



**THE USE OF AUDIOBOOK (ENVIRONMENTAL
SOUND EFFECTS INTEGRATED IN E-TEXT)
IN INCREASING EFL LEARNERS'
ENJOYMENT, EAGERNESS, AND COMPREHENSION
IN READING AN E-TEXT**

a final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* English

by

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This final project was approved by Board of Examiners of the English Department of Languages and Arts of Semarang State on October 2, 2019

Board of Examination

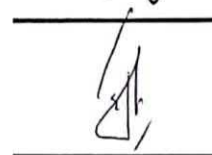
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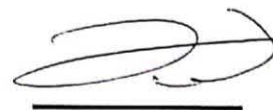
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Menyatakan dengan sesungguhnya bahwa skripsi/*final project* yang berjudul:

THE USE OF AUDIOBOOK (ENVIRONMENTAL SOUND EFFECTS
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ENJOYMENT, EAGERNESS, AND COMPREHENSION IN READING
AN E-TEXT

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui proses pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik langsung maupun tidak langsung telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dilakukan dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/*final project* ini membutuhkan tanda tangan sebagai keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia menerima sanksi berdasarkan peraturan yang berlaku.

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Yang membuat pernyataan,



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MOTTO AND DEDICATION

Good chess players think five moves ahead.

Great chess players think one move ahead, but it is always the right move

(Cal Lightman)

To:

My parents (Suhardo and Patmini)

My sisters (Eva Purnamasari and Sheiffi Puspapertiwi)

My beloved Sarah NurAzizah

My friends

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ABSTRACT

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Keywords: Audiobook, reading habit, enjoyment, eagerness, comprehension, Nell's framework, unexpected results

This study aims to reveal the reason why most people do not like reading as their habit. This study also focuses to reveal whether the use of audiobook increase readers' enjoyment, eagerness, and comprehension or not. This study also seeks to reveal the inter-correlation of enjoyment in reading which will lead to psychological changes related to changes in reading eagerness or future motivation and cognitive improvement as proposed by Nell (1988). At the end, this study also seeks to reveal whether this study possesses unexpected result or not. This study was a qualitative case study. It was conducted to reveal why a particular phenomenon or case happens while also seeks ways to overcome the problem or case. The data in this research were taken from 23 participants' interview answers on their experience using audiobook and observation of their micro-expressions. This research finds that the reason why most people do not like reading is because reading is boring. This study also finds that the use of audiobook increased 15 (65.21%) participants' reading enjoyment, 14 (60.87%) participants' reading eagerness, and 14 (60.87%) participants' reading comprehension. This study finds that Nell's framework shows only 47.82% inter-correlation of enjoyment in reading which leads to better eagerness and comprehension. At the end, this study also finds two unexpected results where two participants who enjoyed their experience on using audiobook yet showed no change of eagerness in his or her future reading habit.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, purposes of the study, limitation of the study, the significance of the study, and the outline of the proposal.

1.1 Background

Indonesian is not famous for being avid or active readers. Based on the recent study conducted by Central Connecticut State University in the US has revealed that Indonesia ranks 60th out of 61 countries in terms of reading interest. The study about World's Most Literate Nation puts Indonesia below Thailand in 59th and above Botswana 61st position. This study indicates that Indonesian habit in reading is very low even though over 90% of Indonesian are active students from the elementary level up to the university level based on the Indonesian Central Statistics Organization.

This phenomenon can happen not because reading is boring, though, it is the most reason Indonesian will say. Not having the correct materials given by the school to perform what is expected from the education system or just having the correct materials in a short time are the major problem if we want reading to be fun. Also the fact that most of these children come from households where reading is not really a habit, and a county where books are obscenely expensive and the result is a nation of non-readers, of which teachers are part. Harmer (2007,

p 110) says ‘not all students become active readers. While some are highly motivated and consume books avidly, others do not have the same appetite. We cannot force students to read, of course, but we should do everything we can to encourage them to do so.’ Because reading vastly and variedly is the most important language-learning exercise there is. Extensive reading — which Thornbury (2006, p 191) defines as being the more leisurely reading of longer texts, primarily for pleasure, or in order to accumulate vocabulary, or simply to develop habits of reading — helps develop general language competence; develops general, world knowledge; extends, consolidates and sustains vocabulary growth; helps improve writing; creates and sustains motivation to read more.

Encouraging someone to read can be done in many ways and one of them is providing them with the convenient way to read. Nowadays reading text is no longer provided in the form of printed only. The computer and internet are both reading revolution and E-book is one of the products of 21st century technology that ease anyone who wants to read any text they want in their mobile phone or personal computer. Mobility that is being shown by E-book that is able to be accessed everywhere and anytime by everyone, yet this easiness provided by technology does not have any significance in the reading habit itself.

Taylor, Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984) found that reading interest has a strong positive relationship with the success of students both in school and life. When they read, they will gain more knowledge and this will help them to have a wider and broader perspective on certain issues. Besides, Anderson, Fielding, and

Wilson (1988) found that students' reading interest is one of the best predictors of a child's growth in reading. Furthermore, another research also found that reading interest has been linked and related to vocabulary development, comprehension, fluency as well as general intellectual development (Guthrie & Wigfield, 2000; Taylor, Frye & Maruyama, 1990; Anderson, Fielding & Wilson, 1988; Stanovich, 1986). Consequently, reading interest is also linked to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative (Grabe, 2003, Stansberry and Kymes, 2007). This means that students who have little or no interest in reading will not be able to force themselves to pick up a book and read for academic purposes, let alone to read for pleasure. UNESCO (1983) also stated that students who do not like to read at an early stage of intelligence growth will not adopt reading habit as they grow older.

A variety of studies has investigated exactly how music affects learning and memory; with their results pointing to the notion that there are many different factors associated with how music influences how people remember information. Researchers have recently examined how background music influences the important cognitive processes involved in reading and also influences the psychology side which is enjoyment. While music can be a distractor for some individuals during performance, it may also provide some benefits for the others. Music can also be the thing that attract individuals in doing an activity such as multi-tasking while reading and also listening. The attraction of music can deliberately alter individual's enjoyment towards reading and may also cause the

change of reading habit. This attraction occurs because multimedia platform offers two or more experience in an individual's sensor while a single media platform can only offer one which may not be suitable for all individuals.

Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Advantages of multimedia design compared to using a single medium might result from the ability to choose among media to present well-structured information, using more than one representation to improve memory, encouraging active processing, and presenting more information at once.

Gilakjani (2012) also resonated with the use of effective learning materials including audio-visual aids in enhancing teaching and learning. Is it possible by integrating sounds into text will increase readers' enjoyment, eagerness, and comprehension in reading? It's not a movie we are discussing here, but it is integrated audio into an e-text which will enhance the readers' visualization of the story itself even deeper. A reading text mostly perceived as something that stands alone, a text only or sometimes accompanied by a picture to promote the visualization of the text itself. But, does having images in the text is the only possible way in provoking the visualization of the story? According to neuroscience specialists at Goldsmiths University, music works in a 'subtle, pre-conscious way' on people. Research shows that we can use music as a type of coping strategy - we listen to music that elicits emotions that we want to feel in

that given moment. For example, how many people have a playlist with upbeat songs that they use to get them in the ‘workout’ mood while at the gym or how many people have a playlist with sad songs that they use to express themselves when they are feeling down or sad?

Many studies have investigated the effect of music on written text. The majority of these studies have focused on background music and its impact or effect on various text-related behavior and performance; however, there is yet to be a consensus in the literature regarding music’s effects. There was one study (Smith, 1961) that found a positive effect of music on the reader’s enjoyment. While the effects of music on readers’ distraction from a fiction e-text certainly warrant investigation, so too many music’s effects on readers’ enjoyment of a fiction e-text.

Significant research also has found that music is capable of having an emotional effect on a listener. It is widely known that loud, fast-tempoed, complex music can arouse listeners to action and even to the point of anger, and that simple, soft, slow-tempoed melodies can soothe (see, for example, Konecni, 1982; North & Hargreaves, 1996). But does this effect hold true even in the presence of a written text?

Early research on how to answer this question was conducted, (Smith, 1961) and Kawakami, Kiyoshi, Katahira, Kamiyama, and Okanoya (2013) found that background music led to more positive attitudes in employees toward their work while resulting in no particular detrimental effect on work performance. This result was mirrored by Gladstones (1969) and Oldham, G., Cummings, A.,

Mischel, L., Schmidthe, J., and Zhan, J. (1995), who found positive emotional results of music and unimpeded work performances in their participants. It seems there is plentiful scope for readers to enjoy the addition of music to a fiction e-book; however, the effect has not yet been tested with a fiction-text.

Throughout this research, the focus is on whether the use of audiobook or Environmental Sound Effect integrated in e-text increases EFL learners' enjoyment, eagerness, and comprehension or not. This research is worth conducting because initially, it may seem critical for EFL learners to have high interest in reading English text as learning English in a formal situation like school classes or extra classes are not enough. The basic motivation in discovering this research is a cognitive one: To what extent does the use of ESE in e-text can increase EFL learners' enjoyment, eagerness, and comprehension in reading a text? Integrating sound effects with an e-text force us to search the way to unify them for increasing EFL learners' interest in reading.

1.2 Reasons for Choosing the Topic

The reasons why I studied this topic were because I wanted to know whether or not the integration of audiobook or Environmental Sound Effects (ESE) in an e-text could increase EFL learners' enjoyment, eagerness, and comprehension in reading. I also wanted to know what was the reason behind the myth of reading is boring in society surrounds me.

As for me, this topic was interesting because by looking to the most fellow of EFL learners, who should have had the consciousness in reading as their part of

learning English, yet it was undeniable that reading habit for EFL learners surround me were low. How could it be? How can it be changed? And also it was also a fascinating topic for me, realizing that there were so many ways and opportunities for EFL learners to maximize the use of their mobile phone or personal computer to use it as the medium in reading a text by a platform called e-book, yet only some people that actually did that. Do the materials provided by the surrounding are enough?

1.3 Research Questions

This study sought to answer the following questions:

1. What is the reason behind EFL learners not to favor reading as their habit?
2. How does an ESE integrated e-text affect EFL learners' enjoyment in reading?
3. How does an ESE integrated e-text affect EFL learners' eagerness in reading?
4. How does an ESE integrated e-text affect EFL learners' comprehension in reading?
5. How does an ESE integrated e-text affect EFL learners' reading habit?
6. How does the Nell's framework work on this research?
7. Does this research have any unanticipated findings? If any, what are those?

1.4 Objectives of the Study

The objectives to be achieved in this research were:

1. To reveal the reasons behind EFL learners not to favor reading as their habit.
2. To reveal whether the use of ESE integrated into an e-text affects EFL learners' enjoyment in reading or not.
3. To reveal whether the use of ESE integrated into an e-text affects EFL learners' eagerness in reading or not.
4. To reveal whether the use of ESE integrated e-text affects EFL learners' comprehension in reading or not.
5. To reveal whether the use of ESE integrated into an e-text affects EFL learners' reading habit or not.
6. To reveal how the Nell's framework works on this research.
7. To reveal whether this research finds any unanticipated findings or not and if there are any, what are those.

1.5 Significances of the Study

The significant benefits or advantages obtained from this research are opening the readers' eyes that there is a way to increase their interest in reading, which is by using an ESE integrated e-text or audiobook which suits those who enjoy reading more by listening and reading at the same time.

The second benefit is breaking the myth of "reading is boring". That myth is the most common reason why someone dislikes reading, thus, as shown in this

research, audiobook can be a breakthrough for someone to have a better enjoyment, and eagerness in reading. The third benefit is that by knowing enjoyment in reading can increase someone's eagerness to read and comprehension of the text, thus, someone can increase their reading habit by seeking their own best platform to read and it will increase the comprehension of the text. The fourth benefit of this research is to be used as a consideration for baseline/previous study in further research regarding the use of ESE in an e-text to increase reading rate. The last benefit of this research is to be used as one of the considerations for future innovation of learning strategies regarding the use of technology in increasing reading comprehension.

1.6 Scope of the Study

Due to the currently untapped and untouched potential of the multimedia e-book, there are several multimedia features that could be investigated during the present study, as well as the variables that could be compared. The present study was designed to investigate whether music in e-text can affect the readers in the way of enjoyment, eagerness, and comprehensiveness toward an e-text. The first to research whether there may be significant effects of multimedia on the reading experience. It is not intended to fully explain which multimedia features are best for universal audience. As such, the scope of the study has been limited to merely including the multimedia effects of music and sound effects—not animation, graphic design, autoscrolling technology, or videos—on an e-text.

1.7 Definition of Key Terms

Definition of terms is important to be given in order to avoid misinterpretation and misunderstanding.

1. EFL

British Council refers EFL or English as a Foreign Language to learning and using English as an additional language in a non-English speaking country. It can be compared with ESL and ESOL, which refer mainly to learning English as a new resident in an English-speaking country.

2. Learner

Based on the English dictionary, a learner is categorized as a noun word and its meaning is someone who is learning about a particular subject or how to do something.

3. Interest

According to McKool (2007), reading interest is defined as readings done when students are outside the school compound. Furthermore, the US Department of Education (2005) defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.

4. Audiobook

Harris (2018) audiobooks as the name suggests, are voice recordings of the text of a book that you listen to rather than read. Audiobooks can be exact word-for-word versions of books or abridged versions. You can listen to audiobooks on a portable music player, cellphone, computer, tablet, home speaker system, or in cars that support streaming audio.

5. Environmental Sound Effect (ESE)

Wikipedia defines environmental sound effect as a sound effect (or audio effect) is an artificially created or enhanced sound, or sound process used to emphasize artistic or other content of films, television shows, live performance, animation, video games, music, or other media. These are normally created with foley. In motion picture and television production, a sound effect is a sound recorded and presented to make a specific storytelling or creative point *without* the use of dialogue or music, whereas Environmental Sound Effect is a synchronized sound effect to a specific environment or situation.

6. E-Book

An E-Book is an *electronic* version of a traditional print book that can be read by using a personal computer or by using an eBook reader. (An eBook reader can be a software application for use on a computer, such as Microsoft's free *Reader* application, or a book-sized computer that is used solely as a reading device, such as Nuvomedia's [Rocket eBook](#).) Users can purchase an eBook on diskette or CD, but the most popular method of getting an eBook is to purchase a

downloadable file of the eBook (or other reading material) from a Web site (such as Barnes and Noble) to be read from the user's computer or reading device. Generally, an eBook can be downloaded in five minutes or less.

7. Micro-expressions

The facial reading, also known as micro-expressions, based on Ekman (1972) about emotion in human face, is a brief, involuntary facial expression that appears on a person's face according to the emotions being experienced. Unlike regular, pro-longed facial expressions, it is difficult to fake a micro expression. There are seven universal micro expressions: disgust, anger, fear, sadness, happiness, surprise and contempt. They often occur as fast as 1/15 to 1/25 of a second. The face is the best indicator of a person's emotions.

1.8 Outline of the Study

This final project consists of five chapters. Chapter I mainly discusses the introduction of the topic. It discusses the background of the topic being investigated by me, reasons on why I chose this topic to be investigated, research questions, the object of the study, significances of this study, the scope of the study, the definition of the terms and the outline of the study.

Chapter II covers the review of related literature, related literature and framework analysis. Review of related review explains some previous studies related to my topic while related literature underlies the writing of this study. Furthermore, the theoretical framework consists of theories that support this research.

Chapter III describes the research methodology. It consists of research design, object of the study, source of the data, roles of the researcher, unit of analysis, data collection method, instruments of collecting the data, data analyzing method and triangulation. This section mainly discusses how the researcher gets the data and analyze them based on the method which has been discussed in Chapter II.

Chapter IV covers the findings and its analysis and also discussion relating to the findings. It discusses the overall explanation as a result of conducting the research done by me. And the last is Chapter V which offers conclusion, limitations of this research and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part discusses relatable previous studies on this research topic. The second part is a review of the related story which explains the main idea underlies this research. The third part is the theoretical framework which describes the theory that supports this research.

2.1 Previous Studies Review

This study concerned about the use of music or sound effects integrated into an e-text to improve readers' efficiency, comprehension, retention and performance in reading. In this section, I would like to describe some previous studies related to the topic.

2.1.1 Studies on the Effect of Background Music in Written Text

Many studies have investigated the effect of music with written text on related variables. The majority of these studies have focused on background music and its impact on various text-related behavior and performance; however, there is yet to be a consensus in the literature regarding music's effects. These empirical studies have found a variety of effects, from music having a beneficial influence on performance to no effect, to a detrimental effect. A thorough examination of these studies and their results and methodology is needed to discover what is currently known about the combination of music and written text.

Fendrick (1937) was among the first to look at the influence of music as a distractor to a reading task. He investigated the effect of music on participants' reading efficiency. In Fendrick's study, students were asked to read a twelve-page passage with or without music playing and then answer a series of true/false questions. The music played was classified as "lively semi-classical" (p. 265). Fendrick found that the students' scores were worse in the music (distractor) condition than in the non-music control. In the analysis of Fendrick's methodology, though, it should be noted that, while the reading passage was substantial and would give a good indication of participants' reactions to the music with text over time, the reading material was nonfiction and the music was not selected to match the text.

Henderson, Crews, and Barlow (1945) performed a similar investigation, looking at whether or not music distracts students from their usual reading efficiency. They invited 50 freshman women to participate in a pre- and post-test study where the statistically matched groups listened either to classical, popular, or no music while completing a written test. Henderson, Crews, and Barlow (1945) found that none of the groups displayed distraction effects, with the exception of the popular music group, who demonstrated worse scores on the paragraph portion of the test. Whether or not the women usually studied to music had no effect on the results. As with Fendrick's (1937) study, the text was nonfiction and the music was not matched in style to the text.

Freeburne and Fleischer (1952) performed a similar study to Fendrick's (1937) pioneering one, only this time investigating the effect of different types of

music. They gave a large passage of academic reading material (1315 lines on the topic of Russian history) to five independent groups, each consisting of approximately forty students. All groups except the control group studied the passage while music was playing at a fairly loud volume in a neighboring room. The four music conditions listened either to classical, semi-classical, popular, or jazz music. All groups were then given a fifty-item comprehension test. Freeburne and Fleischer found no significant differences in the comprehension test results between any of the music groups, or between any of the music groups and the non-music control condition, although the jazz group did read significantly faster than the others.

Smith (1961) investigated the effects of background music on tasks differing in cognitive complexity. He played classical background music periodically in the work environment of twenty-two female employees while they were performing first a simple task (data processing routine information) and then a complex mental task (data processing information from a variety of sources in different formats). The performance was measured by examining employees' output cards and total daily errors. It was hypothesized that music would benefit employees' performances in simple, monotonous tasks (through relief from boredom) while hindering performance on tasks that required greater mental attention. However, Smith found a null effect—while all employees preferred the presence of music during work, no significant difference was found in their performance of simple and complex mental tasks. This study is significant because it is the first of many to find that music has no distracting effect even on

complex mental tasks, but that it does add greatly to the enjoyment of the participants in said tasks. Such a finding could be used to support the future addition of music to popular e-book fiction.

Etaugh and Michals (1975) empirically investigated the effects of background music on a performance act—reading comprehension. They invited 32 students (16 male and 16 female) to complete a reading comprehension task while listening to a record of the student's own choosing. The comprehension task required the participants to read a passage for ten minutes and then answer comprehension questions without referring back to the text. The task was completed twice with two different reading passages: one accompanied by music and one without it. To avoid practice effects, the two conditions were counterbalanced during the study. Subjects were then asked to rate how often they studied to music on a three-point Likert scale with points of 'Frequently,' 'Occasionally,' and 'Never.' The experimenters found that listening to music while studying had no effect on the comprehension scores of males, but did severely affect females' comprehension scores. However, this effect was possibly caused by the frequency with which the students listened to music—the males in the study reported listening to music frequently, occasionally, and never in approximately equal numbers, as opposed to the females, who mostly reported never listening to music while they studied. A larger number of females than males may thus have been distracted by the unfamiliar listening scenario with which they were faced during the task.

Etaugh and Michals (1975) study is interesting because it found that music does distract readers, in contrast to the finding by Smith (1961). A possible explanation for this may relate to the fact that in almost every case in the Etaugh and Michals (1975) study, the record contained pop music. Music involving words, such as popular music, may lead to a higher rate of distraction for participants unfamiliar with music while they perform text-based tasks.

Furnham and Allass (1999) investigated the effects of the complexity of music on the reading comprehension of introverts and extroverts. They invited 24 introvert and 24 extrovert participants to perform a reading comprehension task, an observation task, and a recall task accompanied by a simple music distraction, a complex music distraction, or silence. The researchers found that extroverts performed better in the complex music condition than the simple music condition, whereas the introverts produced the opposite results. The interaction was significant for all tasks except for reading comprehension. Both groups, however, scored the highest scores in the silence condition, despite this effect not reaching significance. While the sample size for this study is small, it is another set of empirical results supporting the fact that music may distract readers from a written text. More important, however, is the fact that it is the first study that showed the impact of personality differences on this particular effect—participants with different core traits preferred and performed better with different styles of music. This finding may have an impact on the ebook publishing industry if composers wish to tailor music to the primary audience the book is likely to attract.

Kämpfe, Sedlmeier, and Renkewitz (2011) aimed to condense the lack of consensus surrounding this effect by conducting a meta-analysis of eight separate studies that investigated the impact of background music on reading performance. The overall effect of eight empirical studies, which together tested 680 participants, found an overall negative effect of music on reading performance—as music became present, subjects' reading performance decreased. However, as the authors acknowledge, this result may be due to an accumulation of other specific effects that were not accounted for in the methodology of the respective studies (e.g., the frequency of studying to music). More research with a more specific methodology to account for other possible effects or biases in the data will need to be conducted before researchers can state unequivocally that music does, in fact, impede reading performance.

Jäncke and Sandmann (2010) also investigated the effect of music listening on learning. They had 77 participants perform a 16-minute verbal memory task in the presence of various music conditions, including in-tune at slow and fast tempos, out-of-tune at slow and fast tempos, and a pure noise condition. Each group also completed the task without music, to serve as a repeated measures control. Jäncke and Sandmann (2010) found no effect of background music on verbal learning, even in the pure noise group. They concluded that not only was music not a distractor from a text-based task, but neither was also even a background of pure noise. Their experiment results left the researchers confident that music would not distract from a text-based task. However, once again, their task did not involve fiction writing.

Nalder and Elley (2003) also conducted a similar study which explore the advantages of the widely-used tape-assisted Rainbow Reading Program. The study was conducted with a sample of struggling readers of different age groups in their ongoing school programs over two school terms. The students were from eight different schools, which included many different ethnic and language groups and represented a range of socio-economic levels in Auckland, New Zealand. Thirty students, either second language learners or first language users, from grade levels ranging from 2 to 7 participated in the study. The students were making very little progress and at least two years behind their age mates in their reading abilities. They participated in taped reading sessions at least four times a week over eighteen weeks. The students read the book while listening to it on tape, practiced reading without the tape, then had a conference with the tutor and recorded the details about the books they read and the details of the conference they had with the tutors in a personal handbook. The results from the pre-test and post-test, Rainbow Reading Age Level, Burt Word Reading Test, Neale Analysis of Reading Ability, Peters Spelling Test, Writing Test, and Test of Oral English Language, showed that almost all of the gains of the students were major improvements in their word recognition, spelling, accuracy in reading aloud, writing, and oral language. Students also claimed to enjoy reading and have positive attitudes toward the program.

Koskinen, Blum, Bisson, Phillips, Creamer, and Baker (2000) also carried out a similar study to compare the effectiveness of book-rich classroom environments and home rereading, with and without an audio model, on fluency,

comprehension, and students' motivation to read. The participants were sixteen teachers and one hundred sixty-two students from sixteen first-grade classrooms. Fifty-seven of the students were native speakers of English and one hundred-five students were studying English as a second language. The students were in one of four literacy conditions, which consisted of three experimental groups and one control group. The conditions were: shared reading in a book-rich classroom environment, shared reading in a book-rich classroom environment and daily rereading of books at home, shared reading in a book-rich classroom environment and daily rereading of books with audiotapes at home, and unmodified reading instruction at school. The instruments included in this study were the Oral Reading Assessment, the Writing Vocabulary Assessment, and the Oral Story Retelling Assessment, and to assess students' motivation, literacy behavior, and attitude, the My Reading Scale, Teacher Survey of Child Behavior, Individual Child Interview, Parent Survey, and Teacher Questionnaire/Interview were used. The results indicated that the students in book-rich classrooms showed great improvement in their comprehension and motivation to read. The results also showed home-based rereading increased students' interest and achievement in reading. Furthermore, the use of audio models at home provided additional benefits. The students having access to audio models at home showed higher interest, motivation, and more positive attitudes toward reading.

Blum, Koskinen, Tennant, Parker, Straub, and Curry (1995), they investigated whether home-based repeated reading with an audio model was a significant supplement to the literacy instructional program of second language

learners. The participants of the study consisted of nine first-grade students who were at lower proficiency levels in English. The first language backgrounds of the students were varied: Spanish, Vietnamese, Russian, Farsi, Laotian, Korean, and Arabic. All students had either limited or no reading ability in their native language. Blum et al. compared the home-based repeated reading of books to home reading that included books with accompanying audiotapes. From the results of the study, it was clear that the students in the home reading with audiotapes group received significant gains from the experience of reading books with audiotape at home. It was also suggested from the results that audiotapes helped students read increasingly more difficult texts fluently and increased their motivation to read.

Taguchi, Takayasu-Maass, and Gorsuch (2004) investigated whether and how assisted repeated reading with an auditory reading model enhanced EFL readers' fluency and consequently improved their comprehension. Twenty-nine Japanese EFL students who were studying at a university near Tokyo participated in the study. The students were divided equally into two groups, extensive reading, and repeated reading groups. The reading section scores and the total scores of a TOEFL test, which was administered prior to the study, were used to ensure that the students in two groups were not statistically different at the outset. In the extensive reading group, the students read books of their interest progressively from easier to more difficult during class times whereas the students in the repeated reading group were engaged in an assisted repeated reading program, in which they read the books while listening to the audiotaped version.

This project was carried out for seventeen weeks during which both groups engaged in sessions at the same time. The results showed that the students in both groups performed similarly on comprehension measures. The comprehension scores of the students in both groups increased as the number of readings increased. In terms of fluency, the repeated reading group had higher word per minute reading rates than the extensive reading group. The findings of the study suggested that assisted repeated reading was effective in developing second and foreign language learners' fluency and comprehension. The auditory model of reading also helped learners become independent readers and have positive attitudes toward reading which in turn promotes language development.

2.1.2 Studies on the Use of Audiobook

Beers (1998) based on his research states that audiobooks, when deployed in an instructional program that focuses on struggling readers or second language learners can act as a scaffold that allows students to read beyond their current reading level.

Esteves & Whitten (2011) state that experiences with authentic literature and exposure to great books and classics is a necessary part of a reading program. This type of literature usually causes anxiety for struggling students.

However, Stone-Harris (2008) has found that audiobooks makes complex literature more accessible and can help expose struggling readers to genres they could not read by text alone.

Kara-Soteriou (2009) on their research observed that audiobooks helped teachers to meet the various needs of their students. Student needs included

differing learning styles and various learning disabilities as well as a wide spectrum of reading skill. In regards to struggling readers, audiobook technology assisted students to not only read tougher texts but to participate in group discussions over the different aspects of the text with their higher-achieving peers. Group discussion occurred because students spent less time on word-by-word decoding and more time on the elements of the story. In the process, they were able to stay in the discussion with their peers and gain the benefits that Vygostky's (1978) social concept of learning appealed too. It did not just impact low-level readers, however; audiobooks gave a differentiated experience for the average to high-achieving students who wished to reach beyond their level and access more difficult texts, explore new themes or genre, and improve their fluency.

Discussed in another way, Wolfson (2008) described:

The use of audiobooks with struggling, reluctant, or second-language learners is powerful since they act as a scaffold that allows students to read above their actual reading level. This is critical for older students who may still read at a beginner level. While these students must have time to practice reading at their level, they must also have the opportunity to experience the plot structure, themes, and vocabulary of more difficult books. (P.108)

Conceivably, the greatest strength noted of the audiobook is its ability to breach the walls put up by complex texts, and its ability to create a space for struggling readers to participate in discussions with their more proficient peers, benefiting both groups.

In a study that utilized the assisted reading model with a fluent audiobook reader, the findings found an improvement in students' attitudes toward reading

(Kuhn & Stahl, 2003). Extending this to English Language Learners, listening to the English language is the best way for the student to hear the language and visualize the images that the words depict (Beers, 1998).

The greatest attribute that an audiobook, perhaps, allows is the ability for a struggling reader to complete a book (Gander, 2013). Marchionda (2001) suggests that a positive attitude develops from the successful completion of an audiobook. Successful completion of multiple books then fosters a reading habit where reading becomes a normal, consequential activity. The reading habit is what creates the life-long reader and more importantly, the life-long learner as one continually searches out new literature and new information.

The Faculties of Medical and Health Sciences in collaboration with the Faculty of Education from The University of Auckland were commissioned by Booktrack to assess the impact of Booktrack enabled text with school children on March 2014, both at standard reading level and below standard reading level. Two groups were investigated: the first involved ten students aged 10 to 13 from a South East Auckland low to mid-decile school who were all identified as having reading difficulties and the second involved 238 students aged 10 to 14 from three low to mid-decile schools in Central and South Auckland. Results indicate that in comparison to the Control, students with reading difficulties using the Booktrack system demonstrated up to 18 percent higher levels of comprehension than the Control (mean score of 3.5 for control vs. 3.8 for Booktrack for fiction and 4.5 for control and 5.3 for Booktrack for non-fiction) and reported 35 percent higher satisfaction (mean score 2.7 vs. 2.0). Students accessing the web-based Booktrack

system spent 30 percent more time reading the text, with the synchronized soundtrack (a mean 10.7 minutes in the control and 13.8 minutes for Booktrack students). Students using Booktrack also scored 17 percent higher mean comprehension scores in comparison to the control (mean 6.9 for control vs. 8.1 for Booktrack). In conclusion, the study had sufficient power and robustness to adequately assess the Booktrack software and the results indicate that it had a positive impact on student comprehension in relation to a history text. Moreover, with students who have a recognized learning difficulty, there appears to be similarly positive comprehension results and satisfaction levels were high for the Booktrack text.

Leibovitz (2011) conducted a study about the use of booktrack in a classroom. He is a visiting Assistant Professor of Communications for New York University. This study looks at the correlation between text and sound in e-book readers, using the Booktrack enhanced platform, and seeks to assert what, if any, are the cognitive advantages to reading accompanied by audio elements. For this study, 41 adults were asked to interact with the Booktrack platform and were submitted to in-depth ethnographic interviews as they did. Following, all subjects were asked to read a text both with and without sound enhancement and then asked to fill questionnaires testing their retention of details from the text. In conclusion, the study confirmed the existing research on the subject of the correlation between text and sound, finding significant cognitive advantages to sound-enhanced reading experiences. "This study clearly shows the distinct cognitive advantages of sound-enhanced electronic reading platforms," said Liel

Leibovitz, who conducted the study. “Subjects using the Booktrack software performed categorically better on information retention tests, and attested to increased focus and greater clarity.

Previous studies on using audiobooks mainly focused on young learners. Study on the effects of audiobooks on university level students (Taguchi et al., 2004; Woodall, 2010) focuses on reading comprehension, fluency, or vocabulary learning (Beers, 1998; Marchionda, 2001). Several studies have examined the effects of audiobooks on reading comprehension (Thooft, 2011; Turker, 2010), while others on listening skills were mainly based on qualitative data or observations indicating a positive contribution (Shany & Biemiller, 1995).

Boeglin-Quintana and Donovan (2013) conducted a study in a diverse Kindergarten classroom. The researchers provided audiobooks on iPod shuffles. They desired to see the impact audiobooks had on their students during silent reading time. The researchers found that using iPod shuffles helped increase the Kindergarten students’ motivation to read. Students were more engaged in the reading process as well as able to read for a longer amount of time (Beoglin-Quintana & Donovan, 2013). Beoglin-Quintana and Donovan (2013) found that incorporating the tool of technology into the classroom could help motivate learners. “Technology is an excellent tool to motivate students because technological tools are engaging for students; if a student is engaged in an activity, they are more likely to participate on a recurring basis” (Lacina, 2008 as cited in Boeglin-Quintana & Donavon, 2013, p. 50). Educators want students to

engage in reading activities and through technology; students are more prone to do so.

Smith (1961) on his research, found that there is a positive effect of music on readers' enjoyment. While the effects of music on readers' distraction from a fiction e-text certainly warrant investigation, so too may music's effect on readers' enjoyment of a fiction e-text.

Kartal and Simsek (2017) conducted a study about *The Effects of Audiobooks on EFL Students' Listening Comprehension* found a statistically significant difference between the GLCSS post-test scores of control and experimental groups in line with the findings of earlier studies (Jakobs, 2006). Hence, the present study will contribute to the relevant literature as the impact of audiobooks on general listening comprehension has not yet been explored in EFL students within a Turkish university context. Based on the statistical difference, classroom observations made, and participant views audio accompanied texts increase the motivation of students to attend classroom practices and enjoy reading. This study also supports the findings of Koskinen et al. (2000) and O'Day, (2002) who determined that audiobooks facilitated students' interest to read more and more.

Other name such as Bluum (1995), Koskinen (2000), Nalder & Elley (2003), O'Day (2002), and Taguchi (2004) also investigated about how beneficial audiobooks are in language learning. Some of the many benefits of audiobooks are discussed by Serafini (2004, p. 6). She discusses that audiobooks serve the classroom by supplementing teachers' and parents' ability to read to their children

and students, providing access to new vocabulary, a key to success in reading, and providing readers' access of books they are unable to read for themselves.

Furthermore, audiobook also creating opportunities for discussing stories, in order to better comprehend them, supporting struggling readers by helping them focus on meaning rather than the decoding of text, inviting children to enter the magical world of literature, and fostering a love of literature and reading.

One study, the results of which supported the idea that audiobooks are effective learning tools, was conducted by O'Day (2002). In this study, the effect of audiobooks in teaching and learning in three fifth grade classrooms in an elementary school was investigated. The participants in the study were twenty-eight students in regular education classrooms and thirteen students in a bilingual classroom. The students were assigned to read audio books, which were selected based on the students' interests, in the classroom. The study included both qualitative data and quantitative data. The qualitative data sources included interviews, observations, and a focus group interview. The quantitative data sources included reading attitude scales, scores from an informal reading inventory, and Lexile measurements from the Scholastic Reading Inventory. The findings of the study indicated that audiobooks improved student's comprehension of the selected texts, word recognition skills, and vocabulary acquisition, and made a model of fluent reading available to them. Another major benefit of audiobooks, as derived from the results of the study, was that the students gained the ability to read independently for enjoyment with little

supervision from their teachers once they had learned the technique of reading and listening simultaneously.

2.1.3 Gaps Identification

From those previous studies, we know that audio integrated into writing can be beneficial whether for EFL or non-EFL in terms of improving performances, retention, comprehension, fluency and even enjoyment. Although there have not been plenty researchers conducting research about the use of audiobook, some previous studies can represent it as the baseline of this study I research on. Therefore, it can be concluded that audio integrated into written text can be beneficial in improving performances and comprehension mostly.

Another gap I found was, there has not been plenty research in Indonesia about the use of audiobook or audio integrated into written text to increase students' comprehension in reading or even the use of ESE integrated text to increase Indonesian level of reading and performances because not many Indonesian know about this application/media. This phenomenon can happen because the awareness of Indonesian people on the benefits of reading is very low and their technology use for academic matter is very low.

Studies conducted by investigators also have shown that audiobook is an effective learning tools in first and second/foreign language contexts. The effectiveness of audiobooks on improving reading comprehension, vocabulary, fluency, word recognition, accuracy in reading aloud, speaking, writing, motivation to read and positive attitudes towards reading has been investigated so far. Although these previous studies showed that audio books are effective in

improving reading in foreign language learning contexts, it still needs to be investigated even further to know how well the effect of audiobook for EFL learners and to investigate whether Indonesian can maximize audiobook usage for learning English since this this topic is still under deep exploration because there have not been plenty research about it.

2.1.4 Summary

From the discussions above, audiobook proved to be able to increase EFL learners' performance and enjoyment in reading even though there are gaps found in the researches about the topic. Moreover, audiobook widen the chances of increasing EFL learners' performance in reading while also providing joy at the same time.

In the relation between this present study and the previous studies, both sought to reveal whether the effects of audiobook are significant or insignificant in the matter of the increase of enjoyment in reading, changes of eagerness in reading, or the increase of performance or comprehension and both also offer audiobook as a promising alternative choice for those who like reading while also listening at the same time.

Therefore, I focus to do a research on the effect of audiobook or ESE integrated e-text in EFL learners' eagerness, enjoyment, and comprehension by also introducing EFL learners about audiobook and its advantages in order to increase their interest in reading.

2.2 Review of Relevant Concepts

This section discusses about review of relevant concepts that consist of the relation of text and music, music in author's vision, music, film and how both affect audiences, audiobooks, authenticity of reading text, technology, and its part towards reading, aspects to be considered about reading habit, E:book: reading rate and comprehension and summary.

2.2.1 Relation of Text and Music

The relationship between text and music is a complex one that has evolved over the years. While both reading and listening to music used to be social or public events (reading in the form of recitations, theatre productions, etc., and music in the form of listening during social gatherings or attending a music festival), both have now become largely private matters.

Reading is primarily an individual pastime, and music more frequently occurs in the background of our daily affairs (for example, while doing chores, exercising, or driving a car) than at the forefront of them (Nebauer, 1992). Music and written text are most frequently combined when people listen to music while studying or working. However, in these situations, the music is a background feature with little to no relationship to the text. As yet, it appears that music has not yet developed its place as an active participant accompanying the task of reading.

The reason for music's lack of role in fiction reading is unclear because the two seem by their very nature to be suited for artistic combination. Calvin S.

Brown once claimed that “music and literature are intended to be heard,” and that their privileged media of presentation is “the audible,” that “literature is an art presented to the ear rather than to the eye” because when we read we mentally hear the sounds (Brown, 1948, pp. 8–9).

More recently, Scher added that music and literature “are viewed as closely akin because they both are auditory, temporal, and dynamic art forms” (Scher, 2004, p. 180). Guimarães agreed with these arguments, stating that although the medium is very different, both word and tone have “organized sound” as the basis of their form (Guimarães, 2012, p. 22).

With such similar basic structure, music and text should theoretically blend well with one another, creating an overall pleasing effect for the listener. Agawu (1992) also believes that text and music blend well together, but his belief is based upon the theory that they work symbiotically to convey the intent of the author. He claims that words exist on the top of the structural pyramid of an artistic work, providing the reader with access to meaning.

Music, on the other hand, forms the base of the pyramid, working to signify the text. If one is found without the other, meaning is possible, but it is most fully and intricately grasped when the two are created to work together to best convey the intent of the author/composer.

2.2.2 Music in Author’s Vision

What medium can deliver the result of imagination into alive? Antretter (2001) discusses the *melopoetic* approach taken by the early twentieth-century poet E. E. Cummings, who created a musical notation to accompany his poetry. For

Cummings, music (and its associated sound effects) was “a structural principle of [his] verbal art” (Antretter, 2001, p. 185). Cummings’s text, music, and visual imagery combined into what he himself termed the “New Art” (p. 186)—a threefold representation of the ideas he wanted to express. Sculpture, architecture, poetry, and music all comprised “melody” in Cummings’s mind; the ideal expression of melody, then, incorporated all these elements in one synergistic artwork. Cummings did not just believe this; he put it into action—Antretter (2001) details a number of his poems, including “two brass buttonsoff,” that incorporate musical notations (with interpretive explanations) into the text.

Guimarães (2012) describes the “orchestral quality” also found in Emily Brontë’s novels—specifically *Wuthering Heights*. The character of Heathcliff, she claims, resonates throughout the novel like a dissonant chord, and the story’s structure alternates between conflict and release, dissonance and resolution, like a “symphonic crescendo” (p. 26). It is almost as if Brontë herself “hears the music above everything else, puts her trust in it, and follows where it leads” (Williams, 2008, in Guimarães, 2012, pp. 25–26). The narrative of *Wuthering Heights*, then, which acutely conveys a sequence of specific emotions for the reader over a relatively short period of time, appears highly suited to receive a musical accompaniment. The overriding feelings of Guimarães are clearly that music would enhance the text by adding another medium with which to impart the intended emotions. And indeed, *Wuthering Heights* has been enhanced with music in a number of different venues, including several operas, musical theatre, and the

soundtrack for a feature film, poetry settings, and even a pop song (Guimarães, 2012).

2.2.3 How Music Affects Audiences

Music in film owes its origins not to any artistic inspiration, but rather to the “dire need of something which would drown the noise made by the projector” of early films (London, in Albright, 2004, p. 96n40). Early days of theater industry, the projector was located in the same room as the audiences were and the sound of the projector disturbed the whole session of the film. The noise of the projector “disturbed visual enjoyment to no small extent” (London, in Albright, 2004, p. 96n40). The natural reaction for film screeners was to add music to their screening space, typically the sound of a piano or organ (Wierzbicki, 2009), to neutralize the noise of the projecting equipment.

In addition to the need for music to mask the sounds of the film projector, early film critics seemed to sense the need for both vocal and musical accompaniment to the story. After seeing a silent film in early 1896, Russian novelist and poet Maxim Gorsky wrote the following:

It all moves, breathes with life, and suddenly, having reached the edge of the screen, disappears one knows not where. This is all strangely silent. Everything takes place without your hearing the noise of the wheels, the sound of the footsteps or of speech. Not a sound, not a single note of the complex symphony which always accompanies the movement of a crowd. Without noise, the foliage, gray as cinder, is agitated by the wind and the gray silhouettes—of people condemned to a perpetual silence, cruelly punished by the privation of all the colors of life—these silhouettes glide [over the gray ground] in silence. (Wierzbicki, 2009, pp. 20–21)

It is clear from Gorsky's writing that audiences somehow feel the need for sound to enhance the story they are experiencing. Sound denotes realism and action; it brings the story to life for the audience. It also detracts from the audience's ability to talk during the screening (Schaefer, 1998). With all of these clear motivations for adding music to cinema, the scene was set for soundtracks to become a permanent fixture of the moviemaking scene.

Music today has several roles within film: functioning as part of the story (such as in musicals), as background music within the story (such as when a character turns on the radio), or as background music only available to the viewing audience (Schaefer, 1998). Schaefer (1998) outlines the following findings which have been acquired in relation to film and music (pp. 1–2).

Most people inside and outside of the film industry made some assumptions regarding film score because film score has changed the way how music can be implemented in ways that can be beneficial. Music adds to the emotional quality of the film. There is some empirical evidence to support this: fast and loud music arouses, slow and soft music calms. Motion and emotion are often entwined (Meyer, 1956). The people inside and outside the film industry also said that the most effective scores are those which operate just below the consciousness of the moviegoer. Also, many in the film industry, including the composers, feel that music offers a kind of sub-text; it serves as thought bubbles on screen. When stories are transferred from the page to the screen, inner thoughts and commentary are lost, a major reason why many people feel a film version of a

story is far inferior to the book. This sort of commentary is somewhat replaced by the music.

Music is generally thought of as a universal language. Its instrumental clichés are common in the industry. According to Kalinak, strings are thought to be the most expressive instrument because they are closest to the human voice in “range and tone” (Kalinak, 1992). The eye is generally thought to be superior to the ear in our culture (Kalinak, 1992), though Aristotle and Theophrastus feel “[h]earing is the sense that most deeply stirs our emotions” (in Kalinak, 1992) and Hermann Helmholtz thinks that aural art “stands in a much closer connection with pure sensation than any of the other arts” (in Kalinak, 1992).

Some people love the score to a movie within the context of the movie, but if they hear it outside of the context of the movie, they do not like it. It happens due to the contextual feeling of the music throughout the movie and it expresses the feeling of the movie, but when the music is separated from the movie, the feeling is gone and it feels nothing the same as if the two of them are combined.

For these and other reasons, most people would concede that music is a vital and effective part of film (Schaefer, 1998). It can have a drastic impact on the movie in its totality. As an example, viewers laughed during initial screenings of “The Lost Weekend”—but after its score was changed, it won “Best Picture” (Karin, 1994). If an effective score can add so much to the impact of a film, could it possibly add the same amount to a written text?

By looking at the positive impact of music and sound effects on film, would it be possible to have a similar result when combining specially composed

music with a text? This study seeks to examine whether music and sound effects in a text would increase readers especially EFL learners in enjoying the text, eager in reading and easily comprehending the text.

2.2.4 Audiobooks

Serafini (2004) has explained that much research validates the importance of reading aloud to students, positing that the act of reading aloud introduces new vocabulary and concepts, provides a fluent model, and allows students access to literature they are unable to read independently. He adds that audiobooks are an important component of a comprehensive reading program. Beers (1998) has said that audiobooks, when used with reluctant, struggling, or second language learners, serve as a scaffold that allows students to read beyond their reading level. The use of audiobooks is a natural extension of the assisted-reading strategy used with struggling students. Audiobooks expose struggling readers to something they have never experienced before by allowing them to experience what fluent readers have every time they read a book (Stone-Harris 2008).

2.2.5 Authenticity of reading text

Perhaps the best reason for the use of audiobooks as an intervention with struggling and low rate readers is access to high-quality self-selected literature. Esteves and Whitten believe that “experiences with authentic literature and exposure to good books is a necessary part of any effective reading program” (2011, 34). Since struggling readers are often intimidated by these types of books, finding ways to make these texts accessible are important and low rate of interest

readers often find reading is boring, finding a way to increase their interest in reading is also important. Harris (2008) found that teachers often used audiobooks to expose struggling readers to literature genres that would have been inaccessible through written text alone.

Beers (1998) has said that audiobooks provide struggling readers access to the plot structures, themes, and vocabulary of more difficult literature. Further, audiobooks help students develop a positive attitude toward reading. It is important due to the urge of reading as EFL learners' best way of learning is by reading any literature provide.

Marchionda (2001) has suggested that this positive attitude developed from the successful completion of an audiobook instills a reading habit and helps to develop lifelong readers. While exposure to authentic literature is important, it is also only one of the many aspects of a successful reading program.

2.2.6 Technology and its part towards reading

According to Holum and Gahala (2001), technology is most beneficial when used as an addition to reading; they have said, "When used in conjunction with written texts, audiobooks help children's reading skills". Benjamin (2005) has highlighted six features of technology, beyond motivation, that support differentiated instruction with the use of technology. One of these features relates to learning styles and sensory learning and concludes that technology encourages auditory and social learning, a circumstance that encourages learners with different abilities and interests to participate in the learning process.

Kara-Soteriou (2009) has written that audiobooks allow teachers to meet the needs of various learning styles by differentiating instruction for struggling students who might encounter a difficult text and believe it to be boring and unreachable. While audio recordings have in the past been used primarily with struggling readers, audiobooks also allow for the learning styles of average to high-achieving students wishing to read beyond their own level to access more difficult text, explore new genres for literature, or improve fluency.

2.2.7 Aspects to be considered about Reading Habit

Reading habits for the purpose of this study are defined as how eager are they to read, how much they enjoy and how they comprehend the text. For the past few decades many researchers have devoted efforts to examine learners' reading habits for example, Allen(1986), Anderson, Higging and Duke and Farmer(1993), Lamme (1976), Mokhtari and Sheorey (1994); Scales and Biggs (1987), Scales and Rhee (2001), Sikiotis (1981), Watson (1978), and Womack and Chandler (1992).

With the dedication and endeavors of Stanchfield and Fraim (1979), Scales and Biggs (1987), Scale and Rhee (2001), and Synder (1981), researchers have discovered that reading habits are associated with students' gender. Also, Fusco (1986), Platt (1986), and Sikiotis (1981) based on their investigation found that age is also associated with the reading habit.

Allen (1986), Bank (1986), Gallik (1999), Gallup (1986), Hall (1989), Hashway (1993), Johnson, Peer and Baldwin (1984), Mellon (1990), Palmer (1983), Patterson (1986), Platt (1986), Reutzell and Mitchell (1986) Scales and

Rhee (2001), Sheorey and Mokhtari (1994), Sikiotis (1981), Summers and Lukasevich (1983), and Watson (1978) investigated that educational background also associated with someone's reading habit.

Research conducted by Lamme (1976), Higgins and Wurster (1985), Palmer and Tulles (1986) found that academic performance plays its role on someone's reading habit in term of their personal interest in developing themselves.

Employment status is also associated with the reading habit. This finding was found based on the research conducted by Duke and Farmer (1993), Mikulcky (1979), and Oginombc and Adio (1995).

Professional Growth is the last aspect to be considered about one's reading habit. This is based on the research conducted by Stung (1997), and Zalud & Hoag (1995).

2.2.8 Reading Enjoyment and Audiobooks

An essential part to reading skill is reading enjoyment. If students enjoy reading, they are generally found to have a high reading skill. It is plausible that the most insightful metric or parameter of reading skill is whether a person can describe the feeling of an internal movie playing in their mind (Grover & Hannegan (2012) and Beers (1998)). It follows one of the most important functions of any literacy program is to help students find joy in reading. Audiobooks as one of the platforms of ESE integrated E-book has been found to be a viable strategy to increase the joy of reading (Grover & Hannegan (2012), Beers (1998), and Serafini (2004)). Audiobooks provide access to literature otherwise too complex

for struggling readers. Instead of using all their energy on decoding or defining meanings of words, audiobooks allow readers to focus on the story. Audiobooks help students access the plot structures, themes, vocabulary and ultimately the adventure of the story (Beers (1998) and Wolfson (2008)).

2.2.9 Effects of Enjoyment on Attitudes and Behavioral Intention

Enjoyment in using audiobook can be defined also as the excitement and happiness derived from the use of a particular technology (van der Heijden, 2004) in this case is audiobook. Enjoyment has been demonstrated to influence user attitudes toward utilitarian system as an intrinsic motivator, even when perceived usefulness is an extrinsic motivator (Davis et al., 1992). As normally expected, perceived enjoyment should have stronger effects on users' attitudes toward hedonic system because the intention toward such systems is maximized by users' enjoyment or entertainment dimension. In other words, if hedonic system are perceived as being low in perceived enjoyment, then users are less likely to develop positive attitudes toward their usage. The same phenomenon was demonstrated that enjoyment together with the usefulness can account for gaining positive impact on using audiobook. They were able to show not so strong but significant relationship between enjoyment and behavioral intention (BI). They suggests that this type of findings will mitigate suspicions that an enjoyable platform would encourage users to waste their time using the platform.

The impact of enjoyment on attitude has been shown to be almost as high as the impact of ease of use on attitude (van der Heijden, 2003). He demonstrated that connection from perceived enjoyment to attitude was statistically significant

and the link from perceived enjoyment to intention to use was remarkable and significant.

However, there are also opposite research results that found enjoyment has only a weak and insignificant effect on usage Igbaria, Iivari, and Maragahh (1995). They found out that enjoyment has non-significant effect on three dimensions of usage; frequency of use, time of use, and number of tasks. This result indicates that it still is needed for further research on the relationship of enjoyment and usage because this link is influenced by various external factors as well.

2.2.10 E-book: reading rate and comprehension

An E-book has been recognized as one of the most effective ways to enhance reading in reading comprehension and reading rate (Asraf and Ahmad (2003), Davis (1995), Elley and Mangubhai (1983), Hafiz and Tudor(1989), Hitosugi and Day(2004), and Mason and Krashen (1997)). E-books as well have proved particularly beneficial to young learners with reading difficulties (Chera and Wood(2003)) in supporting the developing literacy in children with reading difficulties (Labbo (2000)), helping them improve reading comprehension (Doty, Popplewell and Byers(2001)), enhancing their phonological awareness (Chera and Wood(2003)), and encouraging reluctant students to read (Adam and Wild(1997)). Nevertheless, not every study of e-books has positive results. The main reason lies in the way E-book are implemented and utilized.

2.2.11 Summary

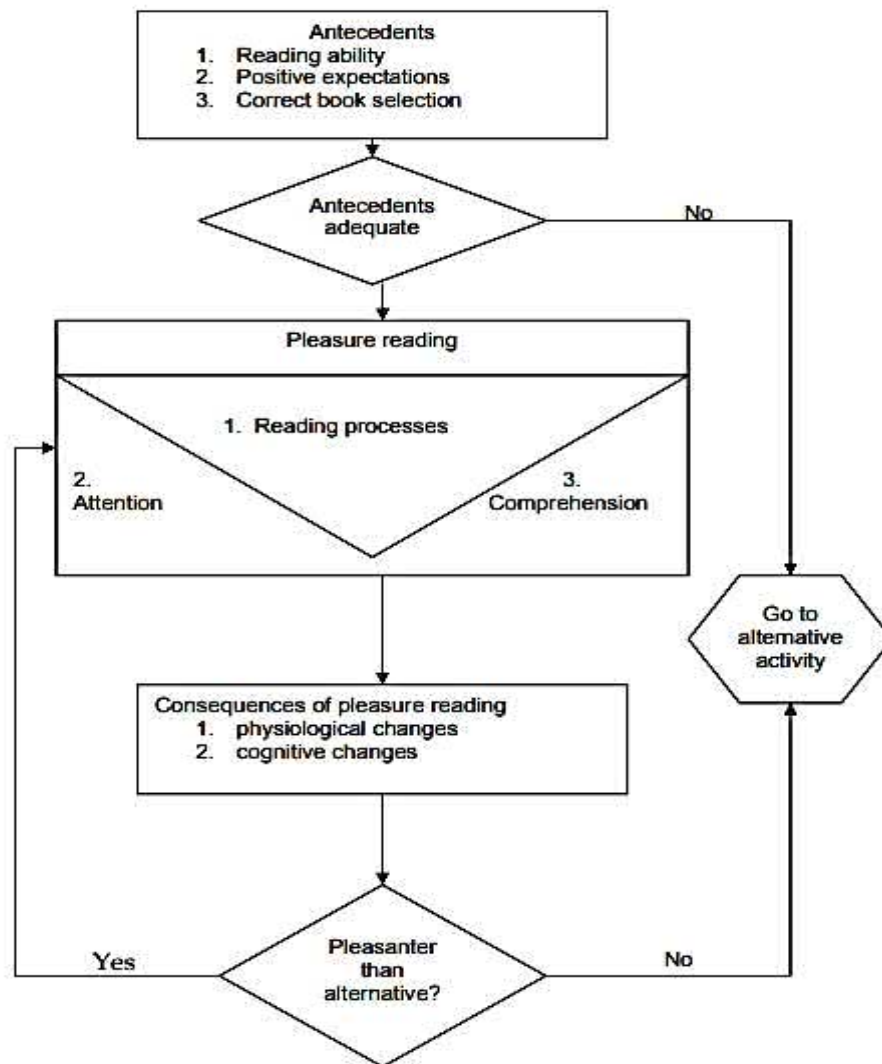
From the explanation about the concepts that divided into some points above, each point describe that music and text can be integrated into one media to increase performances of readers. Music and text are seen as something that stood in their own ground and stimulates different parts of the human brain, but ages have passed and technology now have reached a new level of its usage on human daily life. As technology and intelligence have grown, stimulating two or more parts of the human brain can be done to achieve a certain purpose. By combining music with a text, readers not only can be entertained by writing but also their imagination also being emerged by the sound of background that ultimately increase their attitude toward reading itself. Readers can be more eager to read and enjoy more on reading that will eventually increase their comprehension about the text.

I have said that by integrating music in an e-text, readers' imagination toward the story can be maximized and thus, the enjoyment of reading and eagerness on reading can be achieved. If readers have reached the level of enjoyment in reading, comprehension will surely be increased because eagerness and enjoyment lead their way to comprehension. By gaining eagerness and enjoyment in reading, it will lead to an increase of reading rate or habit and gaining comprehension, readers will be easily getting the information about the text. For the whole part, the use of e-text integrated by background music can increase readers' performances.

Therefore, it can be concluded that an e-text integrated by music can increase readers' performances on reading and I am interested to reveal whether audiobook can increase EFL learners' eagerness, enjoyment, and comprehension in reading or not.

2.3 Theoretical Framework

I have explained that there are many researchers who have found the relation of enjoyment or pleasure with the increase of comprehension. The theoretical framework of enjoyment or pleasure, eagerness or attention and comprehension based on Nell (1988, p.8) can be described in the figure on the next page:



based on Nell (1988, p. 8)

Figure 2.1

Framework of Enjoyment, Eagerness and Comprehension

Nell (1988, p. 8) structure explains the inter-correlation of eagerness or motivation, enjoyment, and comprehension in reading as something that cannot be separated. It also based on the basic premise that unless individuals experience

reading as a pleasurable activity, they will stop reading and choose are enjoyable alternatives.

The first part of the figure 2.1 outlines the antecedents of pleasure reading, such as reading ability and book choice. The second part relates to the actual reading process, which includes comprehension aspects. Finally, the third part contains the consequences of reading for pleasure, such as cognitive outcomes. It further shows that there are “reinforcement comparators” that pitch the continuation of pleasure reading against other available alternatives (Nell, 1988, p. 8-9)

The main aspect of Nell’s chart is enjoyment or pleasure. As the table shows, the pleasure in reading will lead any person to better reading process, attention and comprehension where in the end; the consequences will be the change of psychological changes which means the reading interest is increasing and cognitive changes which means the improvement of comprehension.

This figure 2.1 proves that enjoyment or pleasure, eagerness or motivation and comprehension are inter-correlated and will affect each other. Thus, the most important thing to do before reaching pleasure in reading, the most proper or suitable media to escalate the interest of readers must be achieved. Therefore, all of the aspects that are being investigated here, are inter-related to each other in proposing the same result.

There are three aspects that are being investigated in this study. They are enjoyment or pleasure, eagerness or attention and comprehension while using the media or platform that has been selected in advance. I will use interview and

observation for collecting the data of research, while data reduction, display data, and conclusion drawing/verification used to analyze the data.

2.3.1 Measuring Enjoyment

Anyone's academic self-belief can be significantly associated with reading achievement (see Hansford and Hattie (1982), Guthrie et al. (1999), Chapman et al., (2000), Marsh (2002), Valentine et al. (2004), Marsh and Craven (2006), Marsh and O'Mara (2008), Mucherah and Yoder (2008), Pullman and Allik (2008), Coddington and Guthrie (2009), Logan and Johnston (2009), and Mata (2011)). However, conceptualizing and measuring self-belief create their own challenges and a wider one. Not only is readers' self-belief increasingly seen as multi-dimensional because it is not something we can perceive only by seeing (see Valentine et al., 2004) it is also thought to be unstable for emergent readers, i.e. those learning to read (see Chapman et al., 2000: 704).

One's beliefs about self-competence are important, according to attribution theory, self-efficacy theory, and self-worth theory, for if someone believe they can accomplish a particular task they will also perform better and be more motivated to select increasingly challenging tasks (Bandura (1994), Covington (1984), Weiner (1985), and in Jacobs et al. 2002: 509).

Readers' attitudes to reading, in the sense of liking or disliking reading (Logan and Johnston (2009)), includes the idea of intrinsic motivation in the form of a positive self-concept as a reader, a desire and tendency to read and reported enjoyment of or interest in reading (Sainsbury and Schagen, 2004, p. 374). A desire and tendency are then realized by the willingness for someone to read

whether it is present or in the future. Based on this concept, we know that willingness or eagerness is a part of enjoyment. Even though eagerness is a part of enjoyment, the measurement of it does not take place in the same situation.

The realization of enjoyment in each person is different, but to know whether they enjoy something or not can be analyzed by their claims on their feeling. Kendzierski and DeCarlo (1991) designed the Physical Activity Enjoyment Scale (PACES) as a single factor, multiple-item scales to assess the enjoyment of physical activities (PA). In their work, the PACES demonstrated acceptable internal consistency and test-retest reliability. Furthermore, evidence supporting the construct validity was garnered as scores on the PACES differentiated between self-selected and compulsory exercise modalities (Kendzierski & DeCarlo, 1991).

Table 2.1 presents the items from the PACES:

Table 2.1

Items from the Physical Activity Enjoyment Scale

Stem: When I read ...

-
1. I enjoy it
 2. I feel bored
 3. I dislike it
 4. I find it pleasurable
 5. It's no fun at all
 6. It gives me energy
 7. It makes me sad
 8. It's very pleasant
 9. My body feels good
 10. I get something out of it
 11. It's very exciting
 12. It frustrates me
 13. It's not at all interesting
 14. It gives me a strong feeling of success
 15. It feels good
 16. I feel as though I would rather be doing something else
-

2.3.2 Measuring eagerness

Even though, eagerness is a part of enjoyment, the theoretical framework on assessing eagerness and enjoyment are not the same. In scientific literature, the concept of eagerness has been explained in both functional and dysfunctional terms (Keltikangas-Järvinen et al., 2007), but generally, eagerness is associated with concepts that denote a positive state, such as passion (Vallerand et al., 2003), value (Higgins, 2000) and desire (Jensen, 2007), and it has proven to affect health in a positive way (Keller, 2006).

Eagerness is conceptually related to desire, which remains a key concept in the understanding of developmental processes (Jensen, 2007). The concept of desire overlaps to some extent with the concept of motivation, but desire includes a behavioral dimension, a deeply emotional wanting or longing mixed with excitement that makes people strive for a sense of completeness (Jensen, 2007). Conceptual contrasts with eagerness include “inertia” (Moeltner & Englin, 2004, p. 216) and caution, or vigilance (Higgins, Idson, Freitas, Spiegel, & Molden, 2003). According to Higgins et al. (2003), eagerness seeks to promote positive behavior while vigilance seeks to prevent negative behavior, meaning that people focused on promotion prefer to pursue goals eagerly, and people focused on prevention pursue their goals vigilantly. People aimed at preventing negative behavior see their goals as responsibilities whose attainment will increase their security. Commitment to these security goals is characterized by doing what is necessary—and nothing more (Shah & Higgins, 1997).

Based on those researches, to know whether someone has the desire or the behavior needed to show he or she is eager or willing to do something can be analyzed by using three dimensional of behavior proposed by Igarria, Iivari, and Maragahh (1995). The dimensions are frequency of use, time of use, and number of task completed. Frequency of use is determined using participants willingness to use audiobook in the future. Time of use determined using the duration of each participants read, and number of task completed is determined using their behavior during their reading completion.

The other theoretical framework of the Eagerness is commonly realized in a form of Physical Activity Scale (EPAS). The scale has been used in many research to measure someone's eagerness in conducting a physical activity based on the level of the person eagerness, whether it is a sincere activity conducted or not.

The conceptualization of EPAS is theoretically anchored in the work of Dewey (Dewey, 1925, 2008; Dewey, Boydston, and Baysinger, 1985) and in more recent theories on human behavior and development such as the Relational Developmental Systems Theories (Lerner, 2015; Overton, 2013, 2014). The main core of Dewey's seventy years of thought and philosophizing can be found in his concepts of relation, continuity and the process of inquiry (Dewey, 2005; Dewey et al., 1985). According to Dewey, every new interactive experience is another relation which cannot be treated in isolation from other simultaneous experiences or prior experience. An experience, he wrote, is a "bi-product of continuous and cumulative interaction of an organic self with the world" (Dewey, 2005, p. 220). When we act upon something, it acts upon us in return. Every new situation, defined and inquired by the individual, will contribute to an extension or a restriction of the individual's self. Within this process, a dynamic interplay between (a) the individual's definitions of the situation, (b) the qualitative immediacy of the experience, and (c) the person's judgment (their mental apprehension and individual interpretation) of the experience, is of crucial importance for further involvement.

Relational Developmental Systems Theories seek to understand human behavior and development through an approach that integrates biological, psychological, social, and behavioral factors at several integrated and reciprocal levels (Hood, Halpern, Greenberg, & Lerner, 2010; Overton, 2014). Within this perspective, the past and the future are linked together through the interrelated concepts of experience and action. As a consequence, the individual should be viewed as simultaneously an active producer and the product of his or her ontogeny (Brandtstädter, 2006). In other words, action (in the case of this study, physical activity) depends on a process involving personal experience, self-organization, and valid intentions for further action. In this process, the individual is constantly weighing a range of different factors, including a mix of biological, social, mental and behavioral experiences from prior and present exercise contexts, the influence of messages aimed at the prevention of ill effects subsidized by the government and the leisure industry, and the individual's own predictions, anxieties and hopes for the future.

Eagerness can be measured by the degree to which goal-related concepts are accessible in memory. Specifically, the greater the eagerness to pursue/achieve a goal, the more likely individuals are to remember, notice, or recognize concepts, objects, or persons related to that goal. For example, in a classic study, Zeigarnik (1927) instructed participants to perform 20 short tasks, ten of which they did not get a chance to finish because the experimenter interrupted them. At the end of the study, Zeigarnik inferred the strength of eagerness by asking participants to recall as many of the tasks as possible.

Eagerness can also be measured by the degree to which a goal-relevant object is evaluated positively, using explicit measures (e.g., willingness to pay, liking) or implicit measures such as the evaluative priming task (Fazio, Sanbonmatsu, Powell, & Kardes, 1986) and the implicit association test (Greenwald, McGhee, & Schwartz, 1998). The devaluation of conflicting constructs or goals, including objects that compete with or hinder the goal, can also serve as a measure of eagerness.

Table below is the 12 items of EPAS based on the current study:

Table 2.2

Items of Eagerness in Physical Activity Scale

ASPECTS	DESCRIPTION
EAGERNESS 1	I look at myself as a person who active reading
EAGERNESS 2	I always look forward to become an active reading
EAGERNESS 3	I find it difficult to read
EAGERNESS 4	I think that reading is one of the most meaningful things to do
EAGERNESS 5	I am eager to read
EAGERNESS 6	I enjoy reading
EAGERNESS 7	I am willing to sacrifice my time to be able to read
EAGERNESS 8	I am always happy when I have been reading
EAGERNESS 9	I will always be an active reader
EAGERNESS 10	My experience is that reading is not a fun thing to do
EAGERNESS 11	I am not sure if I will become an active reading in the future
EAGERNESS 12	I will be involved in reading if it is really necessary

2.3.3 Measuring Reading Comprehension

Adler (1940) about his research regarding reading comprehension which later developed by subsequent researchers like Gray (1951) and Biancarosa and Snow (2004). Gray (1951) summarized his findings, showed that reading is comprised of not just deciphering symbols, but making meaning based on these symbols, and applying these meanings to the expansion of personal knowledge. Thus, reading comprehension takes place when the readers decipher and understand the meaning of the text. According to Gray and Rogers (1956), the act of reading comprehension involves understanding what has been read and can be measured by the amount of understanding a reader has after being exposed to a given text.

This concept of reading comprehension is also related to the concept of reading maturity first investigated by Gray and Rogers (1956). Reading maturity involves the capability of a reader to extract information and insight from texts and apply them in different situations. It involves the ability to think critically regarding information and decide how it may be applied or used (Gray & Rogers, 1956; Manzo & Manzo, 1993).

Royer and Cunningham (1978) on their argumentation about a visual representation of the viewpoint about comprehension processes as presented in figure on the next page:

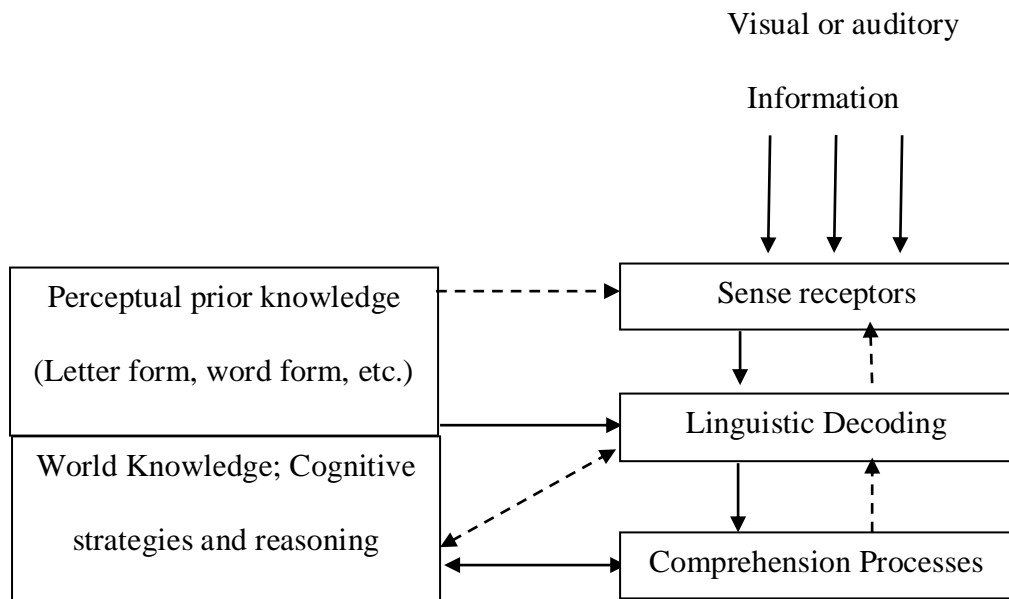


Figure 2.2

A Framework for Viewing the Comprehension Process

They do not claim that this figure is a formal model of comprehension. As the figure might suggest, that comprehension involves a linear progression through a series of discrete stages. There are two processes or activities in comprehension, they are activities which are a must and may be operative in comprehension. They suggest that reception of linguistic information, the decoding of information with the aid of input from perceptual prior knowledge and an act of comprehension which involves an interaction between world knowledge and the decoded linguistic message must be entailing the comprehension process. Factors which may be operative as the dotted lines show, are the perceptual knowledge may influence the actual reception of information, that world knowledge and cognitive strategies

may play a role in decoding, and that the reception, decoding and comprehension stages are interactive.

CHAPTER V

CONCLUSIONS, SUGGESTIONS AND LIMITATIONS

This chapter is the last chapter which mainly presents the conclusions of the study which includes the main points of this study that have been discussed in the previous chapter. This chapter also covers some limitations possessed by this current study and also suggestions for the next study, especially for those who want to conduct a similar research topic and the.

5.1 Conclusions

Conclusion are meant to depict the answer of the research problems of this study by underlining the findings found. The conclusion are presented as follows:

Based on the findings and discussions, there are some points which this research possesses. The reason why most people do not like reading is that reading is boring and thus, it proves the notion made before conducting this present study. The use of audiobook can increase the enjoyment for those who prefer to read while also listening because the imagination and feeling are being strengthened by the help of the music to deepen the immersion of the story, but on the contrary, those who prefer silent reading, audiobook will only disturb their concentration.

The use of audiobook can also increase someone's eagerness or willingness to read. Thus, the person's reading habit may change to a betterment

in the future because audiobook offers something that is different from the text only reading which is engaging and interesting for those who like to be immersed by the platform capability. But that is not always the case, some may eager to use audiobook but they do not think that audiobook will bring any betterment towards their reading habit.

Even though the use of audiobook can increase someone's comprehension of the story because audiobook immerses the imagination of the story which causes the increase of concentration, there are those people who feel that the cross-over between audio and text disturb their concentration. Whether they enjoy and/or eager to use audiobook, the presence of audio disturb their concentration of the text.

Furthermore, audiobook can increase or completely change someone' reading habit because they enjoy and/or eager to read using audiobook. But there will be an anomaly in every aspects of life, which in this case is that even though someone enjoys and/or eagers to read using audiobook, it does not mean that their reading habit will change. Moreover, based on Nell's framework and notion that if a person feels enjoy in reading, thus it will lead to his or her improvement of future change of habit and thus his or her comprehension will also improve. But the reality is, based on this research of course, it is more complicated than that. Some may enjoy to use audiobook but still not eager to read, now or the future and there is no increase of comprehension, some may do the opposite, vice versa. Even though Nell's framework really makes sense, people is apparently full of

unanticipated things. Thus, various factors that affect reading enjoyment, eagerness, and comprehension are worth investigating.

5.2 Suggestions

Based on the conclusions and the limitations, some suggestions are delivered as follows:

For the next researchers, further researches are needed whether to test it on specific participants' classes or some specific purposes because audiobook are meant to increase joy in reading. Testing wider participants is also recommendable because this present research only covers a little amount of participants. Thus, testing wider participants will help to give an even deeper understanding and revelation whether the use of audiobook increases reading habit or not and beneficial for others or not.

Psychological aspects also need special attention for this kind of research because it plays an important role in someone's enjoyment and eagerness or motivation in doing something. Thus, further researchers for this topic need to be aware that someone's psychology is also a determining aspect in achieving the result of the study.

Researchers also need to pay attention to the limitations mentioned. Because most of the limitations mentioned happened or arose after the data collection and since the data are unchangeable, thus, I as the researcher in the present study consciously offer the data unchanged and clear with all the limitations happened. But for the future researchers, the limitations mentioned can

help them to prepare their research as careful as possible to avoid and prevent things that may be negatively giving impact to their research.

For those who prefer to read while also listening, Audiobook is the most advance platform out there to provide an e-text with an integrated background music which might suit your interest in the best way Audiobook can offer. And for readers in a broader sense, whether you prefer to read with the printed book or e-book only or audiobook, I can only offer this study as an insight that reading is not boring, it is only the matter of finding the most enjoyable way for you to read.

5.3 Limitations of the Study

The current study possesses some limitation which are described as follow:

This study is limited by the fact that the data are rarely to be independently verified. In other words, this research has to take what the respondents say whether it is true or not. It becomes a bias on the data and the result as well although the data has been triangulated by other data to support each other. This is due to the reason that the primary data sources are participants' utterances and there are a lot of possibilities to manipulate the data even though there had been an honesty vow on this research.

Fluency in language also becomes a limitation in the present study. Participants language level were not set as a determining effects on this study as this study seeks only to find whether the use of audiobook will increase readers' enjoyment, eagerness and comprehension whether their language proficiency are high or average or low. Participants' language fluency became a problem when

they were giving their responses towards the questions and they did not know what term to use or a how to say what they actually intended to say. Even though I mentioned that it were okay to use Bahasa Indonesia if they couldn't say it in English, yet some of them still tried to use English. Thus, the data they intended to say were not fully explained. This phenomenon caused the result to be not 100% because the language fluency limitation.

Longitudinal effect also becomes a limitation of this current study which mean this study was conducted only for a short period of time. One of the aspects which is eagerness need to be examined for proving participants' claims about their future reading habit, yet they were not investigated furthermore. This study only used participants' claims to answer the question on how audiobook will affects their future reading habit. This limitation correlate with the first limitation that happened in the current research, which the data were taken only from participants' claim because it would be a long devoted research to conduct if this research will use future proving for participants' claims on their reading habit. Thus, the data may be biased and less valid which will lead to less promising result for the effect of future reading habit as it cannot be proven by the participants' realization of their claims.

Access of media is also the limitation happened in the current study. This research were using the same mobile phone and the same earphone in conducting the data gathering. It seemed valid in the term of continuity or unchanged media, but one of the aspects being studied here were not in the same situation as the previous. Participants might enjoy their reading time using mobile phone, but it

might not be the same with other participants. This minor change of media will affect participants' enjoyment and it cause a bias in the data.

Different environment when the reading time occurred also becomes the limitation of this study as it affected participants' concentration on the text. This problem happened due to the surrounding itself. It could not be controlled to be an exact surrounding and even though the interviews were conducted as far as they were possible from the crowd, there were still some loud noises that distracted the participants' concentration. This particular problem might cause biases on the comprehension data as the participants were distracted and lost their gathered information from the story. The impact by this phenomenon might be the cause of unachieved comprehension by the participants on the story.

The last limitation on this study is that not all participants showed micro-expressions which meant as one of the data supporter of this study. Even though the other investigators and I had agreed that this particular occurrence will not give a big problem such as changing the results of the study, the data analysis became unbalance since the availability and non-availability of one data supporter. This agreement happened due to the fact that micro-expressions is not the only data supporter, and also micro-expressions cannot be faked, thus, if one does not show any of it, then it is better than faking one.

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