several events that run according to chronological time and the events are conveyed through several media (Abbott, 2010).

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Listening Comprehension

In learning English, beside speaking, reading, and writing, listening is also one of the four skills. As English students, we have to master all in order to be able to use English as a means of communication. The act of paying attention or focusing on the information you are hearing is known as listening. Predicting, hypothesizing, checking, revising, generalizing, keeping information in memory, directing attention, generating images, interpreting, analyzing, and evaluating are all aspects of listening in addition to the physiological activity of hearing (Imhof, 2011). We understand things more fully the more times we hear them. Listening is different from hearing, hearing is something that just happened, the listeners don't need any effort to understand the sounds or voices that they heard, but listening is the process of understanding spoken language, listening need a process to understand a messages that uttered by the speaker.

Listening comprehension is regarded as an active process through which humans form meaning from passages and link the information which they listen with existing knowledge (Gilakjani & Ahmadi, 2011). Hamouda (2013) state that listening comprehension occurs when listeners are involved in constructing meaning because they defined listening comprehension as an interactive process. The listening comprehension

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process involves several steps, such as understanding the meaning of the sound, understanding the sentence structure, and understanding the context. Listening comprehension also requires the ability to understand the meaning of unclear sounds. Listening comprehension theory also shows that listening comprehension is a complex process that involves several factors, such as language ability, cognitive ability, and social ability. Listening comprehension is also influenced by factors such as context, culture, and experience. Vocabulary and grammatical interpretation are important components of listening comprehension. The students' listening proficiency can also be affected by listening technique, which can be highly useful in the comprehension process. The versatility in which students apply techniques in all phases of listening characterizes their high proficiency in listening (Vandegift and Tafaghodtari (2010) in Bang and Hiver) (2016).

Indicators of Listening Comprehension

Taped content is the most common way of introducing students to spoken English. It suggests that the media encourages people to use spoken content. As a result, learners pay close attention to the spoken materials in order to process knowledge and sustain social relationships. Listening skills such as listening for gist, listening for details, and inferring meaning from context are all developed through the listening exercises (Nunan, 2003). Listening for gist is a form of listening comprehension that focuses on recognizing key concepts, noting events in a series, and other related activities.

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According to Brown (2001) there are 8 factors should be taken as consideration in listening comprehension are:

- 1) Clustering: The ability to group words or sounds together based on their meaning or sound.
- 2) Redundancy: The use of repetition or multiple forms of a word to enhance understanding.
- 3) Reduced forms: The use of shorter forms of words, such as contractions, to convey meaning.
- 4) Performance variables: Factors that affect the listener's ability to comprehend, such as speaker accent, speed, and volume.
- 5) Colloquial language: The use of informal language and idioms that may not be formal or standard.
- 6) Rate of delivery: The speed at which the speaker delivers the message.
- 7) Stress, rhythm and intonation: The use of stress, rhythm, and intonation to convey meaning and emphasize certain parts of the message.
- 8) Interaction: The ability to engage in a conversation or dialogue, which involves both listening and speaking.

Listening Comprehension Problem

Most students will have trouble knowing what they are hearing. According to Hamouda (2013) reasons affecting students' listening comprehension difficulties can be grouped into four categories: problems with the listening text, listening problems with tasks and events, listener

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problems with listeners, and lecture technique. One of the big issues students face, in comparison to students studying English, is that they have little or no prior familiarity with real listening, as well as little recollection of previous learning or social interactions. Their hearing difficulties were compounded by the fact that they lived in a non-English speaking world. Another main factor that relates to students' problems in listening is teachers or lectures. If teachers' or lecturers' pronunciation isn't clear and excellent enough, the students' listening will fall short of the teachers' quality. This is due to the fact that the students should copy their teacher's pronunciation. If they do not correctly speak kinds of words, the students would do the same.

Windamayanti et al. (2022) states that the challenges in achieving students' listening comprehension can be attributed to various factors, including:

- 1) Students lack of vocabulary. If students are unfamiliar with the vocabulary being used, they may find it difficult to fully understand spoken language.
- 2) Pronunciation. Students who are learning a language with different sounds and intonation patterns may find it challenging to comprehend spoken language due to poor pronunciation.
- 3) Students lack of concentration. Students who are easily distracted or who are not interested in the content may find it difficult to concentrate on spoken language.

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- 4) Accent. Strong accents can be difficult for students to comprehend, which can make it challenging to tell apart words or sounds that are similar.
- 5) Speed. It might be challenging for students to follow along with speakers who speak too quickly and comprehend the material.
- 6) Topic changing. When speakers switch topics or apply complicated phrases a lot, it might be hard for the listeners to follow along and comprehend the core message.
- 7) Students lack of trust in their abilities. Students may lack confidence in their own listening comprehension abilities, which can result in a lack of trust in their capacity to comprehend spoken language.
- 8) Inadequate facilities. Poor audio quality or inadequate listening environments can hinder students' ability to understand spoken language.
- 9) Neglect of listening comprehension in teaching methods. Listening comprehension often receives less attention in language classes compared to other skills such as speaking, reading, and writing.

The Definition of Teaching Media

Media is described by Naz and Akbar (2008) as a means of communicating and delivering messages from a teaching-learning viewpoint while supplying information for learners in the context of language learning. According to Clark (1996), media are the means of conveying educational content that affects how well students learn. It is also impacted by factors including how the content is organized, the qualities of the pupils, and the best teaching methods. According to the

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definitions given above, it can be speculated that media are a form of communication used to convey information and messages between a source and a recipient, or between a teacher and a student, in order to carry out specific learning tasks that may have an impact on how effectively learning occurs.

Basically, there are many forms of media based on numerous classifications. Ohm divides media into three groups based on how the information is coded (Chan, et al., 2011). According to the previous method of classification, the following are the media categories: (1) Auditory media, such as a song or radio show. (2) Visual media, such as still photos and silent movies. (3) Audio-visual material, such as TV shows, movies with sound, etc. Additionally, he lists the following latter media categories: (a) Verbal medium, such as a book, radio show, etc. (b) Visual media, such as pictures, silent movies, etc. (c) Multicodal media, such as sound films, books with illustrations, etc.

Additionally, Laurillard (in Chan et al., 2011) divides the various media forms into the following five categories: (1) Narrative media, such as audiocassettes, television, movies, and other linear presentational non-interactive and non-computer based media. (2) Interactive media, also known as hypertext, hypermedia, multimedia resources, etc., are presentational media based on computers that let users browse and choose content. (3) Adaptive media, which include virtual environments, instructional software, tutorial simulations, and other computer-based media that can modify their status in response to user action. (4)

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Communication media, which are used to facilitate discourse and encourage conversation using text/graphics, audio, video, or any combination of these three modes, such as audio and video conferencing. etc (5) Productive media, such as microworlds, modeling, etc., that give students the ability to manage the productive potential of electronic media to create or organize their own contributions.

According to Clark (1996), media have several roles in supporting and influencing the learning, they are:

- a. Media are technologies and equipment that are more concerned with the information they convey or the context in which they are used than with their physical appearance. The theory argued that if consumers pay attention to the media's instructional content and how it is employed in classrooms, it will have an impact on learning.
- b. Media as tutors, which give schools more instructional tools. The use of media as socializing tools that entertain pupils and hence have an impact on their learning.
- c. Media as learning motivators that inspire students' values, beliefs, and attributional characteristics.
- d. The use of media as mental tools for thinking and problem-solving, along with training that teaches students to use the resources provided.

2. Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajry et al, 2016). Students can improve their vocabulary and develop their listening skills by

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using audiobook. Because audiobook allow students to increase their vocabulary, deepen their knowledge, and develop independence. It also can help students' literacy skills. This indicates that audiobook is useful learning tools for the English language. Students can easily obtain audiobook through several platforms such as recordings, MP3 player forms, the internet, and discs. Audiobook is a tape-recorded book. A book is read with or without added sound effects and recorded onto a cassette tape. An audiobook is not a book. It is a recorded book of stories or novels that are read by professional writers. In order to make the audio story more interesting, the author can add sound effects. The ideal supporting resource for reading is an audiobook. Children can practice reading independently of their teachers by using audiobook (Chen, 2004). Students can read challenging texts on their own with the use of audiobook. By giving students access to audiobook they enjoy, new vocabulary, and examples of fluent reading, audiobook support and develop reading in the classroom.

Wolfson (2008) in his research on audiobook found that audiobook play an important role in students' learning process. This is because students can fully concentrate on the meaning of the words and explore the implied meaning in each line of the sentence in the audiobook they listen to. Audiobook also help students to connect their prior knowledge with the words or information they hear. In addition, audiobook provide an opportunity for children to have a more meaningful and concrete experience when compared to printed books.

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Advantages of the Audiobook

The various advantages that audiobook offer have made it a popular choice among readers and listeners, especially for students, it will certainly be something new that they have never tried before which makes the researcher want to use audiobook on them. Here are some of the advantages of audiobook:

- 1) Exposure to a variety of genres. Audiobook can provide access to a wide range of genres, allowing students to discover a wider range of interests and preferences.
- 2) Development of reading, comprehension, listening, and critical evaluation skills. Audiobook can help students develop critical reading, comprehension, listening and evaluation skills.
- 3) Accessibility and time-saving. Audiobook can be listened to anywhere and anytime, making them more practical and effective use of time.
- 4) Improved mental fitness and concentration. Audiobook can help students improve mental ability and concentration in a more effective way.
- 5) Consumption of knowledge. Audiobook can provide access to a wider range of information and knowledge, allowing students to understand more complex concepts.
- 6) Introduction to new vocabulary and difficult proper names or locales. Audiobook can help students understand new words and difficult names.

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- 7) Teaching critical listening. Audiobook can help students develop critical listening skills in a more effective way.
- 8) Creating a sense of independent learning. Audiobook can help students feel more independent in learning in a more effective way.

Disadvantages of the Audiobook

These disadvantages highlight the limitations of audiobooks and the importance of considering individual learning styles and preferences when choosing a medium for learning.

- 1) Less Engaging: Audiobook is less engaging compared to reading a physical book. This is because audiobook lack the visual and tactile elements that make reading a physical book more immersive.
- 2) Not Efficient for Growth: Nonfiction audiobook is not efficient for growth, as they often lack the immersive storytelling methods that make fiction audiobook engaging. This is because nonfiction audiobook is often designed for information transfer rather than entertainment.
- 3) Not Suitable for Complex Topics: Audiobook is not suitable for complex topics that require visual aids or multiple readings to fully understand. This is because audiobook is limited to the spoken word and may not provide the same level of depth and detail as a physical book.
- 4) Limited Interaction: Audiobook is limited in terms of interaction, as listeners cannot engage with the material in the same way as they would with a physical book. This includes activities such as highlighting, underlining, or taking notes.

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- 5) Dependence on the Speaker: Audiobook is dependent on the speaker's delivery, which can affect the listener's comprehension and engagement. This includes factors such as the speaker's tone, pace, and accent.
- 6) Limited Retention: Audiobook may not be as effective in terms of retention, as listeners may not be able to recall specific details or concepts as easily as they would with a physical book.
- 7) Not Suitable for All Learning Styles: Audiobook may not be suitable for all learning styles, as some individuals may prefer to learn through visual or tactile means rather than auditory means

The usage of audiobook in a large classroom with bad sounds can be difficult since a teacher's inability to verify whether the students are able to hear the audio clearly. As a matter of fact, every class has a different student hearing. Different people have different hearing speeds. Because of this, listening to an audiobook in the language lab on headphones will be more beneficial; however, not all schools offer an English language lab. If the instructor decides to use audiobook for listening classes in the absence of a language lab, they still need to make sure the voice is clear.

The Usage of Audiobook in Teaching English

Teaching is generally the work of teachers. Since teaching is facilitating learning, and making it easy for learning, audiobook is suitable for them as a original source (Brown, 2007). The integration of audiobooks in English language teaching (ELT) has revolutionized

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traditional learning methods. Audiobook offer a unique and engaging way for students to improve their English language skills, particularly in listening comprehension, vocabulary, and pronunciation. By audiobook teaching can incite to be better learners (Chambers et al, 2006). Moreover, teaching using media make a conduction of knowledge both teacher and student (Harmer, 2001). The usage of audiobook in ELT is a powerful tool for enhancing language skills. They offer a unique combination of auditory and visual stimuli, making learning more engaging and effective. Audiobook can improve listening comprehension, vocabulary, and pronunciation, and can be accessed easily and flexibly.

3. The Technique in Teaching Listening Comprehension

Listening is the first step for the students when they want to understand language particularly English. It is receptive skill and very important skill in foreign language classrooms because it provides input for the learners; by listening the students can produce language such as speaking and writing by vocabulary that they obtain from listening. For most people, being able to claim knowledge of a foreign language means being able to speak and listen in that language (Richard & Renandya, 2002). Teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio, using dictation, and particularly in this research, using audiobook. The teacher attempts to use the appropriate

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technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing.

According to Nor (2014), there are six techniques in teaching listening English teacher applied. They are: 1. Information Transfer. To apply this technique, the English teacher used 6 pictures as a media. 2. Paraphrasing and Translating. This technique included in post listening activities where students rewrite the listening texts in different words using their own words. Then teacher asked students to read their writing and checked whether was suitable or not to the dialogue they had listened. 3. Answering Questions. This technique included in post listening activities where students answer 5 questions based on the dialogues they had listened from the cassette and then corrected together in class to know the right answer. 4. Summarizing. This technique included in post listening activities where students were given several possible summary sentences and asked to say which of them fit a recorded text. In other words, teacher asked the students retell the dialogue based on their own words after they listened to the dialogue on the cassette. 5. Filling in Blanks. This technique included in while listening activities where students were given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening. 6. Answering to Show Comprehension of Messages. This technique included in post listening activities where teacher asked the students to give tick or cross to indicate which was the correct answer from the four choices (A, B, C, D) for the questions about

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monologues they had listened from the cassette. There were 10 questions that should be answered by the students.

According to Xalmurzayevna et al. (2021), effective and modern methods of teaching listening encompass everything from interactive exercises to multimedia resources and listed the following subdivisions of modern listening techniques. They are kinesthetic, verbal/aural and visual. Kinesthetic pupils learn best when they move and groove—that is, when they get their bodies involved in the activity. Verbal/aural students do best when they hear or speak what you want them to learn. Visual learners learn though what they see. It's possible to have listening activities tailored for visual learners like movie vocabulary, and sound vocabulary.

Whereas, Macháčková (2009) identified the techniques of teaching listening: pre-listening, while-listening, and follow-up. The following are thorough explanations:

a) Pre-listening. In this step, before teacher begin the while-listening activity, children should be guided to focus on what they are about to hear. All of this entails outlining the environment and providing background information, but it is not recommended to tell the kids too much because the entire listening experience would be spoilt. The following tasks can be done during the pre-listening phase:

- The teacher provides background information
- Students read pertinent texts, look at illustrations, and debate the topic or issue related to the hearing material.
- Conduct a question-and-answer session regarding the listening text

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- Create a written exercise based on the hearing text

- Follow the applicable directions for the while-listening activity

b) While-listening. It includes exercises completed by the students during the listening section. The goal of exercises during this phase is to assist students understand the main idea of the text so that they have adequate knowledge to comprehend it. One of the most significant functions of while-listening exercises is to present the sound of the target language. This presentation helps students improve their listening comprehension abilities and acts as a model for their speeches. Here are some examples of tasks to do while listening:

- Compare the hearing passage to the pre-listening step.

- In instruction-based learning: learners demonstrate comprehension by responding physically to given directions.

- Filling in exercise: Students listen to a discussion and fill in the missing information.

- Spot the difference: learners respond to information that differs from their prior knowledge of the topic or speaker.

- During listening, learners focus on specific information.

c) Follow-up. Throughout the follow-up tasks, learners apply what they learned in the previous stage, while listening, to complete the exercises.

There are numerous reasons to add follow-up activities into lesson plans. One of them could be determining whether the students understood the listening passage or completed the activity correctly. Several activities can be used during the follow-up phase:

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- Issue-solving and decision-making assignments require pupils to solve an issue based on recorded information.
- Role play allows pupils to practice newly acquired skills.
- Summarizing: Ask pupils to summarize a narrative they heard. This activity may be associated with problem solving.
- Writing assignment: urge pupils to compose the story's ending.

4. Narrative Text

A narrative text is a type of text that tells a story, either real or fictional, with the purpose of entertaining, informing, or teaching the reader. It typically includes elements such as characters, a setting, a plot, and a conflict, which unfold in a sequence to create a coherent and engaging story. Narrative texts are often written in prose and follow a structured format, which includes an orientation, a complication, and a resolution. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. According to Anderson (1997), a good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

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B. Relevant Research

There are already several studies been made on listening comprehension that are related to earlier studies, including:

1. Gita (2017) in her research “A Comparative Study of Students’ Listening Comprehension Taught Using Video and that Taught Using Audiobook at the First Semester of the Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 Academic Year“. The result of the research study implies that there was any significant differences students listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.
2. Fajry (2016) in his research “Audiobook: Teaching Listening Comprehension”. The result of the research, audiobook is recommended as good media in language teaching and learning listening skill.
3. Puspawati (2018) in the research “Using Audiobook to Improve the Listening Skills of 10th Grade Students of SMA Negeri 1 Singosari”. The results showed that based on the students' questionnaires after the implementation their motivation and enthusiasm in learning English especially the listening class also increased. This means that the use of audiobook can improve students' listening skills.
4. Mohamed (2018) in his research “Using Audiobook for Developing Listening Comprehension among Saudi EFL Preparatory Year Students”. The results revealed that audiobook helped the experimental group develop listening comprehension as they exceeded the control group on

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the post LCT and they achieved a better result on the post LCT than the pre LCT.

All of the previous researches above have a positive revealing that audiobook was effective. Meanwhile the researcher wants to conduct a study with the same media that is audiobook. In this research, the researcher chooses different subjects that are Eighth Grade students of SMPN 20 Pekanbaru. It will be differentiate with the previous research.

Operational Concept

The operational concept is the concept used to explain the theoretical framework and avoid misunderstanding in this research.

1. The Indicators of Variables X (The Impact of Audiobook)

The techniques of teaching listening comprehension:

- a) Pre-listening. In this step, before teacher begin the while-listening activity, children should be guided to focus on what they are about to hear. All of this entails outlining the environment and providing background information, but it is not recommended to tell the kids too much because the entire listening experience would be spoilt. The following tasks can be done during the pre-listening phase:
 - The teacher provides background information
 - Students read pertinent texts, look at illustrations, and debate the topic or issue related to the hearing material.
 - Conduct a question-and-answer session regarding the listening text
 - Create a written exercise based on the hearing text
 - Follow the applicable directions for the while-listening activity

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b) While-listening. It includes exercises completed by the students during the listening section. The goal of exercises during this phase is to assist students understand the main idea of the text so that they have adequate knowledge to comprehend it. One of the most significant functions of while-listening exercises is to present the sound of the target language. This presentation helps students improve their listening comprehension abilities and acts as a model for their speeches. Here are some examples of tasks to do while listening:

- Compare the hearing passage to the pre-listening step.
- In instruction-based learning: learners demonstrate comprehension by responding physically to given directions.
- Filling in exercise: Students listen to a discussion and fill in the missing information.
- Spot the difference: learners respond to information that differs from their prior knowledge of the topic or speaker.
- During listening, learners focus on specific information.

c) Follow-up. Throughout the follow-up tasks, learners apply what they learned in the previous stage, while listening, to complete the exercises. There are numerous reasons to add follow-up activities into lesson plans. One of them could be determining whether the students understood the listening passage or completed the activity correctly. Several activities can be used during the follow-up phase:

- Issue-solving and decision-making assignments require pupils to solve an issue based on recorded information.

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- Role play allows pupils to practice newly acquired skills.
- Summarizing: Ask pupils to summarize a narrative they heard. This activity may be associated with problem solving.
- Writing assignment: urge pupils to compose the story's ending.

(adapted from Macháčková, 2009)

2. The Indicators of Variables Y (Students' Listening Comprehension)

Some indicators for students' listening comprehension:

- a. The students are expected to be able to understand the Orientation (understand the events that contains information about who, where, when, etc.)
- b. The students are expected to be able to understand and identify the Complication (showing the conflict or problem in the text or story.)
- c. The students are expected to be able to understand the Resolution (giving the solution for the conflict in the text or story.)

(adapted from English for Nusantara book for VIII, 2022)

D. Assumption and Hypothesis

1. Assumption

In this study, the researcher assumes that the students who will be taught by using Audiobook media, the better students listening comprehension will be.

2. Hypothesis

Ha : There is any significant difference between the students who are taught by Audiobook media and students who are taught without

using Audiobook media in their listening comprehension at SMPN 20 Pekanbaru.

Ho : There is no significant difference between the students who are taught by Audiobook media and students who are taught without using Audiobook media in their listening comprehension at SMPN 20 Pekanbaru.



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CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative research method was employed in this study to systematically investigate the research problem. According to Creswell (2012), quantitative research involves the processes of collecting, analyzing, interpreting, and reporting data to derive meaningful conclusions. This approach enables researcher to address specific problems, often arising from observed trends or the need to understand the underlying causes of particular phenomena. Furthermore, quantitative research evaluates objective theories by examining the relationships between measurable variables. These variables are typically assessed using standardized instruments, producing numerical data that can be analyzed through statistical techniques. This methodological rigor ensures the reliability and validity of the study's findings.

This study employs a quasi-experimental research design with a nonrandomized sample to evaluate the effects of the treatment. Specifically, a two-group pre-test and post-test design was implemented, with one group serving as the experimental group and the other as the control group. The experimental group received treatment using an audiobook, while the control group underwent the same treatment without the use of an audiobook. Data collection involved comparing the pre-test and post-test scores of both groups to assess the impact of the audiobook intervention.

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According to Gay (2012), it is not always possible to randomly assign participants to groups. For instance, when studying schoolchildren, researcher often need to keep existing classrooms as they are to get permission to include them in the study.

Table III.1
Step Quasi-Experimental Design

Select Control Group	Pre-test	Conventional Treatment	Post-test
Select Experiment Group	Pre-test	Experiment Treatment	Post-test

(Cresswell, 2012)

B. Location and Time of the Research

This research was conducted on the 14th-24th October 2024. The location of the research was at SMPN 20 Pekanbaru located on Jl. Abadi No. 9, Delima, Kec. Tampan, Pekanbaru, Riau.

C. Subject and Object of the Research

The subject of this research was the Eight Grade class of SMPN 20 Pekanbaru. The object of this research was the students' listening comprehension at SMPN 20 Pekanbaru.

D. Population and Sample of the Research

1. Population

A population is a group of individual who have the same characteristic (Cresswell, 2012). For example, all teachers would make up the population of teacher, and all high school administrator in a school

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district would comprise the population of administrator. As these examples illustrate, population can be small or large.

The population of this research was the Eight Grade students of SMPN 20 Pekanbaru in the academic year of 2024/2025. The population was 309 students, consisted of 9 classes.

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). Therefore, the researcher took the sample by using cluster random sampling technique.

To take the entire population as a research sample outside the ability of researcher, the researcher took two classes as sample by using cluster random sampling. According to Gay (2012), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

Table III.2
The Sample of the Research

No	Classes	Total of Students
1.	VIII 7	34
2.	VIII 9	34
Total Sample		68

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Researcher used cluster random sampling technique for all classes are on the same level, that means there was no smartest class or favorite class at SMPN 20 Pekanbaru.

E. Technique of Collecting Data

1. Test

The data collection technique that the researcher used in conducting this research was the test. Airisian & Russel (2008) says that test is a formal, systematic procedure used to gather information about students achievement or other cognitive skill. Arikunto (2012) also said that a test is said to have content validity if it measure the particular goals with is equal to the material or the content of the lesson. This test technique was used by researchers to measure the outcomes of listening comprehension in class VIII 7 and VIII 9 of SMPN 20 Pekanbaru.

a. Pre-test

The pre-test provide a measurement of a specific attribute or characteristic that evaluate in experimental students before they undergo a treatment. To collect the students' data, the researcher administered a pretest to both groups (the experimental group and the control group) at the first meeting.

The listening material used for this pre-test was the story and the titles were "The Cave" and "A New Snowboard". The procedural step for the pre-test are as follows:

- 1) Introduction by the researcher

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- 2) Explanation the research objectives
- 3) The researcher used a pre-listening activity, which is by giving riddles related to the material "The Cave" and "A New Snowboard".
- 4) The researcher gave the test (multiple choice) and then the students listen carefully to the audio that played and answered the test.

The purpose of the test was to know the students' listening comprehension before they get the treatment.

b. Treatment

Treatment is a way to test students readiness in learning. This can be explain as follows: After conducting a pre-test, the researcher will give a treatment to the students. Treatment is carry out for 4 meetings, group 1 had audiobook as the media for listening materials in the process of teaching and learning activities, whereas group 2 was given conventional learning process.

The audiobook used for the treatment in this study was developed specifically for research purposes. First, narrative texts were written, focusing on clear language and engaging content suitable for the target audience. These texts were crafted with the intention of enhancing listening comprehension by incorporating elements such as story flow, context-rich vocabulary, and relatable themes. Once the narrative texts were finalized, they were converted into audio format using professional narration tools. The audio recordings emphasized clear

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articulation, appropriate pacing, and expressive intonation to support students' understanding and engagement. This step ensured that the audiobook met the pedagogical objectives and was a practical tool for teaching listening comprehension in the English subject.

c. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell 2012). After conducting the treatment, the researcher administrated a post-test to both groups, the control and experimental group. In the post-test, the subject was the same as for the pre-test but the researcher differentiated the option.

Table III.2
Blueprint of the Listening Comprehension

No	Indicators	Question Number
1	The students are expected to be able to understand the Orientation (understand the events that contains information about who, where, when, etc.)	1,2,3,11,12,13
2	The students are expected to be able to understand and identify the Complication (showing the conflict or problem in the text or story.)	4,5,6,14,15,16
3	The students are expected to be able to understand the Resolution (giving the solution for the conflict in the text or story.)	7,8,9,10,17,18,19,20

After testing the students, the researcher took the total score from listening test results. According to Merdeka Curriculum Learning and

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Assessment Guidebook, the classification of students' score can be seen as follows:

Table III.3
The Classification of Students' Score

Categories	Score
Very Good	81-100
Good	61-80
Fair	41-60
Less	21-40
Fail	0-20

1. Validity

Validity is a measure of how well a measuring instrument performs its function and refers to whether the measuring instrument measures the behavior or quality that it is intended to measure (Anastasi & Urbina, 1997). The meaningful and appropriate interpretation of the data obtained from the measuring instrument as a result of the analyses determines validity. Validity tests, which determine whether the expressions in the scale make appropriate measurements for the purpose of the research, come to the fore in this case. The researcher concluded that this research belonged to the content validity. To find out the content validity of instrument, the researcher created a test blueprint.

In creating the blueprint test, the researcher made it based on the eight grade English textbook then the researcher divided it into several points where each point consisted of several appropriate questions. To find out

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the validity of instrument, the researcher used SPSS 25 program to conduct a try out to 20 items by handing them to 34 students who were out not included in the research sample. The results of the analysis showed that there were 20 questions accepted or valid. It can be seen as follows:

Table III.4
The Result of Validity Test

Item Number	r – item	r – table	Result
1	0,416	0,325	Valid
2	0,411	0,325	Valid
3	0,382	0,325	Valid
4	0,691	0,325	Valid
5	0,559	0,325	Valid
6	0,387	0,325	Valid
7	0,378	0,325	Valid
8	0,340	0,325	Valid
9	0,530	0,325	Valid
10	0,558	0,325	Valid
11	0,378	0,325	Valid
12	0,426	0,325	Valid
13	0,391	0,325	Valid
14	0,383	0,325	Valid
15	0,340	0,325	Valid
16	0,340	0,325	Valid
17	0,382	0,325	Valid
18	0,627	0,325	Valid
19	0,627	0,325	Valid
20	0,566	0,325	Valid

The r-table value gained based on the number of respondent. Then, each item that has value of $r\text{-item} > r\text{-table}$. Based on the table above, it

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was clear that all items were valid and accepted to be tested. Thus, the researcher took 20 items to be tested as an instrument.

2. Reliability

According to Creswell (2012), reliability is the consistency and stability of the score from an instrument. A test or instrument with good reliability means that respondents will obtain the same score on repeated testing, as long as no other factors affect the score. This means that the instrument used must be consistent and reliable. Reliability test using Cronbach's alpha was a measure commonly used to assess the internal consistency or reliability of research instruments. To find out the reliability of this research, the researcher input the Cronbach's Alpha formula data in SPSS 25 version, the Cronbach's Alpha coefficient results were then analyzed through the following reliability standards:

Table III.5
Level of Reliability

No	Reliability	Category
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen et al, 2007)

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The result of reliability is as follow:

Table III.6
Reliability Statistic

Cronbach's Alpha	N of Item
.793	20

It can be concluded that the test level of reliability was reliable.

3. Normality Test

The normality test aims to determine the level of normality of the sample under the research. The normality test was tested using the Kolmogorov-Smirnov statistic because the sample was > (more than) 100 with a significance level 0.05 which was analyzed using the SPSS 25 version. The value for the normality test can be interpreted as follows:

If (sig) > 0.05 = the data is normal

If (sig) < 0.05 = the data is not normal

Table III.7
Tests of Normality

		Kolmogorov-Smirnov			Shapiro-Wilk		
	Classes	Statistic	df	Sig	Statistic	df	Sig
Result	Pre-Test	.136	34	.116	.964	34	.324
	Experiment						
	Post-Test	.127	34	.181	.954	34	.159
	Experiment						

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Pre-Test	.150	34	.051	.950	34	.122
Control						
Post-Test	.141	34	.086	.936	34	.046
Control						

Based on the table above, it can be seen that the significance of post-test data on the Kolmogorov-Smirnov table from the experimental class is 0.181 and the control class is 0.086. The value for the normality test explain that the data is said to be normal if Sig > 0.05. Therefore, the data from this research is normal.

4. Homogeneity Test

The homogeneity test is to determine whether the two data samples are taken from a population that has the same variance, in this case the researcher uses SPSS 25 version. The value for homogeneity test can be interpreted as follows:

If (sig) > 0.05 = the data is homogeneous

If (sig) < 0.05 = the data is not homogenous

Table III.8
Test of Homogeneity from the Post-Test Result Both
Experimental Class and Control Class

		Levene Statistic	df1	df2	Sig
Result	Based on Mean	.072	1	66	.790
	Based on Median	.042	1	66	.839
	Based on Median and	.042	1	65.164	.839

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with adjusted				
df				
Based on	.073	1	66	.788
trimmed				
mean				

Based on the table, the significance value (Sig) based on the mean is 0,790 > (greater than) 0,05, so it can be conclude that the data is homogeneous.

The Technique of Data Analysis

1. Independent Sample T-Test

After the prerequisites are fulfilled, then the research hypothesis test is carried out using independent sample t-test by using the SPSS 25 version. According to Pallant (2010), the independent sample t-test is used to compare the average scores of two different groups of subjects on several continuous variables. Researchers used the independent sample ttest to determine whether there was a mean difference between the experimental group and the control group. The basis for decision making in the independent sample t- test is as follows:

If probabilities > 0,05, Ho is accepted

If probabilities < 0,05, Ha is accepted

2. Effect Size Test

Cohen (1988) introduced the concept of effect size as a measure of the magnitude of a phenomenon, emphasizing its importance in addition to statistical significance testing. Effect size quantifies the strength of a

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relationship or the difference between groups in a study, independent of the sample size, providing a clearer understanding of practical significance. Effect size is a quantitative measure of the study's effect. The larger the effect size, the more powerful the study.

Cohen's d is a commonly used effect size metric for measuring the standardized difference between two means. It is especially helpful in determining the practical significance of findings in experiments, independent of sample size. Cohen's d is calculated as the difference between two group means divided by the pooled standard deviation of those groups. This results in a dimensionless value, which allows for easier comparison across different studies.

The formula of Cohen's d is as follows:

$$d = t \times \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

Description:

T : The calculated t from t -test

n_1 : The number of experimental group

n_2 : The number of control group

Cohen provided general guidelines for interpreting d values:

0.2 : small effect (noticeable but not dramatic).

0.5 : medium effect (moderate practical significance).

0.8 : large effect (substantial practical significance).

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research was to find out whether there was any significant difference of using Audiobook as the media on students' listening comprehension at SMPN 20 Pekanbaru. The participant were 2 classes of the Eight Grade students of SMPN 20 Pekanbaru with the total of sample was 68 students. This research conducted in around October 2024, and located on SMPN 20 Pekanbaru, Jl. Abadi No. 9 Delima, Pekanbaru. Based on the data presentation and data analysis in the previous chapter, the researcher provided the conclusion as follows;

1. The students' listening comprehension taught without using Audiobook as the media at SMPN 20 Pekanbaru was categorized "Good" level with mean score 76.32,
2. The students' listening comprehension taught by using Audiobook as the media at SMPN 20 Pekanbaru was categorized "Very Good" level with mean score 84.55.
3. There was a significant difference of students' listening comprehension taught without and using Audiobook as the media at SMPN 20 Pekanbaru with sig (2-tailed) 0.000.

Based on the result of the research, it is clear that teaching listening by using Audiobook as the media was more effective and had an impact on the students' listening comprehension of the eighth grade at SMPN 20 Pekanbaru.

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For teachers, it is recommended to incorporate Audiobook into English lessons especially into listening learning to help students develop their listening comprehension.

For students, they are encouraged to actively improve their listening comprehension by utilizing Audiobook as a media. They should engage with this technology media throughout the listening lesson.

As for other researchers, it is recommended to explore more about how to create and use Audiobook as the media in teaching listening. Since the audiobook in this study was created by the researcher, the next study is also recommended to develop the way of creating audiobook to be used in listening lesson by follow the structured process to ensure their quality and effectiveness. For future researchers who's interested in developing audiobook as teaching tools, it is recommended to start from crafting the texts, and then convert it into audio format using another professional recording tools or software.

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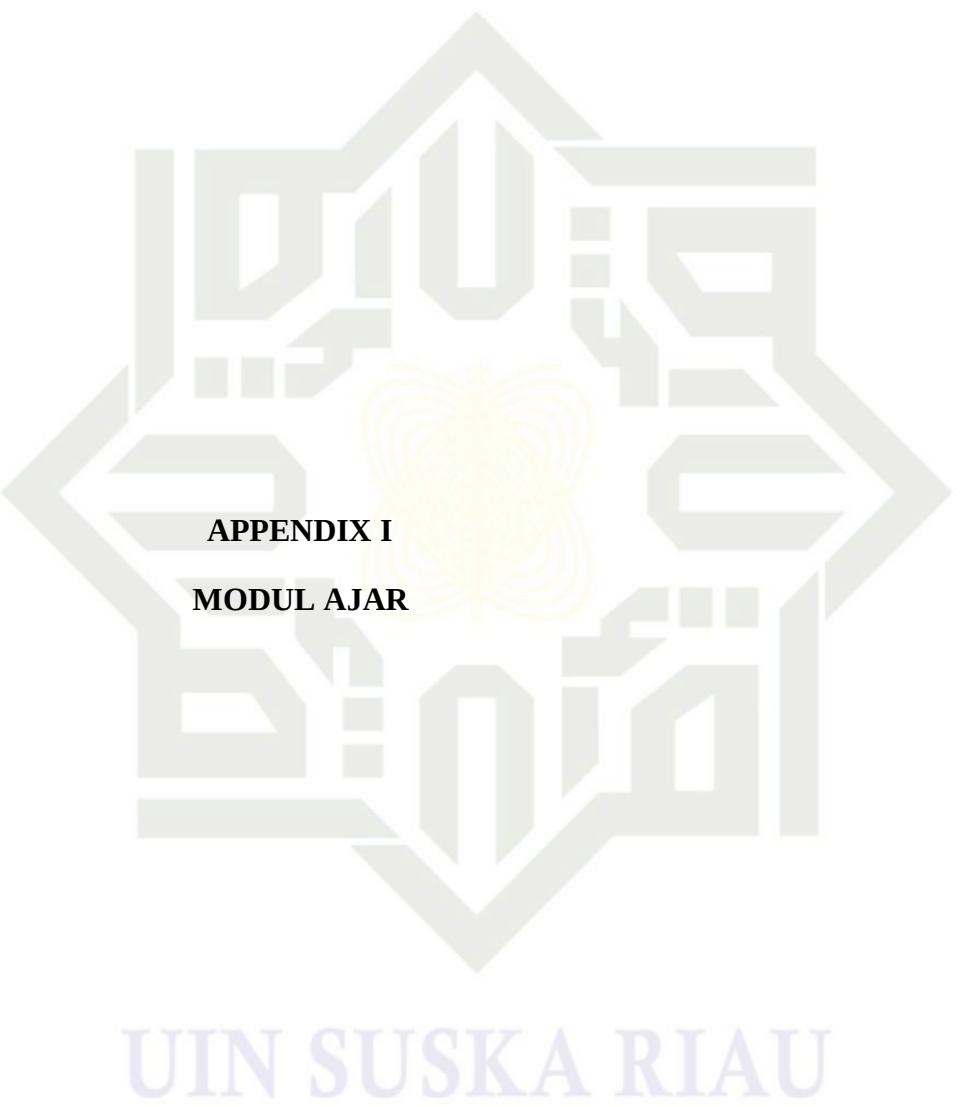
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APPENDIX I

MODUL AJAR

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UIN SUSKA RIAU

MODUL AJAR

No	Komponen	Deskripsi/Keterangan
1.	Informasi Umum Perangkat Ajar	
	Nama Penyusun	Nanda Lestari
	Nama Institusi	SMPN 20 Pekanbaru
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Pertama
	Jenjang Kelas	VIII (Delapan)
	Fase	D
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit
2.	Capaian Pembelajaran Fase D	
	Capaian Pembelajaran (CP)	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
	Elemen Capaian	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang

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		dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
3.	Profil Pelajar Pancasila	
	Beriman, Bertaqwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mengutamakan persamaan dengan orang lain dan menghargai perbedaan, serta berempati kepada orang lain.
	Mandiri	Mengidentifikasi perbedaan emosi dan situasi yang dihadapi, serta mengekspresikan secara wajar.
	Gotong Royong	Melakukan kerjasama yang baik dalam penugasan kolaborasi.
	Berfikir Kritis	Mengekspresikan pikiran dan menghasilkan suatu ide untuk dikembangkan, serta mengapresiasi atau mengkritisnya.
4.	Strategi Pembelajaran	
	Model Pembelajaran	Task Based Learning
	Media	Audiobook
	Sarana Pembelajaran	Laptop / Hp, Speaker, White Board, Penghapus, Spidol dan Alat Tulis Sekolah.
5.	Tujuan Pembelajaran	
	Tujuan Pembelajaran yang ingin dicapai peserta didik diharapkan mampu: 1. Peserta didik diharapkan dapat memahami Orientation (memahami peristiwa yang berisi informasi tentang siapa, di mana, kapan, dan sebagainya) 2. Peserta didik diharapkan dapat memahami dan mengidentifikasi Complication (menunjukkan konflik atau masalah yang ada di dalam teks atau cerita). 3. Peserta didik diharapkan dapat memahami Resolution (memberikan solusi atas konflik yang ada di dalam teks atau cerita).	
6.	Persiapan Pembelajaran	
	• Menyiapkan bahan ajar/materi • Menyiapkan alat dan bahan • Menyiapkan rubrik penilaian • Menyiapkan alat penilaian • Membuat catatan untuk manajemen waktu	
	Kegiatan Pembelajaran	
		<u>Kegiatan Pendahuluan (10 Menit)</u> a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.



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7. Pertemuan 1	b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru memberikan pertanyaan pemantik: - Do you like to go on picnics? e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
State Islamic University of Sultan Syarif Kasim Riau	<u>Kegiatan Inti (60 Menit)</u> a. Guru memberitahu peserta didik bahwa mereka akan mendengarkan sebuah rekaman tentang narrative teks berjudul The Picnic Adventure menggunakan media Audiobook. b. Guru menjelaskan dan mengenalkan apa itu Audiobook. c. Guru membagikan script atau teks cerita narrative tersebut dan memperdengarkan rekaman audio cerita tersebut kepada siswa. d. Guru memerintahkan siswa untuk mendengarkan audio sembari menyimak pula teks/cerita yang telah diberikan. e. Kemudian, guru menjelaskan kepada siswa cara memahami dan mengidentifikasi Orientation yang berisi peristiwa yang memuat informasi tentang siapa, di mana, kapan, dan sebagainya, mengidentifikasi Complication atau masalah yang ada di dalam teks atau cerita, dan memberi tahu Resolution atau penyelesaian/solusi atas konflik yang ada di dalam teks atau cerita. f. Guru meminta peserta didik menyimak kembali rekaman untuk menjawab pertanyaan-pertanyaan/latihan yang akan Guru berikan. g. Guru dan peserta didik mendiskusikan jawaban.



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		<u>Kegiatan Penutup (10 Menit)</u> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik d. Mengakhiri pembelajaran dengan doa
8.	Pertemuan 2	<u>Kegiatan Pendahuluan (10 Menit)</u> a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru memberikan pertanyaan pemantik: - Do you like story or fairytale? - What is the reason you like story or fairytale? e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
		<u>Kegiatan Inti (60 Menit)</u> a. Guru memberitahu peserta didik bahwa mereka akan mendengarkan sebuah rekaman tentang narrative teks berjudul The Magic Pencil menggunakan media yaitu Audiobook. b. Guru membagikan script atau teks cerita narrative tersebut dan memperdengarkan rekaman audio cerita tersebut kepada siswa. c. Guru memerintahkan siswa untuk



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		mendengarkan audio sembari menyimak pula teks/cerita yang telah diberikan. d. Kemudian, guru menjelaskan kepada siswa cara memahami dan mengidentifikasi Orientation yang berisi peristiwa yang memuat informasi tentang siapa, di mana, kapan, dan sebagainya, mengidentifikasi Complication atau masalah yang ada di dalam teks atau cerita, dan memberi tahu Resolution atau penyelesaian/solusi atas konflik yang ada di dalam teks atau cerita. e. Guru meminta peserta didik menyimak kembali rekaman untuk menjawab pertanyaan-pertanyaan/latihan yang akan Guru berikan. f. Guru dan peserta didik mendiskusikan jawaban.
		<u>Kegiatan Penutup (10 Menit)</u> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik. d. Mengakhiri pembelajaran dengan doa.
9. Pertemuan 3		<u>Kegiatan Pendahuluan (10 Menit)</u> a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru memberikan pertanyaan pemantik:



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	- Have you ever met a stranger? - How would you react if you met a stranger? e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
	<u>Kegiatan Inti (60 Menit)</u> a. Guru memberitahu peserta didik bahwa mereka akan mendengarkan sebuah rekaman tentang narrative teks berjudul The Kind Stranger menggunakan media yaitu Audiobook. b. Guru membagikan script atau teks cerita narrative tersebut dan memperdengarkan rekaman audio cerita tersebut kepada siswa c. Guru memerintahkan siswa untuk mendengarkan audio sembari menyimak pula teks/cerita yang telah diberikan. d. Kemudian, guru menjelaskan kepada siswa cara memahami dan mengidentifikasi Orientation yang berisi peristiwa yang memuat informasi tentang siapa, di mana, kapan, dan sebagainya, mengidentifikasi Complication atau masalah yang ada di dalam teks atau cerita, dan memberi tahu Resolution atau penyelesaian/solusi atas konflik yang ada di dalam teks atau cerita. e. Guru meminta peserta didik menyimak kembali rekaman untuk menjawab pertanyaan-pertanyaan/latihan yang akan Guru berikan. f. Guru dan peserta didik mendiskusikan jawaban dan melakukan revisi jawaban bila diperlukan.
	<u>Kegiatan Penutup (10 Menit)</u> a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang



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© Hak Cipta Milik UIN Suska Riau		telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik. d. Mengakhiri pembelajaran dengan doa.
10. Pertemuan 4		<u>Kegiatan Pendahuluan (10 Menit)</u> a. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik. b. Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan. c. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran. d. Guru memberikan pertanyaan pemantik: - Do you have a pet? - Do you like cat? e. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran. f. Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
		<u>Kegiatan Inti (60 Menit)</u> a. Guru memberitahu peserta didik bahwa mereka akan mendengarkan sebuah rekaman tentang narrative teks berjudul The Lost Cat menggunakan media yaitu Audiobook. b. Guru membagikan script atau teks cerita narrative tersebut dan memperdengarkan rekaman audio cerita tersebut kepada siswa c. Guru memerintahkan siswa untuk mendengarkan audio sembari menyimak pula teks/cerita yang telah diberikan. d. Kemudian, guru menjelaskan kepada siswa cara memahami dan mengidentifikasi Orientation yang berisi peristiwa yang memuat



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11.	Assessment	
	Assessment Non Kognitif	informasi tentang siapa, di mana, kapan, dan sebagainya, mengidentifikasi Complication atau masalah yang ada di dalam teks atau cerita, dan memberi tahu Resolution atau penyelesaian/solusi atas konflik yang ada di dalam teks atau cerita. e. Guru meminta peserta didik menyimak kembali rekaman untuk menjawab pertanyaan-pertanyaan/latihan yang akan Guru berikan. f. Guru dan peserta didik mendiskusikan jawaban dan melakukan revisi jawaban bila diperlukan.
	Assessment Kognitif	Kegiatan Penutup (10 Menit) a. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran. b. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran. c. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik. d. Mengakhiri pembelajaran dengan doa.
	Assessment Formatif	
12.	Pengayaan dan Remedial	
	Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan baik yaitu dengan cara memberikan ragam soal yang tingkatnya lebih tinggi. Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.	
13.	Refleksi Peserta Didik dan Guru	
	Guru	• Apakah kegiatan belajar berhasil? • Berapa persen peserta didik mencapai tujuan?



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		• Apa yang menurut Anda berhasil? • Kesulitan apa yang dialami guru dan peserta didik? • Apa langkah yang perlu dilakukan untuk memperbaiki proses belajar? • Apakah seluruh peserta didik mengikuti pelajaran dengan baik?
	Peserta Didik	• Bagian mana yang menurutmu paling sulit dari pelajaran ini? • Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu? • Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini? • Jika kamu diminta untuk memberikan bintang 1 sampai 5, berapa bintang akan kamu berikan pada usaha yang telah kamu lakukan? • Bagian mana dari pembelajaran ini yang menurut kamu menyenangkan?
	LAMPIRAN	
	A. Lembar Kerja Peserta Didik	
	Terlampir	
	B. Bahan Ajar	
	• English for Nusantara untuk SMP/MTs Kelas VIII	
	C. Daftar Pustaka	
	Ika Lestari Damayanti, dkk, <i>English for Nusantara untuk SMP/MTs Kelas VIII</i> , Pusat Perbukuan Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jakarta Selatan: 2022	

University

UIN SUSI

Pekanbaru, 24 Oktober 2024

Mengetahui,
Guru Mata Pelajaran

Yusnita, S. Pd
NIP.198109252014072006

Hormat Saya

Nanda Lestari
NIM. 12010424736

sim Riau



BAHAN AJAR

Script Listening Pertemuan Ke-1

The Picnic Adventure

A group of friends—Adi, Rina, and Joko—decided to have a picnic at the park. They planned to bring sandwiches, fruits, and drinks. Each friend was responsible for bringing something.

On the day of the picnic, Rina forgot to bring the sandwiches. Adi felt worried, but Joko had an idea. "Let's work together! We can make a fun game out of it." They split into teams and ran around the park, gathering food from different places.

They found fruits from a nearby tree and drinks from a small store. In the end, they had a delicious picnic with a variety of snacks. The friends learned that by working together, they could solve problems and have more fun.

Script Listening Pertemuan Ke-2

The Magic Pencil

One day, Sari found a beautiful pencil on her way home from school. It was shiny and colorful. When she got home, she decided to draw with it. To her surprise, whatever she drew came to life! Sari first drew a small bird, and suddenly, it flew off the page and began to sing.

Excited, Sari spent the afternoon drawing all sorts of animals and flowers. However, when she drew a giant cake, it appeared in her room! Sari realized she had to be careful with her magic pencil.

The next day, she decided to use it to help her friends. She drew toys and games for everyone to enjoy. They all had a wonderful time playing together. Sari learned that creativity could bring joy to others, not just herself.



Script Listening Pertemuan Ke-3

The Kind Stranger

One afternoon, while walking home from school, Tia saw an old man sitting on a bench. He looked sad and lonely. Tia remembered her parents telling her to be kind to others. She walked over and asked, "Are you okay, Pak?"

The old man smiled weakly and replied, "I'm just feeling a bit lonely." Tia sat down next to him and started talking. She learned that his name was Pak Rahmat, and he used to tell stories to children in the park.

Tia had an idea! She invited Pak Rahmat to join her school's storytelling club. He happily agreed, and soon he was sharing his wonderful stories with many children. Tia felt happy knowing she had helped someone feel less lonely, and Pak Rahmat found new friends in the community.

Script Listening Pertemuan Ke-4

The Lost Cat

One afternoon, Ali found a small cat sitting under a tree. The cat looked scared and hungry. It had a collar with a name tag that said "Mimi." Ali decided to help the cat by giving it some food and water.

After the cat ate, Ali looked for Mimi's owner. He made a poster with a picture of the cat and put it up around the neighborhood. The next day, a girl named Siti saw the poster and came to find Mimi. She was very happy to see her cat again.

Siti thanked Ali for helping her find Mimi. From that day on, they became friends and often played together with the cat in the park. Ali felt proud to have helped someone and made a new friend.



APPENDIX II

INSTRUMENT OF THE RESEARCH

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RESEARCH INSTRUMENT PRE-TEST

LISTENING COMPREHENSION

Name :

Class :

Pay attention and listen carefully to the story. After listening, you will be asked to answer some questions related to what you have listened to. Be sure to pay attention to important details and understand the overall context. Let's begin.

AUDIO 1

1. Who are the main characters in the story?
 - a. Emma and Julie
 - b. Danny and Mike
 - c. Danny and Emma
 - d. Mike and Julie
2. Where do Danny and Mike find the animal tracks?
 - a. In the forest
 - b. Near the river
 - c. At the cave
 - d. At the campsite
3. What is Danny's suggestion when they are inside the cave?
 - a. To call for help
 - b. To explore it
 - c. To leave immediately
 - d. To take pictures

AUDIO 2

4. What problem do Danny and Mike encounter in the cave?
 - a. They run out of flashlight batteries
 - b. They start to worry about getting lost
 - c. They find a wild animal
 - d. They lose their map
5. How do Danny and Mike feel when they realize they are lost?
 - a. Excited
 - b. Happy
 - c. Scared and confused
 - d. Angry
6. What do Danny and Mike hear behind them in the cave?
 - a. A loud noise
 - b. Someone calling their names
 - c. A growling sound
 - d. The sound of footsteps

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AUDIO 3

How do Emma and Julie help Danny and Mike?

- They give them food and water
- They guide them back to the campsite
- They call for help
- They provide a map

What is Danny and Mike's reaction when they see the campsite?

- They are disappointed
- They are relieved and happy
- They are surprised
- They are confused

9. What does Emma say about the distance to the campsite?

- It is very far
- It is quite near
- It is not really far
- She does not know

10. What is the main resolution of the story?

- Danny and Mike decide to camp in the cave
- Danny and Mike find their way back to the campsite
- Danny and Mike continue exploring the cave
- Danny and Mike are rescued by park rangers

AUDIO 4

11. When does Danny go snowboarding?

- Every Saturday
- Every Sunday
- Every Friday
- Every holiday

12. What is Danny's goal for the competition in February?

- To participate
- To win
- To meet new friends
- To test his old snowboard

13. What is the problem with Danny's current snowboard?

- It is broken
- It is too small
- It is getting old
- It is too heavy

AUDIO 5

14. What does Danny initially want to buy at the sporting goods shop?

- A gray snowboard
- A new pair of gloves
- A colorful snowboard
- A helmet

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15. Why does Mike suggest that Danny consider a different snowboard?

- Because the colorful snowboard is too big
- Because the colorful snowboard is too expensive
- Because the colorful snowboard is not safe
- Because the colorful snowboard is out of stock

16. What does Danny decide to do instead of buying the snowboard immediately?

- Borrow money from Mike
- Wait and save more money
- Buy the gray snowboard
- Buy a different item

AUDIO 6

17. How does Danny earn money to buy the snowboard?

- By selling old equipment
- By working at a part-time job
- By helping his parents with chores
- By winning a small competition

18. What chores does Danny do to save money?

- Mowing the lawn and washing windows
- Sweeping the floor, washing the car, and taking out the garbage
- Walking dogs and cleaning the garage
- Cooking meals and doing laundry

19. What happens in February?

- Danny buys the gray snowboard
- Danny's friends buy him a snowboard
- Danny buys the colorful snowboard and wins the competition
- Danny decides not to participate in the competition

20. How do Danny's friends react to his success?

- They are indifferent
- They are disappointed
- They are excited
- They are confused

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RESEARCH INSTRUMENT POST-TEST

LISTENING COMPREHENSION

Name :

Class :

Pay attention and listen carefully to the following story. After listening, you will be asked to answer some questions related to what you listened to. Be sure to pay attention to important details and understand the overall context. Let's begin.

AUDIO 1

1. Who are the main characters in the story?
 - a. Mike and Julie
 - b. Danny and Emma
 - c. Danny and Mike
 - d. Emma and Julie

Where do Danny and Mike find the animal tracks?

- a. At the cave
- b. Near the river
- c. In the forest
- d. At the campsite

What is Danny's suggestion when they are inside the cave?

- a. To call for help
- b. To take pictures
- c. To leave immediately
- d. To explore it

AUDIO 2

What problem do Danny and Mike encounter in the cave?

- a. They lose their map
- b. They run out of flashlight batteries
- c. They find a wild animal
- d. They start to worry about getting lost

How do Danny and Mike feel when they realize they are lost?

- a. Excited
- b. Happy
- c. Scared and confused
- d. Angry

What do Danny and Mike hear behind them in the cave?

- a. A loud noise
- b. A growling sound
- c. Someone calling their names
- d. The sound of footsteps



AUDIO 3

How do Emma and Julie help Danny and Mike?

- a. They guide them back to the campsite
- b. They give them food and water
- c. They call for help
- d. They provide a map

What is Danny and Mike's reaction when they see the campsite?

- a. They are disappointed
- b. They are relieved and happy
- c. They are surprised
- d. They are confused

What does Emma say about the distance to the campsite?

- a. She does not know
- b. It is very far
- c. It is not really far
- d. It is quite near

What is the main resolution of the story?

- a. Danny and Mike decide to camp in the cave
- b. Danny and Mike are rescued by park rangers
- c. Danny and Mike continue exploring the cave
- d. Danny and Mike find their way back to the campsite

AUDIO 4

When does Danny go snowboarding?

- a. Every Saturday
- b. Every Friday
- c. Every Sunday
- d. Every holiday

What is Danny's goal for the competition in February?

- a. To participate
- b. To meet new friends
- c. To win
- d. To test his old snowboard

What is the problem with Danny's current snowboard?

- a. It is broken
- b. It is too small
- c. It is getting old
- d. It is too heavy

AUDIO 5

What does Danny initially want to buy at the sporting goods shop?

- a. A gray snowboard
- b. A new pair of gloves
- c. A colorful snowboard
- d. A helmet

Why does Mike suggest that Danny consider a different snowboard?

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- a. Because the colorful snowboard is too expensive
- b. Because the colorful snowboard is too good
- c. Because the colorful snowboard is not safe
- d. Because the colorful snowboard is out of stock

6. What does Danny decide to do instead of buying the snowboard immediately?

- a. Borrow money from Mike
- b. Buy the gray snowboard
- c. Wait and save more money
- d. Buy a different item

AUDIO 6

7. How does Danny earn money to buy the snowboard?

- a. By selling old equipment
- b. By working at a part-time job
- c. By helping his parents with chores
- d. By winning a small competition

8. What chores does Danny do to save money?

- a. Mowing the lawn and washing windows
- b. Walking dogs and cleaning the garage
- c. Cooking meal
- d. Sweeping the floor, washing the car, and taking out the garbage

9. What happens in February?

- a. Danny buys the gray snowboard
- b. Danny's friends buy him a snowboard
- c. Danny buys the colorful snowboard and wins the competition
- d. Danny decides not to participate in the competition

10. How do Danny's friends react to his success?

- a. They are indifferent
- b. They are disappointed
- c. They are confused
- d. They are excited

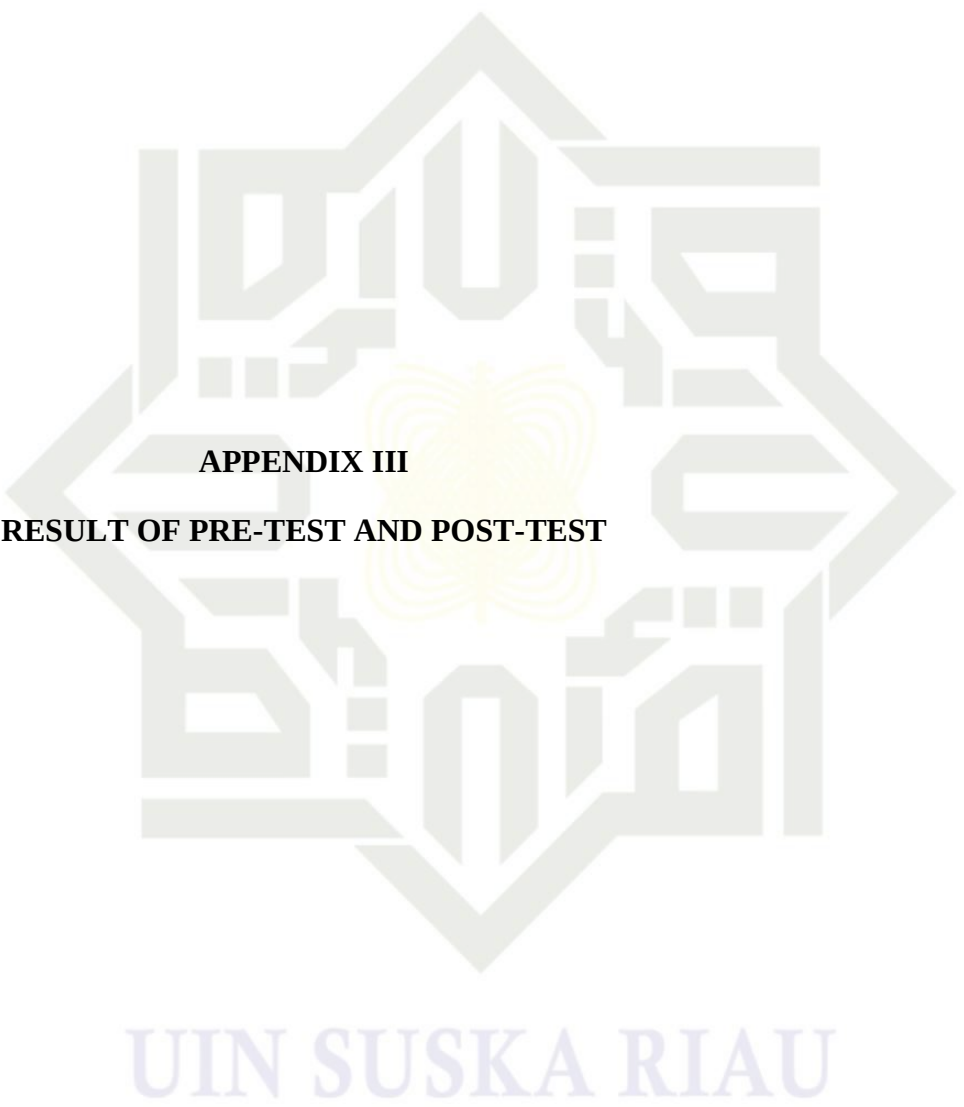
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APPENDIX III

RESULT OF PRE-TEST AND POST-TEST

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Nama: Zahwa Zaakibah
Kelas: 8.7

B. Inggris

1. B. Dany and Mike
2. C. At the cave
3. C. To leave immediately
4. a. They ran out of flashlight batteries
5. C. Scared and Confused
6. b. Someone calling their names
7. b. They guide them back to the campsite
8. b. They are relieved and happy
9. C. It is not really far
10. b. Dany and Mike find their way back to the campsite
11. a. every Saturday
12. C. To meet new friends
13. C. It is getting old
14. a. A gray snowboard
15. b. because the colorful snowboard is too expensive
16. b. wait and save more money
17. c. by helping his parents with chores
18. b. sweeping the floor, washing the car, and taking out the garbage
19. c. Danny buys the colorful snowboard and the competition ~~is~~ ~~are~~
20. c. they are excited



M. Arsyad Rafiq
K11: VII, 7

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. C. Danny and Mike
2. A. At the cave
3. D. To explore it
4. D. They start to worry about getting lost
5. C. Scared and confused
6. C. Someone calling their names
7. C. They provide a map
8. B. They are relieved and happy
9. C. It's not really far
10. D. Danny and Mike find their way back to the cave
11. A. every Saturday
12. C. To win
13. C. It is getting old
14. C. A colorful snowboard
15. A. because the colorful snowboard is too expensive
16. C. Wait and save more money
17. C. by helping his parents with chores
18. D. Sweeping the floor, washing the car, and taking out the trash
19. C. Danny decides not to participate in the competition
20. A. They are indifferent

SIDU



NAME: GHANI FARAS
CLASS: 8J

No. _____

Date: _____

- ☐ 1. B. Danny and Mike
- ☐ 2. C. At the cave
- ☐ 3. B. To explore it
- ☐ 4. C. They find a wild animal
- ☐ 5. B. Happy
- ☐ 6. A. A loud noise
- ☐ 7. B. They guide them back to the campsite
- ☐ 8. A. They are disappointed
- ☐ 9. C. It is not really far
- ☐ 10. C. Danny and Mike continue exploring the cave
- ☐ 11. A. Every Saturday
- ☐ 12. D. To test his old snowboard
- ☐ 13. C. It is getting old
- ☐ 14. B. A new pair of gloves
- ☒ 15. A. Because the colorful snowboard is too big
- ☐ 16. B. Wait and save more money
- ☐ 17. D. By winning a small competition
- ☐ 18. B. Sweeping the floor, washing the car, and taking out the garbage
- ☐ 19. D. Danny decides not to participate in the competition
- ☐ 20. D. They are confused

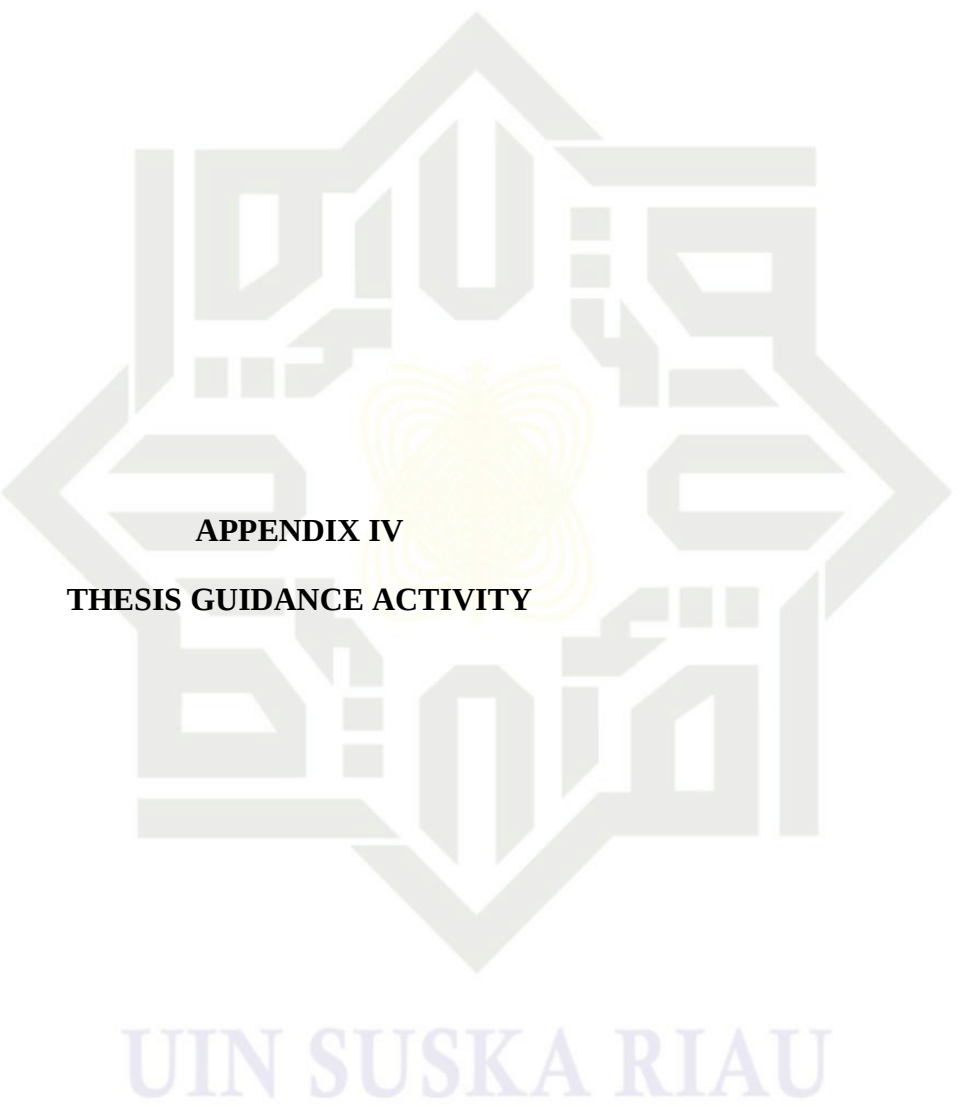


NO. 10-10-24
DATE: Jum'at

- | | |
|--------------------------|--|
| ☐ | Keisya Angelia Putri |
| ☐ | VIII.9 |
| ☐ | Audio 1 |
| ☐ | 1.c. Danny and Mike |
| ☐ | 2 a. At the cave |
| ☐ | 3. d. To explore it |
| ☐ | Audio 2 |
| ☐ | 4. d. They start to worry about getting lost |
| ☐ | 5. c. Scared and confused |
| ☐ | 6. c. Someone calling their names |
| ☐ | Audio 3 |
| ☐ | 7. a. They guide them back to the campsite |
| ☐ | 8. b. They are relieved and happy |
| ☐ | 9. c. It is not really far |
| ☐ | 10. c. Danny and Mike continue exploring the cave |
| ☐ | Audio 4. |
| ☐ | 11. a. Every Saturday. |
| ☐ | 12. c. To win |
| ☐ | 13. c. His getting old |
| ☐ | Audio 5 |
| ☐ | 14. c. A colorful snowboard |
| ☐ | 15. a. Because the colorful snowboard is too expensive |
| ☐ | 16. c. wait and save more money |
| ☐ | Audio 6 |

PAPERLINE

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APPENDIX IV

THESIS GUIDANCE ACTIVITY

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Fax. (0761) 561647 Web: www.rik.uinsuka.ac.id, E-mail: effak_uinsuka@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6213/2023

Pekanbaru, 15 Maret 2023

Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Kepada
Yth. Dr. Dodi Settiawan, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NANDA LESTARI
NIM : 12010424736
Jurusan : Pendidikan Bahasa Inggris
Judul : THE COMPARISON OF STUDENTS' LISTENING COMPREHENSION
BETWEEN USING ONLY AUDIO MATERIAL AND USING AUDIO-
VISUAL MATERIAL AT FIRST GRADE STUDENTS IN SMP NEGERI
6 PEKANBARU
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatirkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
IP. 197210171997031004



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Pekanbaru, 13 Juni 2024

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nanda Lestari
NIM / HP : 12010424736/085233950204
Tempat / tanggal lahir : Harapan Jaya/18 April 2002
Semester / Tahun : VIII / 2024
Jurusan : Pendidikan Bahasa Inggris
Dosen Pembimbing : Dr. Dodi Settiawan, S.Pd.I., M.Pd.

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari "THE COMPARISON OF STUDENTS' LISTENING COMPREHENSION BETWEEN USING ONLY AUDIO MATERIAL AND AUDIO-VISUAL MATERIAL AT SMPN 20 PEKANBARU" Menjadi "THE EFFECT OF AUDIOBOOK AS MEDIA ON THE STUDENTS' LISTENING COMPREHENSION AT JUNIOR HIGH SCHOOL IN PEKANBARU" Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012417

Hormat Saya,


Nanda Lestari
NIM.12010424736



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Fax (0761) 561647 Web www.fk.uinsuka.ac.id E-mail: effak_uinsuka@yahoo.co.id

Pekanbaru, 06 Agustus 2024

Nomor : Un.04.F.II.4/PP.00.9/16773/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Dr. Dodi Settiawan, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NANDA LESTARI
NIM : 12010424736
Jurusan : Pendidikan Bahasa Inggris
Judul : The Impact of Audiobook Use on Junior High School Students' Listening Comprehension at SMPN 20 Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatirkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Arif Kasim, M.Ag.

IP. 19721017 199703 1 004

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Nanda Lestari
Nomor Induk Mahasiswa : 12010424736
Hari/Tanggal Ujian : Selasa/9 Juli 2024
Judul Proposal Ujian : The Impact of Audiobook Use on Junior High School Students' Listening Comprehension at SMPN 20 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran dalam ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina A, M. Hum	PENGUJI I		
2.	Kurnia Budiyantri, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

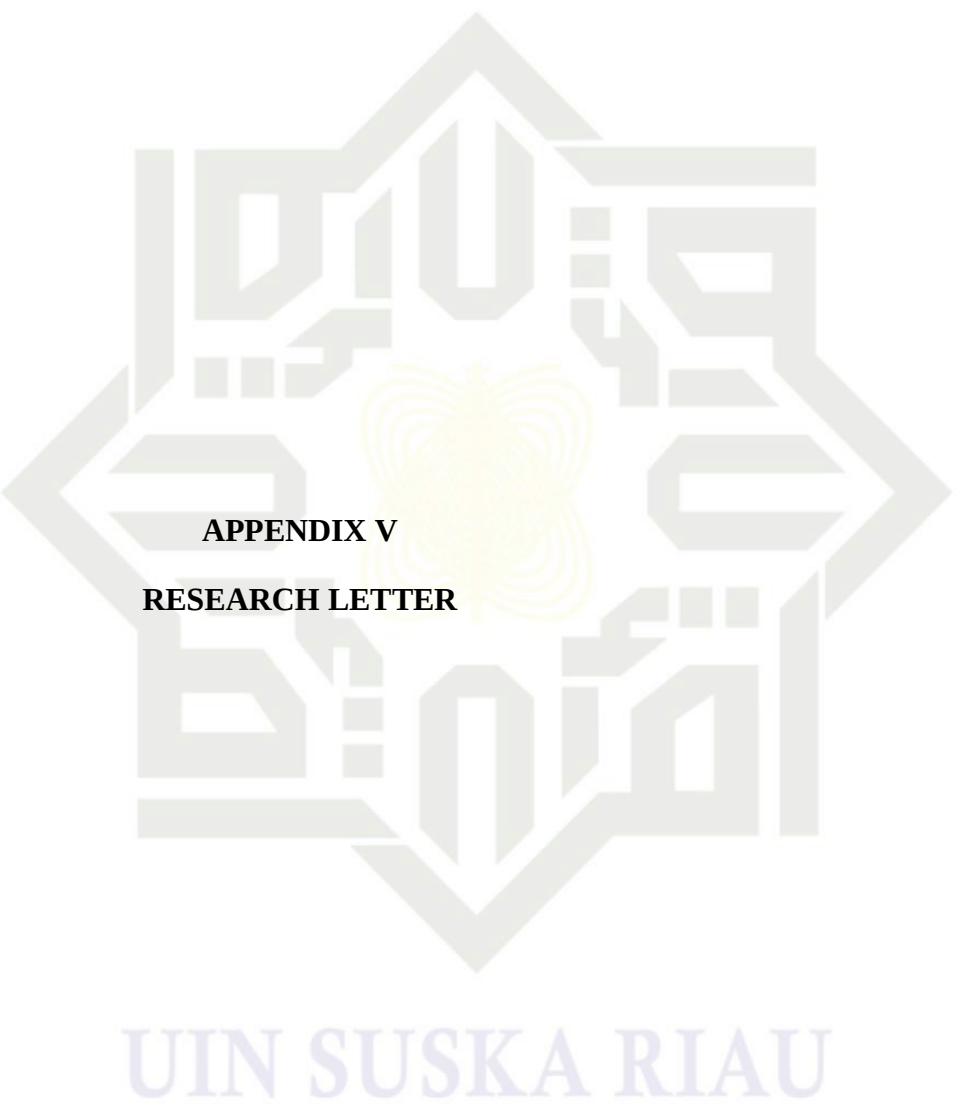


Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 19 Juli 2024
Peserta Ujian Proposal



Nanda Lestari
NIM. 12010424736



APPENDIX V

RESEARCH LETTER

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 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/69062
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-21624/Un.04/F.II/PP.00.9/09/2024** Tanggal 26 September 2024, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | NANDA LESTARI |
| 2. NIM / KTP | : | 12010424736 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE IMPACT OF AUDIOBOOK USE ON THE STUDENTS LISTENING COMPREHENSION AT SMPN 20 PEKANBARU |
| 7. Lokasi Penelitian | : | SMPN 20 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 27 September 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrandt No. 155 Km. 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/20211/2024
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 04 September 2024

Kepada
Yth. Kepala Sekolah
SMPN 20 Pekanbaru
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nanda Lestari
NIM : 12010424736
Semester/Tahun : IX (Sembilan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III



Amirah Diniaty

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



AKREDITASI: A

**PEMERINTAH KOTA PEKANBARU
SEKOLAH MENENGAH PERTAMA (SMP)
NEGERI 20**

JLN. ABADI NO. 9 ARENGKA TELP. (0761) 61063 E-Mail : smpn20pekanbaru@gmail.com
PEKANBARU



SURAT KETERANGAN

Nomor : 420/TU.3/IX/2024/.128.

Yang bertanda tangan di bawah ini Kepala SMP Negeri 20 Pekanbaru dengan ini menerangkan :

Nama : Nanda Lestari
NIM : 12010424736
Mahasiswa : S-1 Pendidikan Bahasa Inggris
Semester/Tahun : IX (Sembilan)/ 2024

Nama tersebut diatas telah selesai melaksanakan Prariset pada tanggal 5 September 2024 di SMP Negeri 20 Pekanbaru.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Pekanbaru, 26 September 2024
Kepala Sekolah

H. YUSRA, M.Pd
NIP : 197003281998022001



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soetrantas No. 155 Km. 18 Tampuan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 561647
Fax. (0781) 561647 Web: www.fbk.uinsuska.ac.id E-mail: efbk_uinsuska@yahoo.co.id

Nomor : B-21624/Un 04/F.IUPP.00 9/09/2024
Sifat : Biasa
Lamp : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 26 September 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nanda Lestari
NIM : 12010424736
Semester/Tahun : IX (Sembilan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Impact Of Audiobook Use On Students' Listening Comprehension At SMPN 20 Pekanbaru

Lokasi Penelitian : SMPN 20 Pekanbaru

Waktu Penelitian : 3 Bulan (26 September 2024 s.d 26 Desember 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. M. Kadar, M.Ag.
NIP. 19630521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



SURAT KETERANGAN PENELITIAN

Nomor : BL.04.00/Kesbangpol/2643/2024



- a. Dasar : 1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/69062 tanggal 27 September 2024, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : NANDA LESTARI
2. NIM : 12010424704
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : DESA HARAPAN JAYA KEC. TEMPULING-INDRAGIRI HILIR
7. Judul Penelitian : THE IMPACT OF AUDIOBOOK USE ON THE STUDENTS LISTENING COMPREHENSION AT SMPN 20 PEKANBARU
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
 2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
 3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
 4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.
- Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 30 September 2024

a.n. KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU



HADI SANJOYO, AP, M.Si
PEMBINA TINGKAT I
NIP. 197404101993111001

Tembusan

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.



PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Syamsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Bina Widya
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204

PEKANBARU

website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 01 Oktober 2024

Kepada Yth,
SMPN 20 Pekanbaru

Nomor : 800/Disdik.Sekretaris.1/02915/2024

Lampiran : -

Perihal : Izin Melaksanakan Riset / Penelitian

di -

Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : BL.04.00/Kesbangpol/2643/2024 tanggal 30 September 2024 perihal Izin Riset / Penelitian, atas nama :

Nama : NANDA LESTARI

NIM : 12010424736

Mahasiswa : PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU

Judul Penelitian : THE IMPACT OF AUDIOBOOK USE ON THE STUDENTS' LISTENING COMPREHENSION AT SMPN 20 PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMPN 20 Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

an. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris

U.b Kepala Sub Bagian Umum



NOVA NURMAN, SE

Penata Muda Tk. I

NIP. 19781031 201407 2 003

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH KOTA PEKANBARU
SEKOLAH MENENGAH PERTAMA (SMP)
NEGERI 20**

JLN. ABADI NO. 9 ARENGKA TELP. (0761) 61063 E-Mail : smpn20pekanbaru@gmail.com
PEKANBARU



SURAT KETERANGAN

Nomor : 420/TU.3/X/2024/.....

Yang bertanda tangan di bawah ini Kepala SMP Negeri 20 Pekanbaru dengan ini menerangkan :

Nama : Nanda Lestari
NIM : 12010424736
Mahasiswa : Pendidikan Bahasa Inggris UIN SUSKA RIAU
Judul Penelitian : THE IMPACT OF AUDIOBOOK USE ON THE STUDENTS'
LISTENING COMPREHENSION AT SMPN 20 PEKANBARU

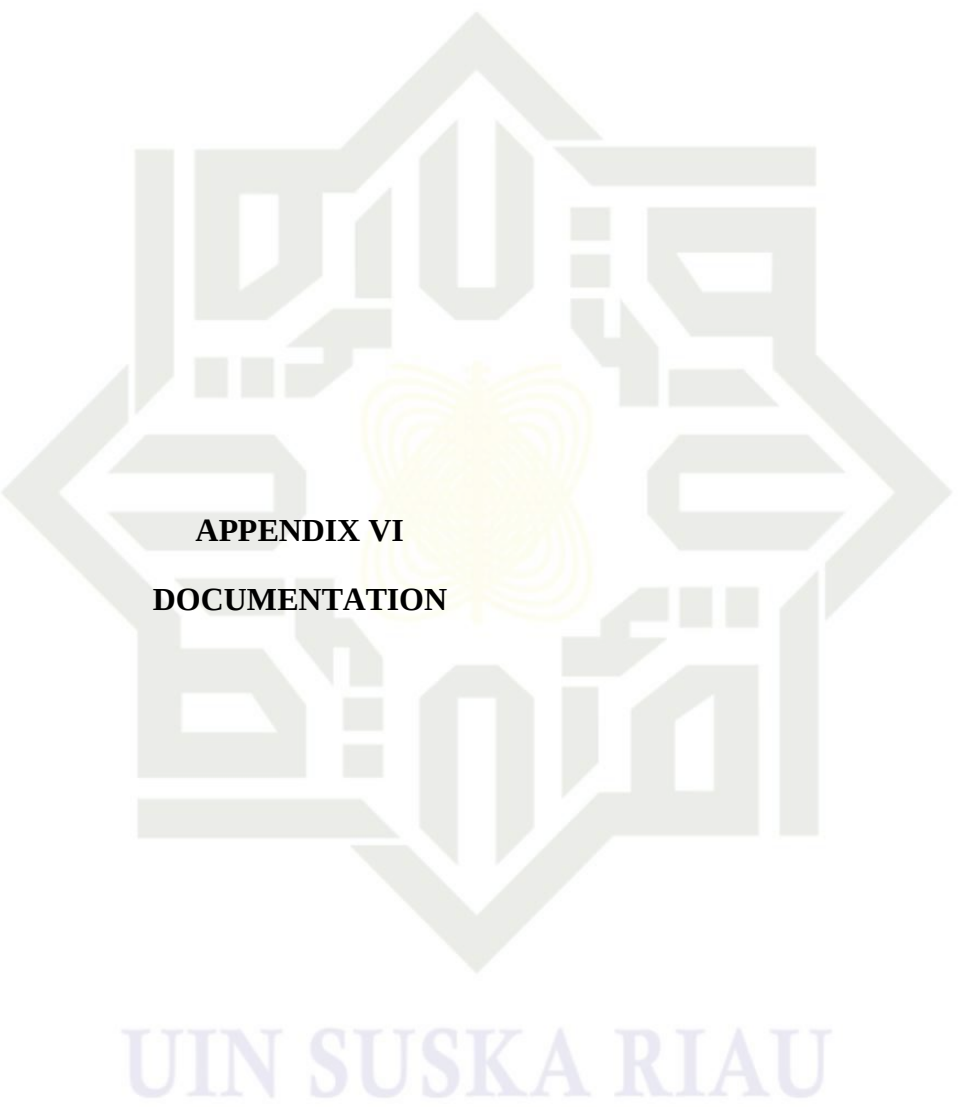
Nama tersebut diatas telah selesai melaksanakan Riset/Penelitian pada tanggal 14 – 24 Oktober 2024 di SMP Negeri 20 Pekanbaru.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 24 Oktober 2024

Kepala Sekolah


Hi. YUSRA, M.Pd
NIP. 197003281998022001



APPENDIX VI

DOCUMENTATION

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.