

Effectiveness of Lib-Rungog: Audiobook on the Listening Comprehension Skills of Grade 7 Learners: Basis for Intervention Program

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Abstract:

This study investigates the impact of the Lib-RUNGOG Audiobook intervention on the listening comprehension skills of Grade 7 students. Employing a randomized pre-test post-test control group design, the study compares the performance of an experimental group exposed to the audiobook intervention with a control group utilizing traditional listening strategies. The research instruments include a Mother Tongue-Based Multilingual Education (MTB-MLE)-integrated audiobook, pre-test, and post-test items. Data analysis involves t-tests for independent and correlated samples, with a significance level of 0.05.

The findings reveal a significant improvement in the experimental group's post-test scores, emphasizing the efficacy of the Lib-RUNGOG Audiobook intervention. In contrast, the control group employing conventional strategies shows no significant improvement. A comparison between the two groups suggests that, on average, the Lib-RUNGOG audiobook intervention yields higher post-test scores. However, the intervention group exhibits a greater variability in scores, emphasizing the need for nuanced understanding of individual responses.

In conclusion, the Lib-RUNGOG Audiobook intervention demonstrates a substantial positive impact on reading comprehension skills. While both approaches were effective, the innovative audiobook intervention stands out in enhancing academic performance. The study recommends the integration of such interventions in educational settings, with a focus on individualized learning plans. Future research should explore the long-term effects and establish collaborations among teachers, parents, and researchers to optimize educational strategies, especially in the context of listening skills.

Keywords: Lib-RUNGOG Audiobook, listening comprehension skills, educational intervention, randomized controlled trial, individualized learning, innovative teaching tools.

THE PROBLEM AND ITS BACKGROUND

Introduction

Acquiring proficiency in the English Language requires listening as one of the most fundamental skills. It serves a pertinent purpose in both regular communication and academic endeavors. Despite its significance, listening has been the most underrepresented domain in language acquisition, classroom instruction, and evaluation for generations. However, due to its apparent relevance to the skill in language acquisition and instruction, there has been a heightened emphasis on L2 listening capacity.

The K-12 toolkit of the Department of Education reiterates the comprehensive language differentiated instruction in high school focuses predominantly on reading comprehension of differing readings, writing and composition, inquiry and analytical thinking, which all enhance the cultivation of reflective practice, and reduced emphasis on listening.

Saraswaty (2018) indicates that in auditory stimuli, background knowledge may simplify an individual's progress in understanding a definitive statement by associating the familiar with the unfamiliar. Conversely, a substantial absence of such knowledge may impede an individual's operations to perceive a distinct remark.

Therefore, learners must consequently be acclimated to undertaking this processing, often by gleaning the essence and substance of the conversation they hear.

Diverse learners have greater or lesser degrees of listening comprehension seeing as listening is influenced by several variables. Emphasis should be centered on the relevance of listening, the study of listening educational concepts, and the use of the most specialized listening pedagogy. Reading and writing have traditionally been given more weight in the educational curricula than their auditory counterpart, listening, which has attracted scant prominence. Nonetheless, it cannot be disputed that listening is an activity that forms a paramount aspect in the lives of individuals.

Listening is a principal mechanism of instruction throughout all levels of education. As it functions as a correlation between verbal and nonverbal language, listening is regarded as an integral element of the process of literacy in the field of education.

According to Marx et al. (2016) comprehension of discourse through listening necessitates the use of cognitive functions to assimilate complex spoken substances. It is profoundly conceptual and enables a seamless transition between academic and colloquial language. It takes into account the many distinct processes that are compelled to decipher and attach inferences of spoken language.

It is generally agreed upon that understanding language through listening is an operational skill that is significantly impacted by the structure of the language and the characteristics it has. This merely suggests that it is pivotal to familiarize the listeners with the various linguistic components and their impact on listening and comprehension.

Hamouda (2013) contests that listening does not appear to be of importance in most the textbooks and curricula, and teachers give only a little attention to these skills while designing their lessons, believing that it will naturally develop in the course of language learning.

Gilakjani & Ahmadi (2011) states that there are two subsuming cognitive processes: bottom-up (data-driven) and top-down (conceptually-driven). The newly acquired data prompts the bottom-up processing method. The schemata are used to facilitate the entry point for the data into the system. The most precise information is located at the bottom of a schema, while the most general information is located at the top. Ramadhani (2018) asserts that listening is the step that, in this process, transcribes the sounds into the

coherent features that compose up entire sentences. As a result, phonemic units are combined to create words, words are combined to create phrases, phrases are combined to create statements, and statements are combined to create whole and comprehensible text. Consequently, the learners actively sought to understand a spoken discourse by deciphering a range of sounds into words.

The top-down processing, on the other hand, refers to explicating the context in the way that the speakers intended it to be understood by using mental schemata or mental frameworks of knowledge. This perspective highlights the significance of foreknowledge already obtained by the learners in supporting them in forming an account of the substrate to that they are exposed. Sarwar et al. (2021) claim that following the formulation of a prediction on the grounds of a generalized and greater level of schemata, the system searches for input to install the information that has been received into high-level schemata that are realistically satisfactory. The context of rejecting the listening comprehension skills of the learners from the activities and other content of the curricula led to the realization of the Lib-RUNGOG: Audiobook Intervention on Students' Listening Comprehension Skill.

Fostering a learner's capacity for intelligible information through the development their listening comprehension skills helps learners attain proficiency in language acquisition. As the foundation for acquiring other large-scale and long-term abilities in educational phases, a learner must maximize their listening comprehension as it is stimulated across their educational career.

Background of the Study

Educational employment of audio recordings has traditionally been a valuable pedagogical technique for poor readers. The greater yield in implementing such an intervention could well be intrinsically linked to the heightened accessibility and popularity of audiobooks.

Best (2020) defines Audiobooks as “adapted from books created originally in written form, either as print or e-publication, and with a narrative layout (as opposed to, say, verse or dramatic script).” Listening is the one of the four macro skills that is least acknowledged and most disregarded, and it definitely cannot be characterized as a passive function.

Lib-RUNGOG is an educational intervention patterned through audiobook to provide supplemental aid for students' listening comprehension skills. Etymologically speaking, the project title is derived from the terms ‘libro’ which relates to books and ‘rungog’ from the Asi Language of Romblon which is related to the audio or listening skills of the target students.

Through listening to a narrative read loudly from an audiobook, the intervention strives to augment students' listening comprehension skills as well as their perceptions about listening as a form of recreation. The relevance of this research derives from the fact that it illustrates that the use of audiobooks can potentially contribute to an increment level of listening comprehension skills exhibited by students. In addition, if it can be substantiated that having listened to audiobooks is advantageous for struggling readers, then teachers will have additional educational strategy at their disposal to support students in enhancing their listening abilities and their attitudes towards the skill.

The intervention will be implemented out by the researchers at Colegio de Tablas, more precisely with the students of Grade 7 enrolled in sections 1 and 2. Initially, the students will answer a researcher-made pre-test before listening to the audiobook formulated by the researchers. Following that, the students will listen to a local Romblomanon story entitled “Old Awing and the Whale”. After listening to the narrative, the students will be asked to complete a post-test that was designed by the researchers to ensure that they may gauge their level of comprehension.

Conceptual Framework

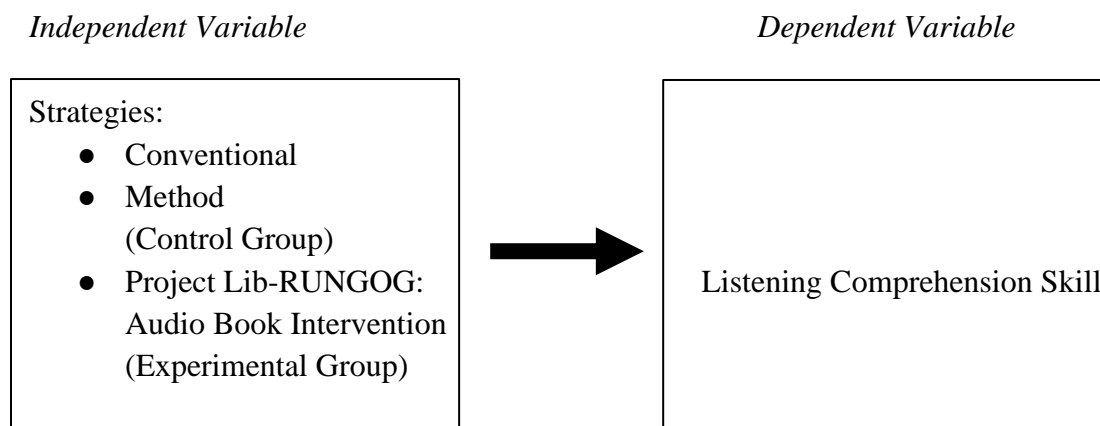


Figure 1. The conceptual framework of the study showing the relationship between the independent and dependent variables of the study

Statement of the Problem

The study aimed to answer the general question “Would the proposed intervention Project Lib-RUNGOG proposal help improve grade seven students’ basic listening comprehension skills?”

Particularly, it sought answers to the following questions:

1. What is the mean scores of the controlled group in terms of:
 - 1.1 Pre-test
 - 1.2 Post test
2. What is the mean score of the experimental group in terms of:
 - 2.1 Pre-test
 - 2.2 Post test
3. Is there a significant difference on the post-test scores of the controlled and experimental groups?

Hypotheses

Null hypotheses:

- There is no significant difference in the mean scores of listening comprehension skills between learners who are employed Lib-RUNGOG Audiobook and those who are not.
- There is no significant difference in decoding skills between learners who are taught using the Marungko Approach and those who are not.

Alternative hypotheses:

- There is a significant difference in phonemic awareness scores between learners who receive the Marungko Approach and those who do not.

- There is a significant difference in decoding skills between learners who are taught using the Marungko Approach and those who are not.

These hypotheses are constructed to serve as the foundation for statistical analysis to determine whether the intervention has a significant impact on the mean scores of the groups being studied. The null hypotheses propose that there is no significant difference between the groups, while the alternative hypotheses suggest that the Lib-RUNGOG Audiobook leads to significant improvements in the students' listening comprehension skills.

Significance of the Study

This study will have a significant impact on the educational landscape especially in the retooling of teachers' skills to improve strategies in equipping students with reading skills. In this way, the students would also be able to enhance their literacy skills. With that goal, the findings of the study will be beneficial to the following:

To the learners. The Lib-RUNGOG Audiobook will greatly help students to better and easily acquire and enhance their listening comprehension skills. Through the utilization of this approach, students can enhance their ability to recognize and understand various sounds. Using the findings of this study, it can be utilized for further adoption of this approach especially to Romblomanon students.

To teachers. Lib-RUNGOG Audiobook offers teachers a practical and evidence-based approach to integrate audiobooks into their teaching methodologies. As an alternative method, the Lib-RUNGOG Audiobook allows teachers to strive to create engaging and innovative resources that foster improved listening comprehension skills among students.

To parents. This study provides parents with insights into an accessible and engaging tool that can complement traditional learning methods, empowering them to make informed decisions about integrating technology into their child's education. This ensures a well-rounded and supportive approach to enhancing listening skills at home. Audiobook-inclined materials, such as Lib-RUNGOG, offer parents a valuable resource for reinforcing listening skills development in a home setting.

To the school administration. The incorporation of the Lib-RUNGOG Audiobook in schools holds considerable significance for school administrators, offering them an opportunity to explore the integration of audiobook platforms into the curriculum. This potential adoption aligns with modern educational approaches, incorporating technology to enhance listening comprehension skills among students. This initiative not only aligns with modern pedagogical approaches but also underscores the administrators' commitment to fostering innovative and effective learning experiences for students.

To future researchers. The findings of this study can significantly influence future researchers by providing a foundation for further exploration and investigation in the realm of technology-assisted language learning. Positive findings from this study could inspire researchers to delve deeper into the specific mechanisms and methodologies that contribute to the success of audiobooks in enhancing listening comprehension skills.

Scope and Limitations of the Study

This study adopts a correlational quantitative approach, utilizing tests for the variables: Lib-RUNGOG Audiobook (independent variable) and the students' listening comprehension skills (dependent variable).

The scope of this study encompasses the following:

1. **Geographic Coverage:** This study centers on Grade 7 students where the Lib-RUNGOG Audiobook and conventional listening technique are implemented.
2. **Academic Levels:** This study involves a particular range of educational levels, such as Grade 7 students, where students are at a critical stage of their academic journey, transitioning to more complex curriculum content and developing advanced language skills.
3. **Data:** This study relies on quantitative data to assess and compare the influence of both the Lib-RUNGOG Audiobook and the conventional listening technique on the students' listening skills.

The limitations of this study include:

1. **External Influences:** The results of this study may be influenced by factors beyond the control of this research such as socio-economic status, students' environment, changes in the curriculum, and other variables that could affect students' literacy development.
2. **Research Constraints:** The study could be limited by constraints such as time, budget, and limited access to a diverse sample of students, which may limit the depth and breadth of this research.
3. **Narrow Focus:** This study specifically centers on the Lib-RUNGOG Audiobook and its impact on listening comprehension skills; therefore, other teaching methods or interventions are not extensively explored.

Definition of Terms

Lib-RUNGOG - An educational intervention designed for enhancing listening comprehension skills through an audiobook. Derived from the terms 'libro' which relates to books and 'runggog' from the Asi Language of Romblon which is related to listening.

Audiobook - An audio recording of a book or literary work, allowing students to listen to the content rather than reading it, often providing an auditory alternative for accessing written information.

Listening - The active process of receiving, interpreting, and understanding auditory information, involving focused attention to spoken language or sounds.

Comprehension - The ability to understand and interpret information presented in various forms, including written, spoken, or visual content, demonstrating a grasp of the underlying meaning.

Auditory - Relating to the sense of hearing, involving the perception, interpretation, and processing of information through sound stimuli.

Differentiated Instruction - An instructional approach that tailors teaching methodologies to accommodate diverse learning needs.

Language - A system of communication using symbols, sounds, or gestures with shared meanings, encompassing written, spoken, and non-verbal forms of expression.

Discourse - Communication and interaction involving language, either written or spoken, contributing to the construction of shared knowledge and understanding.

Spoken Language - Communication using oral expression, encompassing verbal interactions and conversations as a primary mode of conveying meaning.

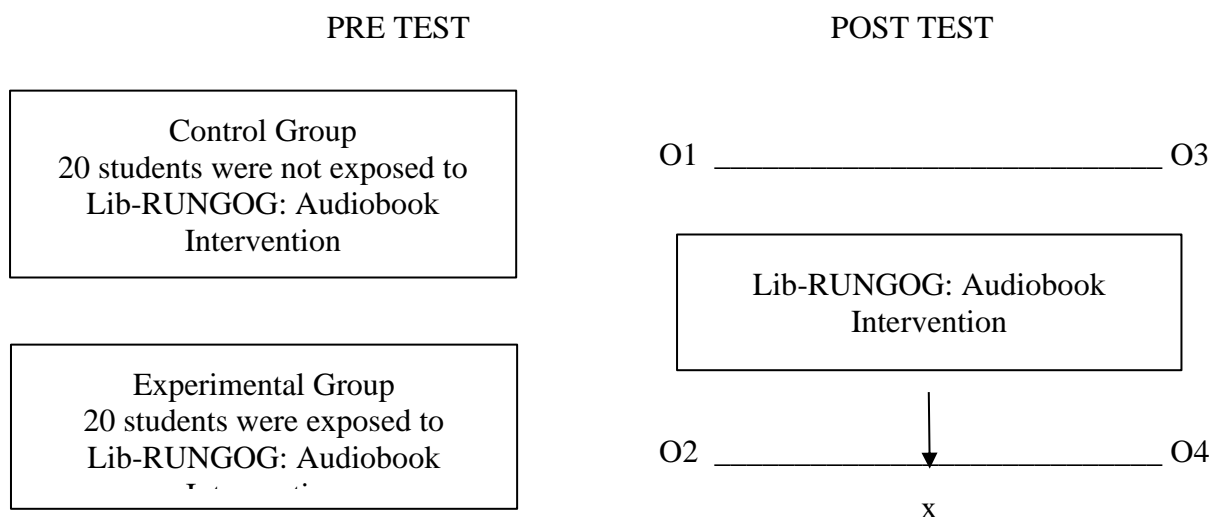
Top-Down Listening - A listening approach where comprehension is achieved by utilizing prior knowledge, context, and expectations to interpret and understand spoken language, emphasizing overall understanding rather than focusing on individual elements.

METHODOLOGY

In this chapter, the researchers discussed the method and procedure used to gather the data needed. A glimpse on how to analyze the results of the study is also shown. This chapter includes the Research Methods, Research Locale and Time of Study, Population and Sample of the Study, Research Procedure, Research Design, and Data Analysis Strategy of the Study.

Research Design

Figure 1: Research Design



where:

- O¹ - Pre-test of the Control Group
- O² - Pre-test of the Experimental Group
- O³ - Post-test of the Control Group
- O⁴ - Post-test of the Experimental Group Audiobook
- X - Lib-RUNGOG: Audiobook Intervention

In this study, the research design used was randomized pre-test post-test control group design because the participants were designated to either be subjected to an intervention (experimental group) or not (control group.) Moreover, the research design provided the researchers with a means of checking whether the two groups were similar if random assignment succeeded in making the two groups equivalent. In order to get

the outcome of the study, the outcome of interest was measured twice employing both the pre-test and post-test strategy.

With this method, the control group was compared to the experimental group in terms of their listening comprehension skills. Both groups exposed to the same conditions except for the intervention program wherein the experimental group was subjected to the Lib-RUNGOG: Audiobook Intervention while the control group was exposed to the traditional listening strategy Randomized pre-test post-test control group design is beneficial in detecting the effect of an intervention and quantifying the intervention's effects on the study outcome.

Samples and Sampling Procedures

Respondents of the Study

The participants (samples) of this action research were forty (40) Grade 7 Junior High School (JHS) students from Colegio de Tablas, during their third quarter of the Academic Year 2023-2024. They were grouped into control and experimental groups through simple random sampling. One section was applied with the Lib-RUNGOG: Audiobook Intervention (Section 1) while the other section was applied with the other conventional listening technique (Section 2).

Sampling Procedure

The researchers randomly selected twenty (20) students from each section through a pure chance selection by drawing cards with their names on it to be the representatives of the entire population. In similar vein, the manner of selecting which section will serve as the experimental or control group was also done through simple random sampling.

Considering all probability sampling procedures, simple random sampling can ensure that the samples have both high internal and external validity because it uses the concept of randomization. Besides, each member of the population has equal chance of being chosen. Simple random sampling is utilized when the researchers seek to create statistical inferences regarding a certain population.

Horton (2022) posited that the use of simple random sampling gives researchers the chance to gauge a subset of samples from a large population size. Similarly, this sampling technique lacks bias and is simple. With the given study, simple random sampling was most fitted to properly obtain the sufficient data for the entire action research.

Table 1: Sample Distribution

Section	Control Group	Experimental Group
1	20	
1		20
Total	20	20

Research Instrument

The instruments used in this action research were the researchers-made audio book in English and local language media and self-made pre-test and post-test items. The audio book was Mother Tongue-Based Multilingual Education (MTB-MLE)- integrated in order to localized the notion of listening comprehension as a macro-skill. Besides, the intervention program was crafted to know if it has significant effect on the students’ listening comprehension ability.

In the conduct of action research, research instruments help in gathering relevant data and inputs which are essential in the field or interest of the given study. Furthermore, a good research instrument leads to a good research result since the medium used is fitted to know if the intervention program is effective or not.

Data Gathering Procedure

Prior to the conduct of the experimental study, the researchers sought approval from the subject teacher and class adviser whose supervision covered the target level and section for both the control and experimental groups which were targeted by the study. Appropriate approval and consent were ensured to avoid discrepancy while in the process of introducing the intervention project in the respective section. Furthermore, the researchers administered the pre-test, post-test, and the intervention program in the target population sample. The data for analysis and interpretation were collected before and after the intervention from among the twenty (20) Grade Seven students in the experimental group (Section 1) and twenty (20) Grade Seven students in the control group (Section 2) which in this case were the pre-test and post-test results.

**Table 2: Data Collection
Randomization**

Control	Experimental
Pre-test	
Utilization of Lib-RUNGOG: Audiobook Intervention	Utilization of the Conventional Listening Strategy
Taking down notes and observations	
Writing reflections	
Estimating students’ mastery level of the macro skill	
Post test	

Data Analysis

The t-test for independent samples was used to compare the pre-test and post-test mean percentage scores of the experimental and control groups because this type of test is applicable in comparing the mean scores of two extreme groups. In addition, the t-test for correlated samples was used to compare the pre-test and post-test mean percentage score of the experimental group and the pre-test and post-test mean percentage score of the control group because it is more advisable to use this types of test in making comparison between the mean scores of groups in a single or correlated group. Consequently, the level of significance employed was 0.05 wherein there was 5% probability of committing type 1 error and 95% certain that the

decision made was correct. To add up, t-test was utilized in this action research to interpret the results of the intervention project applied among the respondents of the experimental group.

Ethical Considerations

In the pursuit of this research, the students', their parents' or guardians', as well as their adviser's free prior and informed consent were sought for. They were assured that all the data retrieved from them was solely used for research purposes only and were guaranteed its confidentiality. More so, their names and identities were kept anonymous.

RESULTS AND DISCUSSION

This chapter presents the obtained results that the researchers have found out after conducting the study. It shows all the results based from the gathering and computation of data using mathematical and statistical formulas. This chapter also includes the subsequent discussion of the results that answers the research objectives.

Findings

A. Mean Scores of the Controlled Croup in Pre and Post Tests

Variables	Mn	SD	t value	t critical	Decision
Pre test scores of Section 2 (Control Group)	24.35	6.95	± 1.3414	± 2.0262	Failed to reject Ho
Post test scores of Section 2 (Control Group)	27.1	5.73			

Table 1. Pre and Post Test Scores Comparison: Control Group (5% Significance Level)

Based on the presented findings, the data suggests that there is no significant difference between the pre test and post test scores of Section 2.

The data shows that the mean of the post test scores of Section 2 which is 27.1 is higher than the mean score of their pre test scores which is 24.35. Also, the standard deviation for the post test which is 5.73 is smaller compared to the pre test which is 6.95. Consequently, the computed t-value of ±1.3414 is lower than the critical t-value of ±2.0262, indicating a significant difference between the means of the tests. Therefore, the null hypothesis will be rejected, suggesting no significant difference in the effectiveness of the conventional reading technique in improving post-test scores for Section 2.

B. Mean Scores of the Experimental Croup in Pre and Post Tests

Variables	Mn	SD	t value	t critical	Decision
Pre test scores of Section 1 (Experimental Group)	25.1	3.21	± 4.7574	± 2.0262	Reject Ho
Post test scores of Section 1 (Experimental Group)	30.3	3.69			

Table 2. Pre Test and Post Test Scores Comparison: Experimental Group (5% Significance Level)

From the results given, the data indicates that there is a significant difference in the pre test and post test scores of the Section 1.

The data indicates that the average post-test score for Section 1 is 30.3, while the average score for the pre-test is 25.1. From this data, it is evident that the mean of the post test scores of the Section 1 is notably higher than the mean score of their pre-test. This suggests a significant improvement or change in performance following the intervention of the Lib-RUNGOG Audiobook. Meanwhile, the standard deviation for their pre test is 3.21 whereas, the post test is 3.69. This discrepancy in standard deviations indicates a greater variability in scores after the intervention or testing period, suggesting a potential widening of the score distribution. Above that, the computed t-value of ± 4.7574 exceeds the critical t-value of ± 2.0262 . This significant difference between the t-value and critical t-value leads to the rejection of the null hypothesis.

C. Significant Difference in Post-Test Mean Scores for the Experimental Group

Variables	Mn	SD	t value	t critical	Decision
Post test (Section 1 - Experimental Group)	30.3	3.69	± 2.1343	± 2.0369	Reject Ho
Post test (Section 2 - Control Group)	27.1	5.73			

Table 3. Post Test Scores Comparison: Experimental and Control Group (5% Significance Level)

The results from the data above indicate that there is an eminent difference in the post-test scores of the Section 1 when comparing to the Section 2. The post test mean for Section 1 is 30.3, surpassing that of Section 2, which stands at 27.1. This implies that, on average, students exposed to the Lib-RUNGOG audiobook achieved higher scores in the post tes compared to those taught using the conventional approach. Section 2 exhibits a higher variability in scores with an SD of 5.73, in contrast to Section 1 with an SD of 3.69. This suggests that the post-test scores for Section 1 are more widely distributed, indicating greater variability, compared to the scores of students using the conventional approach . Furthermore, the t-value obtained from the statistical analysis is ± 2.1343 . When comparing this to the critical t-value of ± 2.0369 , it indicates that the t-value falls within the non-critical region and does not exceed the threshold for statistical significance. Therefore, based on this comparison, the decision made is to reject the null hypothesis.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

In the evaluation of Section 2, the data reflects a shift in mean scores from the pre-test to the post-test phase. The post-test mean score of 27.1 is noticeably higher than the pre-test mean score of 24.35, suggesting an improvement in performance for the students within this section. Despite this improvement, the smaller post-test standard deviation (5.73) indicates a more concentrated distribution of scores around the mean. However, the computed t-value of ± 1.3414 falls below the critical t-value of ± 2.0262 , leading to the rejection of the null hypothesis. This suggests that the conventional reading technique applied in this section did not yield a significant improvement in post-test scores.

In contrast, the examination of data from Section 1 provides valuable insights into the impact of the Lib-RUNGOG Audiobook intervention on student performance. Notably, the post-test mean score of 30.3 stands out as a substantial improvement over the pre-test mean score of 25.1. This discrepancy indicates a marked positive change in the academic performance of individuals in Section 1, underscoring the efficacy of the Lib-RUNGOG Audiobook intervention. The intervention appears to have played a pivotal role in fostering improvements, potentially enhancing comprehension, retention, or other critical aspects of learning within this section.

Furthermore, a closer look at the standard deviations of the pre-test (3.21) and post-test (3.69) scores unveils an interesting aspect of the data. The increase in standard deviation post-intervention suggests a greater variability in scores, hinting at a more diverse range of individual responses to the audiobook. The decisive factor in evaluating the effectiveness of the intervention lies in the comparison of the computed t-value (± 4.7574) surpassing the critical t-value of ± 2.0262 , leading to the rejection of the null hypothesis. This robust statistical evidence reinforces the notion that the Lib-RUNGOG Audiobook intervention had a substantial impact on the academic performance of Section 1, offering a compelling case for the integration of such innovative tools in educational practices.

The comparison between Section 1 and Section 2 in the context of post-test scores provides a compelling narrative about the differential impact of instructional methods. The post-test mean score for Section 1, utilizing the Lib-RUNGOG audiobook intervention, stands significantly higher at 30.3 compared to the post-test mean score of 27.1 for Section 2, which employed a conventional teaching approach. This suggests that, on average, students exposed to the Lib-RUNGOG audiobook achieved higher scores in the post-test, pointing towards the potential efficacy of this innovative teaching tool in enhancing learning outcomes.

However, a closer examination of the data reveals a pattern in the distribution of scores. Section 1, despite its higher post-test mean, exhibits a greater variability in scores as evidenced by a higher post-test standard deviation (3.69) compared to Section 2 (5.73). This indicates that post-test scores for Section 1 are more widely distributed, suggesting a broader spectrum of individual responses to the Lib-RUNGOG audiobook intervention. This heightened variability could be attributed to diverse learning preferences or varying levels of engagement among students in Section 1, emphasizing the need for a nuanced understanding of the factors contributing to this dispersion.

The statistical analysis, comparing the computed t-value of ± 2.1343 with the critical t-value of ± 2.0369 , results in the rejection of the null hypothesis, indicating that the observed differences in post-test scores between Section 1 and Section 2 are statistically significant. This emphasizes the need for a nuanced understanding of the varied responses to instructional methods and highlights the potential of the Lib-RUNGOG Audiobook as an innovative tool for improving academic performance.

Conclusions

The Lib-RUNGOG Audiobook intervention led to a significant improvement in reading comprehension skills in the experimental group (Section 1) compared to conventional method in the control group (Section 2).

Contrastingly, no significant difference was observed in the post-test scores between the experimental and control groups, indicating that both approaches were equally effective in enhancing reading comprehension skills.

The broader implications of this study advocate for the potential effectiveness of innovative tools such as audiobooks in educational practices. However, a key emphasis of the study lies in recognizing the importance of considering individual responses and preferences for successful implementation of such innovative tools.

Recommendations

In light of the findings and conclusions drawn from the study, several recommendations can be made, poised to shape the landscape of educational practices.

The researchers strongly encourage the integration of Lib-RUNGOG Audiobook or similar interventions in educational settings to harness potential improvement in reading comprehension skills. Moreover, the development of individualized learning plans emerges as a pivotal recommendation, recognizing the diverse learning preferences of the students.

Furthermore, the study prompts a call for ongoing research initiatives to delve into the long-term impact of audiobook interventions on reading skills and student engagement. Exploring the sustained effects over extended periods will provide invaluable insights into these interventions and inform future educational strategies. Collaboration should also be established among teachers, parents, and researchers in order to lay groundwork for learners, especially in relation to listening.

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