

**THE IMPLEMENTATION OF AUDIOBOOK FOR TEACHING ENGLISH
SEGMENTAL VOWEL PRONUNCIATION AMONG SENIOR HIGH SCHOOL
STUDENTS**

THESIS



By

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**ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND
TEACHING PROGRAM
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
2026**

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TEACHING PROGRAM**

ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM

MALANG

2026

APPROVAL SHEET

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THE IMPLEMENTATION OF AUDIOBOOK USE ON ENGLISH PRONUNCIATION SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS

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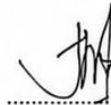
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Appendix :

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To the Dean of Faculty of Tarbiyah and Teacher Training

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In Malang

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APPROVAL

This is to certify that thesis of Dzikri Adip Kurnia has been approved by the advisors for the further approval by the board examiners.

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DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 5 Mei 2026

The researcher,



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MOTTO

“Endure and survive”

DEDICATION

I would like to dedicated this thesis to my beloved father, Edi Mariadi, and my beautiful mother, Qomariyah, for unwavering love, support, prayers, and sacrifices that shaped who I am today. Your love and guidance are the foundation for all my achievements. And to my brother and my sister for their encouragement. I would also dedicated this thesis to Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed as my advisor for het guidance, wisdom, and steadfast supervision throughout this work. Your valuable insights and support have been truly meaningful in the completion of this work. Thank you all for being part of my academic journey.

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Praise be to Allah SWT, whose grace and guidance, the researcher was able to complete the final assignment entitled “*The Implementation of Audiobook for Teaching English Segmental Vowel Pronunciation Among Senior High School Students*” May prayers and greetings always be poured out upon the Prophet Muhammad SAW, as a perfect role model in terms of sincerity, wisdom, and compassion.

The completion of this final assignment would not have been possible without the help, encouragement, and prayers of many parties. Through this gratitude, the researcher would like to express her deepest appreciation and gratitude to all parties who have contributed directly or indirectly during this research journey. With all humility, the researcher would like to express her deepest gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si as the Rector of Islamic State University of Maulana Malik Ibrahim Malang.
2. Dr. H. Muhammad Walid, MA as the Dean of Tarbiyah and Teacher Training Faculty.
3. Maslihatul Bisriyah, M.TESOL as the Head of English Education Department.
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Finally, the researcher realized that this thesis is not perfect. Suggestions and constructive criticism are most welcome. Hopefully, this thesis can be beneficial and provide insight for readers, as well as for the researcher, personally.

Malang, 5 Mei 2026

Researcher



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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a) = a^ˆ

Long Vocal (i) = i^ˆ

Long Vocal (u) = u^ˆ

C. Dipthong Vocal

أو = aw

أي = ay

أُ = u^ˆ

إي = i^ˆ

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ABSTRACT

Kurnia, Dzikri Adip. 2026. The Implementation of Audiobook Use on English Pronunciation Skills Among Senior High School Students. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Key Word: Audiobook-Based Learning, Segmental Pronunciation, Vowel Accuracy, Pronunciation Skills, English Learning.

This study aimed to explore the implementation of audiobook-based learning in supporting students' segmental pronunciation accuracy, particularly vowel pronunciation, among senior high school students. The research employed a qualitative case study design involving classroom observation and student interviews to collect the data. The implementation of audiobook-based learning was conducted through several instructional stages, including pre-listening explanation, guided listening, repetition, shadowing activities, and pronunciation drills. The results showed that students who listened to audiobooks were more accurate in producing English vowels. Observations in the classroom indicated that students were actively involved, more focused and more engaged in the learning process. In addition, the interview findings showed that the students observed improvement in distinguishing long and short vowel sounds, speaking words more clearly and gaining confidence in speaking English. The study also revealed that teacher guidance and corrective feedback played an important role in supporting students during the pronunciation practice. In addition, the exposure to audio and the repeated imitation activities had a positive contribution to the students' phonemic awareness and pronunciation development. While the study was constrained to a specific classroom context and focused mainly on vowel pronunciation, the findings suggest that audiobook-based learning can serve as an effective supplementary approach for improving students' segmental pronunciation skills in English learning.

الملخص

كورنيا، ذكرى أديب. 2. تطبيق استخدام الكتب الصوتية في مهارات النطق باللغة الإنجليزية لدى طلاب المرحلة الثانوية. بحث جامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرفة: البروفيسورة الدكتورة الحاجة ليكي راسكوف أوكتابيرلينا، ماجستير التربية

الكلمات المفتاحية: التعلّم القائم على الكتب الصوتية، النطق المقطعي، دقة نطق حروف العلة، مهارات النطق، تعلم اللغة الإنجليزية.

هدفت هذه الدراسة إلى استكشاف تطبيق التعلّم القائم على الكتب الصوتية في دعم دقة النطق المقطعي لدى طلاب المرحلة الثانوية، وخاصة نطق حروف العلة. اعتمد البحث تصميم دراسة حالة نوعية تضمنت المراقبة الصفية ومقابلات مع الطلاب لجمع البيانات. وتم تنفيذ التعلم القائم على الكتب الصوتية من خلال عدة مراحل تعليمية، بما في ذلك الشرح قبل الاستماع، والاستماع الموجه، والتكرار، وأنشطة التكرار الصوتي، وتمارين النطق. وأظهرت النتائج أن الطلاب الذين استمعوا إلى الكتب الصوتية كانوا أكثر دقة في نطق حروف العلة الإنجليزية. وأوضحت الملاحظات الصفية أن الطلاب شاركوا بنشاط، وكانوا أكثر تركيزاً وانخراطاً في عملية التعلم. بالإضافة إلى ذلك، أظهرت نتائج المقابلات أن الطلاب لاحظوا تحسناً في التمييز بين أصوات الحروف المتحركة الطويلة والقصيرة، وتحديثاً بكلمات أكثر وضوحاً واكتسبوا ثقة في التحدث باللغة الإنجليزية. كشفت الدراسة أيضاً أن توجيه المعلم والتغذية الراجعة التصحيحية لعبتا دوراً مهماً في دعم الطلاب أثناء ممارسة النطق. بالإضافة إلى ذلك، كان للتعرض للصوت وأنشطة التقليد المتكررة مساهمة إيجابية في وعي الطلاب بالصوتيات وتطور نطقهم. في حين أن الدراسة اقتصر على سياق صف دراسي محدد وركزت بشكل أساسي على نطق حروف العلة، تشير النتائج إلى أن التعلم القائم على الكتب الصوتية يمكن أن يكون نهجاً تكميلياً فعالاً لتحسين مهارات النطق المقطعي لدى الطلاب في تعلم اللغة الإنجليزية.

ABSTRAK

Kurnia, Dzikri Adip. 2026. The Implementation of Audiobook Use on English Pronunciation Skills Among Senior High School Students. Thesis, English Education Department. Faculty of Education and Teacher Training. The Islamic State University of Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Kata Kunci: Pembelajaran Berbasis Audiobook, Pelafalan Segmental, Ketetapan Vokal, Keterampilan Pengucapan, Pembelajaran Bahasa Inggris.

Penelitian ini bertujuan untuk mengeksplorasi implementasi pembelajaran berbasis audiobook dalam mendukung ketepatan pelafalan segmental siswa sekolah menengah keatas. Penelitian ini menggunakan desain studi kasus kualitatif dengan observasi kelas dan wawancara siswa sebagai teknik pengumpulan data. Implementasi pembelajaran, yaitu penjelasan pra-menyimak, menyimak terpandu, pengulangan, kegiatan shadowing, dan latihan pelafalan. Hasil penelitian menunjukkan bahwa siswa yang mendengarkan buku audio lebih akurat dalam mengucapkan vokal bahasa Inggris. Pengamatan di kelas menunjukkan bahwa siswa terlibat secara aktif, lebih fokus, dan lebih antusias dalam proses pembelajaran. Selain itu, temuan wawancara menunjukkan bahwa siswa mengalami peningkatan dalam membedakan bunyi vokal panjang dan pendek, mengucapkan kata-kata dengan lebih jelas, serta semakin percaya diri dalam berbicara bahasa Inggris. Studi ini juga mengungkapkan bahwa bimbingan guru dan umpan balik korektif memainkan peran penting dalam mendukung siswa selama latihan pengucapan. Selain itu, paparan terhadap audio dan kegiatan meniru yang berulang memberikan kontribusi positif terhadap kesadaran fonemik dan perkembangan pengucapan siswa. Meskipun demikian, studi ini terbatas pada konteks kelas tertentu dan berfokus terutama pada pengucapan vokal, hasil penelitian menunjukkan bahwa pembelajaran berbasis audiobook dapat menjadi pendekatan pendukung yang efektif untuk meningkatkan keterampilan pelafalan segmental siswa dalam pembelajaran bahasa Inggris.

CHAPTER I

INTRODUCTION

A. Background of Study

English Language Teaching (ELT) in Indonesia is crucial for preparing students to confront the increasingly globalized world. The four basic language skills to be learned in English instruction at the senior high school level are listening, reading, writing, and speaking. The most difficult skill for the students is speaking because of the pronunciation problems. Pronunciation is a basic sub-skill of speaking, including the accurate pronunciation of individual sounds (segmental features) and the accurate use of stress, rhythm and intonation (suprasegmental features), which are essential for comprehensible communication (Mäkinen, 2021).

This study focus is on segmental pronunciation. Specifically, the correct pronunciation of phonemes of senior high school students This study explores the use of audiobooks as a learning tool to improve students' segmental pronunciation skills via rich and consistent input from native or fluent speakers. Audiobooks provide students with authentic exposure to correct pronunciation patterns through repeated listening and guided practice, and may help to tackle some common challenges in English speaking proficiency. As the Qur'an says, "Or a little more—and recite the Quran 'properly' in a measured way." (Surah Al Muzzalimmil 73:4)

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا ﴿٧٣﴾

This verse emphasizes the importance of accurate pronunciation, not only in religious contexts but also in language learning, as it encourages learners to practice deliberately and focus on the sounds and rhythms of the language.

Pronunciation is an essential component of English language learning because it directly affects intelligibility and communication. Learners may possess adequate vocabulary and grammatical knowledge, but communication can still be hindered when words are pronounced inaccurately. Yulianti et al. (2025) explains that among the various aspects of pronunciation, segmental pronunciation, particularly vowel sounds, often presents challenges for English as a Foreign Language (EFL) learners. English contains a variety of vowel sounds that do not exist in many learners' first languages, making it difficult for students to distinguish and produce them accurately. As a result, pronunciation instruction has become an important part of English language teaching, especially for learners who have limited exposure to authentic spoken English outside the classroom.

In Indonesian EFL classrooms, pronunciation instruction is often integrated into speaking activities. However, it frequently receives less attention than other language skills. Tiwari (2023) stated that traditional classroom practices tend to emphasize vocabulary, grammar, reading, and writing, while opportunities for students to listen to authentic pronunciation models and practice specific speech sounds remain limited. Consequently, students may struggle to identify differences between English vowel sounds and may lack confidence when pronouncing English words. These challenges highlight the need for learning resources that can provide students with repeated exposure to

authentic spoken English and opportunities to engage actively with pronunciation practice.

The development of digital technology has introduced various learning resources that can support language learning, one of which is audiobooks. Audiobooks provide learners with access to spoken language produced by fluent speakers, allowing them to hear authentic pronunciation, stress patterns, rhythm, and intonation. Unlike traditional printed texts, audiobooks combine language input with auditory exposure, enabling learners to listen to the pronunciation of words repeatedly. In language learning contexts, audiobooks have become increasingly popular because they are accessible, flexible, and capable of providing authentic listening experiences that can be integrated into classroom instruction (Alone, 2023).

Previous studies have widely investigated the use of audiobooks and audio-based learning media in EFL classrooms, particularly for improving listening comprehension, vocabulary acquisition, reading comprehension, and learner motivation. Studies conducted by Melani (2018), Herlyanti et al. (2023), and other researchers primarily focused on the contribution of audiobooks to receptive language skills and the development of instructional media. Although these studies acknowledged that audiobooks provide learners with exposure to authentic pronunciation models, they did not specifically examine how audiobooks are implemented to support pronunciation instruction in classroom contexts. Furthermore, limited research has explored the use of audiobooks for teaching segmental pronunciation, particularly English vowel sounds, among senior high school students in Indonesia. Therefore, a gap remains in

understanding the classroom implementation process, the learning activities employed, and students' experiences when audiobooks are used as a pronunciation learning medium. This study addresses that gap by investigating the implementation of audiobook use in teaching English segmental vowel pronunciation and exploring how students engage with audiobook-based pronunciation activities in a senior high school EFL classroom..

Despite the growing use of audiobooks in educational settings, limited research has explored how audiobooks are implemented as a medium for teaching pronunciation, particularly segmental vowel pronunciation, in senior high school classrooms. Masykuri et al. (2023) explores the potential benefits of authentic audio exposure but provide little information about the actual classroom practices, learning activities, teacher roles, and student experiences involved in audiobook-based pronunciation instruction. As a result, there remains a need to investigate how audiobooks are integrated into pronunciation learning and how students engage with such activities in authentic classroom contexts.

Based on preliminary observations and classroom experiences, audiobook-based pronunciation learning involves a variety of instructional practices, including guided listening activities, repetition exercises, shadowing techniques, teacher feedback, and pronunciation drills. These activities encourage students to listen carefully to pronunciation models, imitate target sounds, and participate actively in classroom interactions. Furthermore, students' responses during learning activities indicate that audiobooks may create an engaging learning environment that promotes participation and confidence

during pronunciation practice. Exploring these classroom processes is important for understanding how audiobooks function as a learning medium within pronunciation instruction (Rahayu et al. 2025).

Therefore, this study investigates the implementation of audiobook use on English pronunciation skills among senior high school students, with particular attention to segmental vowel pronunciation. Using a qualitative case study approach, the study seeks to describe how audiobook-based pronunciation instruction is conducted in the classroom and to explore students' experiences during the learning process. The findings are expected to contribute to the growing body of knowledge regarding pronunciation instruction and provide practical insights for English teachers who wish to integrate audiobooks into classroom learning activities.

B. Research Questions

From the above-provided background information, the research question that will be investigated in this study is:

1. How are audiobooks implemented in teaching English segmental vowel pronunciation among senior high school students?
2. How do students respond to the implementation of audiobooks in learning English segmental vowel pronunciation?

C. Research Objective

The purpose of this research is:

1. To describe the implementation of audiobooks in teaching English segmental vowel pronunciation among senior high school students.

2. To explore students' responses toward the implementation of audiobooks in learning English segmental vowel pronunciation.

D. Scope and Limitation of Study

The scope of pronunciation in this study is limited to segmental pronunciation, particularly English vowel sounds, including front vowels, central vowels, and back vowels. The study does not investigate other aspects of pronunciation such as consonant sounds, stress, rhythm, intonation, or other suprasegmental features.

E. Research Significance

a. Students

This research can serve as a model for pronunciation training for learners, focusing on phonemes that are frequently mispronounced in the English language. Audiobooks offer an effective means for improving pronunciation, allowing learners to be exposed to native models, improve listening skills, and gain confidence from consistent practice. Such material facilitates independent learning and promotes learner autonomy.

b. Teachers

As far as teachers are concerned, the research provides useful insights that will help them apply practical solutions for conducting phoneme training based on audiobooks. Audiobooks are helpful when teachers need to enhance their pronunciation classes with supplementary tools and provide differentiation of instructions according to individual learners' preferences. Additionally, the use of audiobooks enables the promotion of learner independence, expands practice outside of class, and increases the

effectiveness of the teaching process. Overall, incorporating audiobooks into the process of learning is highly beneficial both for teachers and learners.

c. Policy Makers

These results will be useful in making decisions about incorporating audiobooks into the curriculum as an additional material for pronunciation improvement, since currently speaking skills have some deficiencies. These findings may help to make policies regarding financial assistance for the purchase of learning materials and training of the teachers in pronunciation skills training.

d. Researchers

This research can help pave the way for future studies on the relationship between technology and language learning. It may encourage researchers to pursue other areas of study, including ways to enhance the use of audiobooks through the application of particular teaching methods or comparing their benefits with those of other electronic mediums.

F. Definition of Key Terms

To avoid misunderstanding and ensure clarity in interpreting the concepts used in this study, the following key terms are defined operationally:

1. Implementation: refers to the process of applying audiobooks as a learning medium in classroom pronunciation instruction.
2. Audiobooks: refers to digital audio recordings of written texts read aloud by a narrator.

3. Segmental pronunciation: refers to the production of individual speech sounds, including vowels and consonants.
4. Vowel sounds: refers to speech sounds produced without significant obstruction of airflow in the vocal tract.

CHAPTER II

LITERATURE REVIEW

The literature review section presents several key elements. There is the theoretical foundation that is related to the topic being researched, thereby making sure that there is enough background knowledge about the ideas that are covered in the research. Moreover, there are the results of earlier works that need to be considered and incorporated into the present research, as well as the gaps that need to be filled by the research.

Pronunciation refers to the entire process of uttering, receiving, and understanding oral language. It is an essential part of good communication because it includes the production of sound as well as the ability of listeners to understand it correctly. Proficiency in pronunciation guarantees clear and understandable speech, thus fostering successful interaction in any language situation. The need for a combination of listening and speaking elements in pronunciation education has been stressed by recent studies, showing how technology may assist learners in improving their sound production skills (Sun, 2023).

Suprasegmental phonetics is defined as the elements of phonetic realization that are above the level of the single phoneme, namely the tone, stress, rhythm, and general melody of speech. It should be noted that these components are vital for conveying emotions and emphasis and thus making the communication more meaningful and natural. As a rule, the correct use of suprasegmentals significantly enhances understanding and helps achieve better fluency (Lasi, 2020). Through learning how to utilize this set of speech elements, one can successfully deliver his message effectively and naturally.

Segmental pronunciation refers specifically to producing sounds (or phonemes) accurately, this includes producing vowels correctly as well as consonants. Segmental pronunciation involves carefully adjusting our articulatory apparatus to produce clearly distinct sounds that are properly aligned with the phonetic characteristics of the target language. Authors highlight that even a minor change in segmental pronunciation can create a very large misunderstanding; thus, segmental pronunciation is one of many areas that should be carefully studied by individuals learning a second language (Catford & Pisoni, 2026). Segmental pronunciation is a major area of study within both phonetics and phonology, because proper segmental pronunciation forms the basis for clear, accurate, and communicative speech.

The main emphasis of this case study is to conduct detailed analyses of segmental pronunciation while still acknowledging that suprasegmental features, like the pitch patterns associated with volume variation when speaking (intonation and rhythm), influence both the naturalness of spoken words and add emotional expressiveness to voice. The current study will specifically examine the role of audiobooks in aiding senior high school students in producing individual phonemes accurately. By isolating segmentals only, the current research will be able to provide a more comprehensive understanding of how focused practice can result in actual improvements in producing accurate sounds based on evidence from recent studies which demonstrate the effectiveness of using digital resources and targeted feedback during language learning (Nosirova, 2023).

A. Segmental Pronunciation

Segmental pronunciation refers to how we produce and understand individual speech sounds (i.e. vowels and consonants) that comprise spoken language; these are known as the fundamental units of language (Nazzi & Cutler, 2019). The specific study of segmental pronunciation focuses on the articulatory and acoustic characteristics of each segment or speech sound. Many researchers have sought to better understand how learners acquire speech sounds and how differing articulation performance relates to overall intelligibility. Research conducted within this area has been used to help both first/second language learners develop clearer and more accurate speech production patterns, as well as to inform educational methodologies by identifying specific sounds or combinations of sounds that are difficult for learners to produce (Kirkova-Naskova, 2019).

Due to Bahasa Indonesia having more complicated vowel pronunciation, vowel pronunciation is oftentimes harder than consonant pronunciation. In general, Bahasa Indonesia has a relatively simple vowel system, featuring five (5) single vowels: /a/, /i/, /u/, /e/, and /o/, whereas English consists of approximately twelve (12) single vowels and eight (8) double vowels that differ from one another in tongue position, as well as their position in the mouth and their degree of length, tension and sound quality. This difference can lead to confusion and result in an error in substitution when an Indonesian student attempts to pronounce English words. (Sugiarto, 2024).

IPA Symbol	Example Word(s)	Vowel Type	Vowel Length
/i:/	<i>see, sheep, beat</i>	Monophthong	Long (tense)
/ɪ/	<i>sit, ship, bit</i>	Monophthong	Short (lax)
/e/	<i>pen, bed, said</i>	Monophthong	Short
/æ/	<i>cat, man, black</i>	Monophthong	Short
/ʌ/	<i>cup, luck, love</i>	Monophthong	Short
/ɜ:/	<i>bird, word, learn</i>	Monophthong	Long (tense)
/ə/	<i>ago, teacher, about</i>	Monophthong	Short
/u:/	<i>blue, food, shoe</i>	Monophthong	Long (tense)
/ʊ/	<i>book, put, foot</i>	Monophthong	Short (lax)
/ɔ:/	<i>door, short, talk</i>	Monophthong	Long (tense)
/ɒ/	<i>cot, dog, stop</i>	Monophthong	Short
/ɑ:/	<i>car, father, start</i>	Monophthong	Long (tense)
/eɪ/	<i>say, day, eight</i>	Diphthong	Long (gliding)
/aɪ/	<i>my, five, buy</i>	Diphthong	Long (gliding)
/ɔɪ/	<i>boy, toy, coin</i>	Diphthong	Long (gliding)
/aʊ/	<i>now, house, down</i>	Diphthong	Long (gliding)
/əʊ/	<i>go, home, show</i>	Diphthong	Long (gliding)
/ɪə/	<i>ear, idea, near</i>	Diphthong	Long (gliding)
/eə/	<i>hair, fair, there</i>	Diphthong	Long (gliding)
/ʊə/	<i>pure, tour, sure</i>	Diphthong	Long (gliding)

The importance of segmental pronunciation in terms of achieving successful communication through speaking a second language cannot be overstated. Many L2 learners have difficulty producing sound contrasts that occur in the L2 but not in their L1. This can contribute to a great deal of miscommunication, despite their strong grasp of other language elements such as grammar and vocabulary. Current research indicates that the ability to produce segmental sounds accurately is very important for increasing the intelligibility of an L2 speaker and that improved intelligibility will result in greater success with everyday communication (Carrel, 2023). Furthermore, based on current research, it is clear that the ability to master segmental sounds goes beyond the linguistic aspect of sound production to include the social function of sounds as used in the L2 language.

Pedagogical research is also focused on teaching segmental pronunciations effectively through a variety of pedagogical approaches designed to improve learners' sensitivities to target sounds as well as their ability to produce those sounds accurately. More recently, Catford & Pisoni (2026) has added to this body of work by discussing techniques for integrating auditory discrimination training with specific pronunciation training. Additionally, Catford & Pisoni's work demonstrates that segmental features can also be taught to learners in the classroom and significantly assist them in addressing some of the unique challenges they face when pronouncing non-native segmental sounds.

In recent years, there has been significant progress made in research methodologies which has greatly improved our understanding of the

complexity of segmental pronunciation. Many studies have been combining traditional phonetic analysis with modern technologies such as ultrasound imaging and computer assisted pronunciation training, allowing for a more comprehensive understanding of how speech is produced from multiple perspectives. For example, Bogach et al. (2021) have shown that these new technologies not only help us to better understand the segmental aspects of speech, but they also provide feedback to the learner, enabling a more interactive and data driven process when it comes to learning how to properly pronounce a word.

In addition many authors are starting to write about how segmental and suprasegmental components of pronunciation interact with each other. When looking at purely segmental pronunciation (i.e., the production of individual sounds), it is important to consider how they interact with the prosodic characteristics of speech, such as its intonation, rhythm, and stress. Integrative studies of these two components show that producing speech that is maximally intelligible usually involves a good combination of both segmental and suprasegmental components. As a result, educators and researchers are encouraged to examine how their studies of producing isolated sounds fit into the larger context of producing fluent speech. (Yenkimaleki & van Heuven, 2021).

Recent developments in the field suggest powerful effects on the future creation of instructional resources and assessment instruments to support targeted practice of segmental pronunciation. Computer-assisted pronunciation training innovations (e.g. auditory and visual feedback

methods) allow learners to calibrate their production of sounds accurately. These resources are now being integrated into language learning programs and mobile app development, possibly transforming the landscape of how pronunciation is taught and assessed. The research of Ordóñez Procel et al., among many others, suggests that the continued integration of technology will further improve pronunciation instruction efficacy, enhancing individualized and effective learning opportunities.

B. Audiobook

Audiobooks are basically sound recordings of written works read out loud which gives you an auditory experience of books and other written materials. Audiobooks serve many purposes as a source of entertainment, as well as education, and can be used in place of conventional methods of reading (but need not rely on paperback or hardcover books). Audiobooks appeal to a variety of user communities, including people who travel by car (or public transportation), learning a new language, and people who cannot read due to visual disabilities. With the advent of digital technology plus how media is consumed, audiobooks are no longer just on cassette tapes or compact discs, but have transitioned into a rich digitally distributed ecosystem that can be served to multiple device types or platforms (Elleström, 2021).

Technological development and the changing habits of consumers have been the key drivers in the evolution of audiobooks over the last few decades. Audiobooks originally were comprised of analog recordings, but the emergence of digital recording and streaming technology has greatly

improved the quality and quantity of audiobooks available. Digital formats enable publishers to make audiobooks available in a significantly wider distribution and include features that improve the overall audiobook experience, such as variable speed playback and the ability to use bookmarks while listening to an audiobook. According to researchers Have and Pedersen (2020), the introduction of digital technology has changed how audiobooks are produced and consumed and, therefore, audiobooks are considered a significant part of the multimedia landscape occupied today.

Narrating and producing an audiobook is more complicated than it appears. Along with selecting a text, one must choose a voice actor who is able to fluently deliver the text while adding meaning through emotion and pacing so the listener enjoys listening to the story being told. Once the voice actor's performance is recorded, the technical staff will edit and master the voice recording and, in some cases; the producer will add additional elements like sound effects and/or music to the story's production. The creation of a professionally produced audiobook today utilizes advanced digital recording technology, according to Kanwal (2024), which has consistently improved both the quality of audiobooks and the expectations of listeners as time goes by.

Once created, audiobooks can be distributed throughout numerous digital channels, such as dedicated subscription services, as well as traditional online retailers and mobile applications. Because of this, users can stream or download audiobooks on demand with great convenience and flexibility. The digital distribution model provides not only a more extensive

potential audience for any particular title, but it also opens up the opportunity for seamless integration of audiobooks with various forms of digital media, like e-books and podcasts. Lamdan et al. (2023) have demonstrated that the continuous growth of these distribution platforms allows for increasing access to and engagement by consumers in both production and consumption levels.

Through technological advancements, the enhancement of the audiobooks continues to evolve, providing users with distinctive options regarding how they want to utilize their audiobooks through interactivity and personalization. Many audiobooks produced today (especially those via app) are giving their listeners the opportunity to adjust the playback speeds of the audiobooks, create personalised bookmarks, and also access the additional, supportive material (such as the authors' interviews, detailed summaries, etc.) associated with that particular audiobook. This type of enhancement allows audiobooks users to modify their listening experience based on their preferred method of learning or entertainment and has also been a primary reason why audiobooks have been accepted by so many varied audiences (Katherine and Alexandro 2024). The paradigmatic change in how audiences engage with audio content is attributed in part to innovation and technology (Katherine and Alexandro 2024).

Audiobooks are no longer just an entertainment source; they are now viewed by many as an educational and cultural resource as well. Audiobooks are available in a format that is accessible to everyone and can assist with literacy and understanding, particularly for those who have

difficulties with standard printed material. Audiobooks have also been used to enhance language acquisition in classrooms as a way of supplementing traditional teaching methods by providing a different medium that can be utilized by different learners. Many of these benefits have been noted in many different areas of industry discussion and analysis of the benefits of audiobooks in promoting inclusivity and lifelong learning.

C. Audiobook to Improve Pronunciation

Audiobooks have become increasingly popular as a resource for learners to work on their pronunciation through finding various forms of literature and other types of media in auditory formats. Research conducted recently supports the use of audiobooks for two primary purposes: first, they provide access to a resource that learners may wish to study, and second, when included as part of an all-encompassing language program, they can assist learners in improving their pronunciation (Saadia, 2023). Researchers believe that the ability to fully engage in the content and immersion in the language provided through the use of audiobooks enables learners to concentrate on both the rhythm and phonetic aspects of the spoken word and develop their ability to discriminate between different sounds and pronounce words accurately.

There are several approaches to effectively implement audiobooks in language acquisition, especially for learners looking to fine-tune their pronouncing abilities. Researchers suggest that learners should implement various forms of active listening while using audiobooks; they recommend listening to the same section of an audiobook multiple times along with

using the written text to help reinforce what has been heard visually. The dual coding of information through listening and seeing is thought to allow learners to gain a clearer understanding of how certain sounds are made and aid them when trying to develop correct intonation and stress. Recent literature has also shown that shadowing techniques, where learners repeat what the narrator says in the same time frame as it is spoken, improve pronunciation accuracy as well as promote confidence in oral communication (Yao, 2022).

In addition to general techniques for improving pronunciation via audiobooks, other specialized methods have been created. The process of breaking speech down into smaller parts will allow learners to pay more focused attention to each component of the speech sounds being practiced (i.e., sound and syllable). In a great deal of practice and by repeatedly listening to these broken-up pieces of speech, learners will find themselves being able to distinguish vowel sounds and consonant sounds more easily. Research has shown that by performing systematic repetitions, learners improve their ability to produce speech sounds; this conclusion is backed-up via a number of recent systematic literature reviews in the field (Mirzayev, 2024).

With the advancement of technology, audiobooks have become much better resources for learners to improve their pronunciation skills. Nowadays, most digital platforms include new and updated ways to help learners listen to audio. The current interactive features allow users to change the speed of playback, use integrated transcripts, and receive

immediate feedback (real-time) based on what they are currently listening to using voice recognition technology. These upgraded tools give learners the ability to create their own learning environment (listen at their own pace), practice at their own speed and receive immediate negative feedback for any errors they made while trying to pronounce a word. Results of empirical studies suggest that the introduction of these technological improvements has resulted in higher learner engagement. Additionally, learners consistently and measurably improve their ability to pronounce correctly due to the use of technology (Rana et al., 2024).

Audiobooks are used to develop pronunciation through non-technical (cognitive and pedagogical) methods in addition to using audiobook technology. Phonemic awareness and auditory processing are enhanced through echoing phrases, as well as using prosody (intonation and rhythm) to help learners internalize a natural flow of the language in order to obtain native-like pronunciation. In previous studies, it has been found that when learners are provided with an accurate model of pronunciation and have had the opportunity for guided practice, learners show improvement in both their phonetic accuracy and their overall ability to communicate effectively (Johnson, 2024).

Additionally, digital learning resources have transformed the way learners engage with audiobooks by introducing new teaching strategies focusing on improving pronunciation. One effective example is using interactive listening exercises that allow learners to listen to their recorded responses against those provided by expert narrators. These exercises

promote self-monitoring and reflection while providing individualized feedback about how well an individual has performed. Combining traditional audiobook listening and a digital feedback loop offers new avenues for possible research and practice because it synergistically merges the auditory immersive nature of audiobooks with modern assessment methods (Kosch et al., 2024).

According to current research, advancements in technology and teaching methods will lead to a more advanced future of pronunciation training using audio books. Researchers are currently evaluating how artificial intelligence and machine learning will provide more detailed feedback about the pronunciation of learners, and how these types of technologies can be utilized to create individualised learning (Betaubun et al., 2023). This forward-thinking vision describes the transformation of integrating audio book learning with advanced digital technology and providing learners the means to develop their pronunciations through an engaging and independent process.

D. Previous Research

Previous studies have widely explored the use of audiobook and audio-based media in EFL classrooms, particularly in relation to the development of receptive language skills. These studies consistently indicate that audiobooks provide learners with exposure to authentic spoken English and support comprehension through prosodic features such as intonation, stress, and rhythm.

According to Melani (2018), a study found that the implementation of audiobooks improved seniors' comprehension of narrative texts and vocabulary. It was also determined that listening to audiobooks while reading assisted in following the text flow and provided students with increased engagement. While exposure to native-like models supported implicit pronunciation features, the study did not measure students' pronunciation accuracy or progress as a factor in their learning; rather, emphasis was on comprehension rather than production.

A different research project studied how to improve high school students' listening comprehension through the use of the VoA Learning English App in a Classroom Action Research model. The results showed that after listening to authentic audio resources multiple times, students improved dramatically in their listening comprehension scores as well as in their desire to learn. One of the findings of this research was that the application performed well when used strictly as a means of providing more opportunities for the students. This research study did not examine how the repeated use of authentic audio resources increased the students' spoken English pronunciation or their ability to speak English.

Herlyanti et al. (2023) created an audiobook called Let's Listen for use in teaching listening comprehension to 11th-grade students using the ADDIE model and a developmental research model, which included needs analysis, material development, and product development. It was found that the audiobook was feasible, enjoyable to use, and aligned with the requirements of the 2013 Curriculum. While the study recognized the

potential of audiobooks to help develop skills in pronunciation, the authors stated that they focused more on usability and listening comprehension than on empirically evaluating the results of pronunciation development.

Audiobooks and audio-based learning tools have been shown through numerous studies to improve student performance in both reading and listening comprehension, motivation and provide authentic linguistic input; however, the majority of current literature focuses only on receptive skills and instructional media/equipment development, with relatively little empirical evidence regarding the effects of audiobooks on pronunciation of words as a productive oral skill that typically requires precise production of sounds.

There is simply no research available on using audiobooks to improve senior high school students' English pronunciation skills. Prior research where research on pronunciation has been studied, has focused mainly on the metrics of comprehension and cost of material. This study seeks to investigate pronunciation as the primary outcome, and find out how the use of audiobooks impacts students' ability to pronounce English words. This will add to the literature on using audiobooks for developing English pronunciation skills among learners of English as another language.

E. Framework of Thinking

This study takes an approach that uses digital audio tools and active learning methods together in order to help Senior High School students improve their segmental pronunciation proficiency. Previous attempts through traditional teacher-centered methods were not able to supply

students with focused practice on producing the correct phonemes. By utilizing the authentic, native-like pronunciation that is provided through the use of audiobooks, this study introduces new ways for students to participate in their own learning. The study will encourage active participation through structured activities such as guided listening, shadowing, and targeted pronunciation drills to convert the listening of the audiobooks into a more interactive and useful tool for effectively improving the students' ability to produce the specific sounds accurately. The study will not only bridge the gap between having access to a native speaker's pronunciation but also effectively apply that model within the classroom environment with the end result being a significantly higher level of student success.

The core concept of this framework is the idea that audiobooks provide learners with many real-life examples of the pronunciation of authentic language, which is essential for developing proper pronunciation skills. Based on input enhancement theory and auditory discrimination research, this framework suggests that when learners have the opportunity to hear authentic native speaker models repeatedly and with a concentrated focus, they will develop a heightened sensitivity to the subtle differences in pronunciation that exist between sounds. The various digital enhancements offered (ability to adjust playback speed and access transcripts) make the material available for customization resulting in the learner having access to the information to suit their own needs. This provides support for the development of segmental pronunciation skills and helps learners to

internalize the rhythm, stress and intonation patterns that are used in fluent speech. In addition, this framework represents a shift away from the traditional use of memorization as a method of acquiring language knowledge and an emphasis on providing a personalized, technology-enhanced learning process.

In addition, the framework includes pedagogical methods that encourage learners to participate in the learning experience. Shadowing and segmentation exercises will help learners break their speech down into smaller chunks, allowing them to pay attention to how they pronounce each of the sounds they are trying to learn. After imitating the longer sound units of speech for a period of time, the learners' ability to hear and accurately reproduce those sounds will improve. The theory behind the method is based on cognitive and educational theories that detail why active participation and immediate feedback are essential elements of acquiring a language. By using digital tools that provide immediate feedback and allow for self-monitoring, learners will have the ability to continue to monitor and improve their pronunciation and thus shift from passive auditory learners to active, self-directed learners.

The Framework is based not only on theory and pedagogy but also on the cultural and contextual relevance of Indonesian high schools for senior students. Traditional and teacher-centred instructional strategies continue to predominate in Indonesian high schools. The Framework outlines how audiobooks should be integrated into the curriculum through structured activities appropriate for each level. The Framework states that

material selected for use with each student must align with the student's level of proficiency and, therefore, be challenging and appropriate. The Framework recommends additional activities in the classroom (e.g., group discussions, pronunciation drills, and peer feedback), which will assist in reinforcing the progress made when students practice by themselves. As a result, the Framework has been developed to meet the educational needs and constraints of Indonesian schools through a holistic approach that provides for a more student-centred, effective learning environment.

In short, the proposed framework for improving Spanish pronunciation skills is based on the use of audiobooks and the creation of a digitally enriched, active learning environment through audiobooks. This is achieved by combining authentic audio input (i.e., native speakers) with structured and interactive (i.e., explicit) activities to provide learners with opportunities to refine their pronunciation of word segments. There are two benefits to audiobooks and this proposed framework. First, both provide learners with the opportunity to develop their skills as speakers who pronounce words distinctly through authentic and real-world language. Second, they offer a model that can be adapted and applied in various educational contexts where English Language Learners (ELLs) are taught. This framework opens opportunities for future research and provides viable options for educators and policymakers for practical application in working with ELLs. This framework paves the way for ELLs to become more accurate, confident, and independent in today's global environment.

CHAPTER III

METHODOLOGY

A. Research Design

This study employed a qualitative case study design to investigate the implementation of audiobooks in teaching English segmental vowel pronunciation among senior high school students. A qualitative approach was chosen to gain an in-depth understanding of how audiobook-based pronunciation instruction was implemented in the classroom and how students experienced the learning process.

A case study design was selected because the research investigated a specific case within a particular context, namely the implementation of audiobook-based pronunciation instruction in Class X-B of SMA Bahrul Maghfiroh Malang. The study focused on understanding this phenomenon in depth within its real-life educational setting rather than producing findings that could be generalized to a wider population. By concentrating on a single classroom, the researcher was able to obtain detailed information regarding the learning activities, classroom interactions, and participants' experiences throughout the implementation process.

According to Alhazmi & Kaufmann (2022), qualitative research is used to explore and understand the meanings individuals or groups ascribe to a social or educational phenomenon. This definition aligns with the purpose of the present study, which seeks to understand the implementation of audiobook-based pronunciation instruction and the experiences of students during the learning process. Rather than focusing on numerical

outcomes, the study aims to describe classroom practices, interactions, and participants' perspectives within their natural learning environment.

The study focused on exploring classroom activities, teaching strategies, and students' responses during the implementation of audiobook-based learning. Since the research aimed to examine processes, interactions, and experiences within a natural classroom setting, a qualitative approach was considered the most appropriate design. Through qualitative inquiry, the researcher was able to observe how the teacher integrated audiobooks into pronunciation instruction, how students participated in learning activities, and how they responded to the use of audiobooks during classroom practice.

The qualitative case study design also aligned with the research questions, which focused on describing how audiobooks were implemented in teaching English segmental vowel pronunciation and exploring students' responses toward the implementation. To answer these questions, the researcher collected data through classroom observations, interviews, and documentation. These methods enabled the researcher to obtain rich descriptions of the teaching and learning process, including guided listening activities, repetition exercises, shadowing practices, teacher feedback, student engagement, and students' confidence during pronunciation learning.

B. Setting and Participants

This study was conducted at SMA Bahrul Maghfiroh Malang, located at Jl. Joyo Agung No. 2, Tlogomas, Lowokwaru, Malang, East Java.

The school was selected as the research site because it had implemented audiobook-based learning activities in English pronunciation instruction, providing a suitable context for investigating the implementation of audiobooks in teaching English segmental vowel pronunciation. The study focused on a natural classroom setting where audiobook-based learning was integrated into regular teaching and learning activities.

The participants of this study were 15 students from Class X-B during the 2025–2026 academic year and one English teacher who conducted the pronunciation lessons. The students were selected because they directly participated in the audiobook-based pronunciation learning activities and were able to provide firsthand information regarding their learning experiences. Their involvement enabled the researcher to explore how students engaged with the learning activities, responded to the use of audiobooks, and experienced the pronunciation learning process.

The English teacher was included as a participant because she was responsible for planning and implementing the audiobook-based pronunciation instruction. The teacher provided important information regarding the instructional procedures, classroom activities, and teaching strategies used during the implementation process. Through the teacher's perspective, the researcher was able to gain a deeper understanding of how audiobooks were integrated into pronunciation instruction and how learning activities were organized in the classroom.

The selection of both students and the teacher was aligned with the objectives of the study, which were to describe the implementation of

audiobooks in teaching English segmental vowel pronunciation and to explore students' responses toward the implementation. By involving participants who were directly engaged in the learning process, the researcher was able to collect rich and detailed data regarding classroom practices, guided listening activities, repetition exercises, shadowing practices, teacher feedback, student engagement, and students' experiences during audiobook-based pronunciation learning.

C. Instrument of the Study

Research instruments are tools used by researchers to collect data systematically in order to answer the research questions. According to Chand (2025), qualitative researchers commonly use observations, interviews, and documents as primary instruments for collecting detailed information about participants' experiences and activities within their natural settings. In qualitative research, the researcher serves as the primary instrument who directly gathers, interprets, and analyzes the data.

In this study, the researcher acted as the main instrument for collecting and interpreting data. To support the data collection process, several supporting instruments were used, namely an observation checklist, an interview guide, and documentation.

1) Observation Checklist

The observation checklist was used to collect data regarding the implementation of audiobooks in teaching English segmental vowel pronunciation. This instrument enabled the researcher to systematically observe and record classroom activities during the

learning process. The observation focused on how the teacher integrated audiobooks into pronunciation instruction and how audiobook-based learning activities were conducted in the classroom.

Specifically, the observation checklist was used to identify instructional practices employed by the teacher, including the introduction of target vowel sounds, the use of audiobooks as pronunciation models, guided listening activities, repetition exercises, shadowing practices, pronunciation drills, and teacher feedback provided during learning activities. The observation also recorded how learning materials and worksheets were utilized to support students' pronunciation practice.

The data obtained from the observation checklist were used to answer the first research question concerning the implementation of audiobooks in teaching English segmental vowel pronunciation.

2) Interview Guide

The interview guide was used to collect in-depth information from students regarding their experiences during the implementation of audiobook-based pronunciation instruction. The interviews were conducted using a semi-structured format, allowing students to describe their experiences and responses while still focusing on the objectives of the study.

The interview questions were designed to obtain students' descriptions of the learning activities conducted during audiobook-based pronunciation instruction. Students were asked about how the teacher used audiobooks during pronunciation lessons, the activities they performed while listening to the audiobooks, the pronunciation practices they participated in, and the difficulties they encountered during the learning process. Through these questions, the researcher obtained additional information regarding the implementation of audiobook-based learning from the students' perspectives.

The interview data complemented the observation data by providing a more detailed understanding of how the implementation process was experienced by the participants. While classroom observations recorded the instructional practices carried out by the teacher, the interviews enabled students to explain the learning activities they experienced, including guided listening, repetition exercises, shadowing practices, pronunciation drills, and teacher feedback during pronunciation instruction.

The interviews were used to explore students' responses toward the implementation of audiobooks in learning English segmental vowel pronunciation.

3) Documentation

Documentation was used as a supporting instrument to obtain additional evidence regarding the implementation of audiobooks in teaching English segmental vowel pronunciation.

According to Chand (2025), documents are valuable sources of qualitative data because they provide information that can support and verify findings obtained through observations and interviews.

In this study, the documentation consisted of lesson plans and audiobook materials related to English vowel sounds, and photographs of classroom activities. These documents were collected to provide a more comprehensive understanding of how audiobook-based pronunciation instruction was planned and implemented.

The lesson plans were used to identify the learning objectives, instructional procedures, and pronunciation activities designed by the teacher. The audiobook materials were examined to determine how they were utilized as pronunciation models during the learning process. Students' worksheets and teaching materials were used to identify the target vowel sounds and learning tasks employed during guided listening, repetition, shadowing, and pronunciation practice activities. Meanwhile, photographs of classroom activities served as visual evidence of the implementation process.

The documentation data complemented the observation and interview findings by providing concrete evidence regarding the instructional procedures and learning materials used during audiobook-based pronunciation instruction. These documents helped the researcher verify how audiobooks were integrated into

teaching activities and supported the analysis of the implementation process.

D. Data Collection Techniques

In this research, several data collection techniques are employed to gather comprehensive information on the effectiveness of the audiobook-based learning model. These techniques only used qualitative methods to provide a clear understanding of the research question:

a. Classroom Observations

The researcher carried out classroom observations by attending English lessons in which audiobooks were integrated into pronunciation activities. The researcher took detailed notes on how the teacher implemented audiobook-based pronunciation instruction and how the students participated in the learning activities during the lessons. Particular attention was given to the instructional procedures employed by the teacher, including the use of audiobooks as pronunciation models, guided listening activities, repetition exercises, shadowing practices, pronunciation drills, and the provision of corrective feedback. The researcher also observed how the teacher managed the learning process and facilitated pronunciation practice throughout the lesson.

An observation checklist was used to systematically document classroom activities related to the implementation of audiobooks in teaching English segmental vowel pronunciation. The checklist recorded instructional practices, teacher-student interactions, and supporting classroom conditions during the learning process. In addition, field notes were used to document

relevant classroom events, including verbal interactions, nonverbal cues, and any technical or logistical issues that arose during the implementation of audiobook-based instruction.

These observations provided detailed information regarding how audiobooks were integrated into pronunciation instruction and how the learning activities were conducted in the classroom. The observation data contributed primarily to answering the first research question by describing the implementation of audiobooks in teaching English segmental vowel pronunciation and providing a comprehensive understanding of the instructional practices observed during the learning process.

b. Interviews

The interview was conducted to obtain in-depth information regarding students' experiences during the implementation of audiobook-based pronunciation instruction. The researcher employed semi-structured interviews because this format allowed students to explain their experiences and responses freely while still focusing on topics relevant to the research objectives.

The participants interviewed were ten students from Class X-B who had participated in the audiobook-based pronunciation learning activities. The interviews were conducted individually to allow each participant to express their experiences, opinions, and responses without being influenced by other students. Each interview was conducted face-to-face after the classroom observation sessions and followed a set of guiding questions prepared by the researcher.

During the interviews, students were asked about how the teacher used audiobooks during pronunciation lessons, the learning activities they participated in while using the audiobooks, the difficulties they encountered when practicing English vowel sounds, and their experiences during guided listening, repetition, shadowing, and pronunciation practice activities. Additional follow-up questions were asked when further clarification was needed to obtain more detailed information.

The interview data were recorded, transcribed, and organized for analysis. The information obtained from the interviews complemented the observation data by providing students' perspectives regarding the implementation of audiobook-based pronunciation instruction. Through the interviews, the researcher gained a deeper understanding of how the learning activities were experienced by students and how they responded to the use of audiobooks during pronunciation learning.

The interview data contributed to answering both research questions. First, students' descriptions of classroom activities provided additional information regarding how audiobooks were implemented in teaching English segmental vowel pronunciation. Second, the interviews enabled the researcher to explore students' responses toward the implementation, including their engagement, participation, confidence, challenges, and overall learning experiences during audiobook-based pronunciation instruction.

c. Documentation

Documentation was conducted to collect supporting data related to the implementation of audiobooks in teaching English segmental vowel pronunciation. The documentation process was carried out throughout the research period by gathering relevant documents and materials used during the learning activities.

The researcher first requested permission from the English teacher to access instructional documents related to the audiobook-based pronunciation lessons. These documents included lesson plans and audiobook materials, containing the target English vowel sounds. The collected documents were reviewed to identify how audiobook-based pronunciation instruction was planned and implemented in the classroom.

In addition to written documents, the researcher also collected visual documentation during classroom observations. Photographs were taken during the learning activities to record the classroom setting, the use of audiobooks, students' participation in pronunciation practice activities, and teacher-student interactions during the lessons. These photographs served as visual evidence of the implementation process.

E. Data Analysis Techniques

The data analysis process includes two key techniques to ensure a comprehensive evaluation of this research:

1) Analyzing Observation Checklist

The observation data were analyzed to identify how audiobooks were implemented in teaching English segmental vowel pronunciation. The

data were obtained from observation checklists and field notes collected during three classroom observation sessions. After each observation, the researcher reviewed and organized the observation records to ensure that all classroom activities had been documented systematically.

The researcher then examined the observation data by identifying recurring instructional practices and classroom activities related to the use of audiobooks in pronunciation instruction. Particular attention was given to how the teacher introduced target vowel sounds, utilized audiobooks as pronunciation models, conducted guided listening activities, organized repetition exercises, implemented shadowing practices, provided pronunciation drills, and delivered feedback during the learning process.

After reviewing the observation records, the researcher categorized similar activities into broader themes representing the implementation of audiobook-based pronunciation instruction. These categories were then organized according to the sequence of classroom activities observed during the lessons. Through this process, the researcher was able to develop a comprehensive description of how audiobooks were integrated into teaching English front vowels, central vowels, and back vowels.

2) Analyzing Interview Transcripts

The interview data were analyzed to obtain an in-depth understanding of students' experiences during the implementation of audiobook-based pronunciation instruction. After all interviews had been conducted, the researcher transcribed the audio recordings into written

form to facilitate data analysis. The transcripts were then read repeatedly to ensure familiarity with the content and to gain a comprehensive understanding of the participants' responses.

The researcher carefully reviewed the interview transcripts and identified statements related to the implementation of audiobook-based pronunciation learning and students' responses toward the learning process. Relevant information was highlighted and grouped according to recurring topics and patterns found across participants' responses.

The interview data were then categorized into themes that reflected the objectives of the study. Themes related to the implementation of audiobook-based learning included the use of audiobooks during lessons, guided listening activities, repetition exercises, shadowing practices, pronunciation drills, and teacher feedback. Meanwhile, themes related to students' responses included engagement during learning activities, participation in pronunciation practice, confidence in producing English vowel sounds, challenges encountered during learning, and students' overall experiences with audiobook-based instruction.

After the themes had been identified, the researcher interpreted the findings by examining the similarities and differences among participants' responses. This process enabled the researcher to understand how students experienced the implementation of audiobook-based pronunciation instruction and how they responded to the learning activities conducted in the classroom.

F. Data Validity

In this section, the researcher provides the strategies through which the validity and trustworthiness of the research findings are guaranteed. These entail application of triangulation which are essential in qualitative research to deliver credible and reliable findings on the basis of real experiences of the participants.

a. Triangulation

A combination of interviews, questionnaires, and observations is used in order to triangulate data and guarantee the credibility and reliability of the results. For instance, themes found in questionnaire responses were matched to information gathered from interviews and observations of students' conduct during audiobook-based learning activities. This procedure used a range of evidence to identify similarities and discrepancies. Triangulation improved the research's validity by providing a comprehensive understanding of the students' perspectives.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDING

a. Observation Result

The observation phase of this study was carried out over three classroom meetings, each of which was intended to systematically introduce and reinforce students' understanding of English segmental vowel pronunciation through the use of audiobook-based learning. The instructional focus in each meeting was organized by vowel classification: front vowels, central vowels, and back vowels. This step-by-step approach helped students gradually build their phonemic awareness by concentrating on specific vowel groups.

During all three lessons, the teacher used audio books as the core of teaching. That way, the students are exposed to the correct pronunciations and will listen and speak. Vowel classification (front, central, and back) was the subject of each meeting.

By targeting specific groups of vowels this method, which was quite systematic, could help students develop their phonemic awareness. The teacher used audio books as the only means of delivery throughout the three lessons, and students received instruction in correct pronunciation whilst actively speaking and listening.

1) The first meeting

In the 1st meeting that took place on 6/11/2025 as part of learning to produce segmental sounds the teacher started by presenting students with

new front vowel words, such as /i:/, /e/, /æ/. These new words were taken from an audio-book and the teacher was going to work with the students to pronounce them in a correct way. The students were presented with the new words, shown how to produce the front vowel sounds and warned to attend to the position of the tongue and the shape of the mouth before listening to the audiobook.

The teacher then started to introduce some new words with front vowel sounds such as /i:/, /e/, and /æ/. Since the aim was for the students to learn to produce these sounds correctly the teacher decided to choose the words from the audiobook. Prior to the audio being played she demonstrated the correct way to produce the sounds and told the students to focus on their tongue position and mouth shape. When the audio was played by the teacher the students concentrated very intently on the way the sounds were being produced. All the students had a copy of the worksheet that was on the board so they were able to look at the words at the same time as hearing them.

Students were really engaged and they were really concentrated on listening and seeing the words in front of them. They sometimes stopped and they made them repeat all together or one student each time. The classroom was very alive and they seemed to be very interested to do and to practice their pronunciation. Lots of the students tried to pronounce them exactly like that. A mixture between listening and practice seemed to work. They had every single student one paper with these words to help them to follow on and see the words when they were listening them.

The teacher would stop the tape now and again, having the students repeat the words, sometimes individually, sometimes in pairs. It seems that the students liked interacting and practising pronunciation and thus the classroom was lively. This combination of listening and practice seems to be effective since many students tried to imitate the pronunciation correctly. The teacher could make the students learn and practice pronunciation skills effectively by using the audiobooks and worksheets in such a way that the students enjoyed the learning process and were willing to practice pronunciation correctly.

The way in which the teacher managed the lesson was successful and students appeared to be enjoying it. Students had clearly found the session stimulating, the teacher's methods had been successful. I felt that the use of audiobooks combined with the worksheet activity was a good strategy to encourage pronunciation practice in an enjoyable way.

2) The second meeting

The second session took place on 13 November 2025. This time the emphasis was put on mid-vowels that seem to be more difficult for English language learners. These sounds are not very clearly articulated, and they often appear in weak or unstressed syllables. This time the teacher chose vocabulary with mid-vowels that are phonetically represented as //, /:/, and //. The teacher introduced what these three sounds have in common, how they are different from other vowels. As in the first session, students were provided with the list of vocabulary. It was used during the listening exercise, where the teacher played the audio book and asked the students to

pay attention to the pronunciation of the mid vowels especially in those words where the sounds of the vowel are not as clear as it is expected.

Students had trouble identifying and imitating the sounds at the beginning of the observation. Nevertheless, their participation was high as they actively engaged in repetition exercises. They modelled the pronunciation of the sounds and gave feedback. The students again used worksheets with the target vocabulary to assist them during the listening practice. Then the audiobook started and they listened closely to the mid vowel sounds, paying attention to the less clear vowel sounds.

During the observation it was clear that at the beginning, students had problems recognizing and reproducing those sounds. Yet they were really involved in the activities: participated in repetition exercises and tried hard to copy the pronunciation. Students were continuously taught by teacher, who was always repeating difficult sentences and give students positive feedback and good pronunciation.

3) The third meeting

In the third session, it was held on November 20th 2025 and it was on the back vowels which the sounds are /u:/, //, /:/, // and /:/. The teacher gave students a new vocabulary of a vowel sound and described how to pronounce it; for instance how to put the tongue inside the mouth. The students were given a worksheet which contains the vocabulary and it used to follow the sound with the students. This session the students looked more confident than in the previous one because they already knew the procedures and they really enjoyed using the audiobook.

They were doing better with repetition and imitation and were less hesitant which meant they were improving their pronunciation and were more confident. Class was still interesting and fun and students still enjoyed doing the activities. Students listened to the audio and had workbooks with the terminology. The children seemed more confident this time round as they were getting used to the process and enjoyed using the audiobook to help with pronunciation. Their pronunciation was getting better and their confidence was higher, their shadowing and repetition skills were better and they did not hesitate. Students were still interested in what they were doing. The lesson was still enjoyable stimulating.

b. Students Interview

In this section, the researcher conducted interviews with ten students and used six questions with different answers which will be described below:

1. Devano's interview as follows:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook through the classroom speakers and instructed students to listen carefully to the pronunciation of specific words, particularly vowel sounds. After listening, students were asked to repeat the words collectively.”

- 2) What activities did you engage in while listening to the audiobook?

“I listened attentively, identified and marked difficult words in the textbook, and then orally repeated them by following the pronunciation provided in the audiobook.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I often misread the word ‘heart’ as ‘herd’.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, I became more capable of differentiating between long and short vowel sounds after repeatedly listening to the audiobook.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided immediate corrective feedback and modeled the correct pronunciation slowly and clearly.”

2. Hafidz’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook in segments and paused it periodically to discuss the pronunciation of particular words.”

- 2) What activities did you engage in while listening to the audiobook?

"I took notes on difficult words and practiced pronouncing them with a partner."

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

"I had difficulty pronouncing the /ou/ sound, as in the word toe, and often pronounced it as /u:/."

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

"Yes, because the audiobook allowed me to hear the distinctions between vowel sounds more clearly."

- 5) How did the teacher assist you mispronounced certain sounds?

"The teacher asked me to repeat the word until it was pronounced correctly and explained the correct mouth position."

3. Ihsan's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

"The teacher used the audiobook as a model of correct pronunciation before students read the text independently."

- 2) What activities did you engage in while listening to the audiobook?

"I followed the written text while listening and imitated the pronunciation provided by the audiobook at a slower pace."

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

"I often mispronounced the /a:/ sound, as in the word heart."

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

"Yes, I developed a clearer understanding of the differences between similar vowel sounds."

- 5) How did the teacher assist you mispronounced certain sounds?

"The teacher provided direct guidance and demonstrated the correct pronunciation clearly."

4. Azzam's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

"The teacher played the audiobook and instructed students to focus specifically on vowel pronunciation in each word."

- 2) What activities did you engage in while listening to the audiobook?

"I repeated the words spoken in the audiobook and practiced them within small group discussions."

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

"I struggled to distinguish between long and short vowel sounds, such as in the words beat and bit."

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, because I could directly hear the differences and immediately practice them.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided supportive corrective feedback and asked me to repeat the word until the pronunciation was accurate.”

5. Iqbal’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook sentence by sentence and instructed students to pay attention to specific target vowel sounds before repeating them individually.”

- 2) What activities did you engage in while listening to the audiobook?

“I listened carefully, underlined unfamiliar words in the audiobook, and practiced repeating them individually.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I had difficulty distinguish between /oo/ and /ɜ:/, particularly in minimal pairs such as heart and herd.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, I became more aware of subtle sound differences and improved my articulation accuracy.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher modeled the correct pronunciation and emphasized the mouth opening and tongue placement required for accurate production.”

6. Nayaro’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher used the audiobook as a listening model before conducting individual pronunciation practice sessions.”

- 2) What activities did you engage in while listening to the audiobook?

“I followed the text silently while listening and then practiced pronouncing the words aloud after the audio stopped.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I struggled with the /oo/ and /ɜ:/ sounds, such as in the words heart and herd.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, because hearing the correct pronunciation repeatedly helped me internalize the differences between similar vowel sounds.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided immediate corrective feedback and encouraged me to compare my pronunciation with the audiobook.”

7. Reyner’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played short audiobook and asked students to listen and repeat them individually.”

- 2) What activities did you engage in while listening to the audiobook?

“I listened for particular vowel sounds and practiced repeating them multiple times to improve clarity.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I found it difficult to pronounce /oo/, such as in the word heart, because it does not exist in Indonesia.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, my pronunciation became clearer, especially for vowel sounds that are not present in Bahasa Indonesia.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher demonstrated the correct sound and explained how to position lips and tongue.”

8. Shevandio's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher integrated the audiobook into learning activities and asked students to compare their pronunciation with the recorded version.”

- 2) What activities did you engage in while listening to the audiobook?

“I practiced by speaking simultaneously with the recording.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I often confused /oo/ and /3:/, especially in words like heart and herd.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, because I could clearly hear the differences and practice correcting my mistakes.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided repetition drills and asked me to focus on the stress and vowel length.”

9. Rizal’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher explained the vowel sounds first. Then played the audiobook and asked us to listen carefully.”

- 2) What activities did you engage in while listening to the audiobook?

“I repeated the words several times and practiced them independently after class.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I had difficulty pronouncing the /oo/ sound, as in the word toe, and often pronounced it as /u:/.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, especially in recognizing vowel length differences in continuous speech.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher corrected my pronunciation and encouraged peer feedback during practice sessions.”

10. Aditya’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook and instructed students to focus specifically on vowel pronunciation in each word.”

- 2) What activities did you engage in while listening to the audiobook?

“I identified target vowel sounds in the text and practiced repeating them individually in front of the class.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I struggled with central vowel sounds such as /ou/ particularly in unstressed syllables.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, I became more aware of stress patterns and vowel reduction in spoken English.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided explicit correction and asked me to practice repeatedly until my pronunciation improved.”

B. DISCUSSION

In this research it was investigated that an audiobook can help students in order to practice their pronunciation skills particularly the correct vowels. In addition it found that students can practice their pronunciation in a motivating and entertaining way through learning audiobooks. In this course students learned how to pronounce vowels accurately through an audiobook and the activities that was associated with audiobooks like repetition and shadowing was useful for students to enhance their pronunciation skills.

The students have a good opportunity to improve pronunciation when they listen to audiobooks since they can listen the proper way to speak the words. They will have chance to get more practice and make the pronunciation better in the activity accompanied by the audiobooks by imitate and repeat the words. In my opinion, audiobooks have seemed to be the great way to help the students.

Pronunciation is as important as what you are saying when you speak. If you pronounce things incorrectly, people won't be able to understand you. This is particularly true in the learning process of a new language; we may know all of the grammar and the words we want to say but people will just not understand us. Because of this, it is essential to practice the pronunciation of both words and sounds, and, in doing so, to be understood.

Teachers need to ensure that they practice to ensure that learners are able to produce all sounds so that they can be understood in speech. Other

people will not understand the words that are produced if these words are produced incorrectly. This can become a greater problem when learning a new language. If words are produced incorrectly they might be very difficult to understand although the rest of the grammar is perfect. This explains why practice is essential so that words/sounds are produced in the correct manner, so that we can be understood. Teachers need to practice correct sounds so that children are able to communicate with and understand other people.

According to this research, audiobooks assist students in getting the pronunciation of particular sounds. Students may understand native speakers pronounce words and sentences in normal way by reading audiobooks, and it will help students to master how to pronounce English sounds. The more students listen to same sounds again and again, the more sensitive students are to the various sounds of English and their pronunciation can be correctly.

What allows learners to have good pronunciation is to listen to the correct models, mimic and then to practice; this allows learners to have good habits of pronunciation. With audio books learners have the chance to listen to the natural pronunciation of words and sentences of native speakers and teaching children the pronunciation of English sounds is possible through the use of audio books. With more knowledge on different kinds of sounds of English, learners have the possibility to detect wrong pronunciation of a sound as learners are repeated listening to that sound. The good

pronunciation habit can be developed by listening to correct models, imitating the models, and continued practice for children (Tsang, 2025).

The careful use of audiobooks by the teacher, along with instructions and activities planned beforehand, fostered an encouraging atmosphere which seemed to hold the students' attention. As the teacher presented the audiobooks to the students, the learners seemed more relaxed and interested, and they were clearly following. A good understanding during an English class is essential in language learning as students that concentrate are often able to note details regarding the pronunciation patterns, intonation and normal pace of the pronunciation of English. These students tend to join in more readily during speaking activities such as pronunciation exercises, pronunciation drills and pronunciation shadowing practice.

In addition to making the learning tasks more engaging, audiobooks gave students more incentive to practice their speaking and listening skills. With the correct direction and supportive learning environment, students were able to gain most out of the audiobook tasks and made improvements to their pronunciation over time. Lastly, both teachers' and audiobook's contributions to the development of students' phonological awareness and English competence (Tsang and Lee, 2023).

Another significant aspect to the success of learning from an audiobook was the teacher as a facilitator to the learning activities. The teacher explained, demonstrated and supported students throughout the learning activities. Pronunciation learning does not only require learners to listen to what is spoken, but learners also need to learn how to produce

sounds. For this reason the teacher explained the content prior to the listening activity, allowed learners to repeat what they have heard, and gives them correct feedback.

Through these tasks, students develop knowledge on aspects of pronunciation such as vowels' length and quality as well as appropriate position for the students' mouth cavity when articulating sounds. By conducting these lessons, students were guided to actively practice pronunciation instead of only listening to the audio-books which the existing task is designed for.

These pronunciation gains prove that students learn how to pronounce sounds by hearing and imitating them. Audiobooks are an appropriate tool for this because they give students correct vowel pronunciation and pronunciation in context which means that the learners can hear how the sounds are placed in actual sentences. This also gives the students exposure to the sounds multiple times, increasing their memorability and the ease with which they can connect sounds together to create words.

Second, the students also showed great progress in pronunciation. By using repeatedly listening of the sound of the words and doing drilling practice through repetition, students got more familiar and accurate in producing the English words. Listening of the sound for many times makes students more comfortable and confident in pronunciation and helps them get more accurate. It seems that through many repetitions and teacher feedback the student could greatly improve their pronunciation skills. So

continuous listening and productive pronunciation practice could help learners improve their English pronunciation abilities significantly (Vihman, 2022).

The positive feedback that the students who were learning through audiobooks stated was having increased confidence, increased focus, and also increased motivation to practice speaking. A high confidence level plays a great role on improving speaking skills, because it seems that students feel comfortable and safe. If the students are confident they are most likely to experiment with new expressions, communicate actively in speaking activities and practice their pronunciation without fearing mistakes. Audiobooks with clear and easily comprehensible voices were found to assist the students in focusing more efficiently during learning activities.

Apart from the above, the help from teachers also contribute to students' anxiety reduction and make them willing to involve in pronunciation practices. A helpful teaching context help students feel more relaxed and be motivated when practicing speaking skills. In this way, students can take full advantages of audiobooks to develop their pronunciation and to achieve gradual improvements in pronunciation practice regularly. The interaction of utilizing audiobooks and receiving teacher's support can not only assist students in pronunciation acquisition, but also boost students' self-confidence and learning motivation. All of them are important for learners to reach their speaking development goals and be more proactive and confident English learners.

The result suggests that the audiobook method can really help students to be better pronunciation users, specifically to speak English vowels correctly. Well- structured learning tasks and clear instruction from the teacher were important factors which enabled students to be better pronunciation users through the use of audiobooks. Students would be exposed to the correct pronunciation model through audiobooks, they had opportunities to mimic what they had heard and then practice alone. These tasks contributed to better student pronunciation ability.

Moreover, the integration of listening, drilling, mimicking and the direct teacher intervention proved that the learners benefited in improving pronunciation and easier in acquiring and retaining the correct pronunciation in long term. Frequent exposure to the correct pronunciation had made the learners accustomed to the English sound as naturally used.

The outcomes indicated that it was not only the students' pronunciation ability that was enhanced but also their confidence and ease when using English in daily conversations. According to the findings, audiobooks supported learning environment could be effective in terms of providing students an interactive and supportive context to improve pronunciation. Students were capable to improve their speaking skills and English ability by the combination of appropriate instructions from teacher and their practices (Putri et al., 2024).

Based on this research, it is suggested that using audiobooks as a teaching medium for teaching pronunciation at Indonesian high school would be useful if supported by correct learning strategies and proper

learning procedures. It was found that students learning by audiobooks improved their speaking skill in terms of pronunciation of vowel sounds; by listening to the natural speaking of the audiobooks, students became aware of the pronunciation, which led them to participate more in teaching and learning process and to pronounce it many more times.

There were observed differences in student's pronunciation ability before and after the inclusion of audio book activities. It enabled the students to hear appropriate sound of each English words in the natural use of English words, listen, imitate their sound and practice repeatedly. It improved the accuracy and fluency of the students in English pronunciation.

The result of the research shows that audiobooks will most be useful when used as part of a planned instruction under the teacher supervision. The interaction of listen-pronounce-imitation-feedback produced a conducive learning situation. Because of the intensive listening, and frequent speaking, the students' pronunciation skill improved and the confidence in speaking in daily language increase. It shows that audiobook is a useful learning tool for language learner and helpful for pronunciation improvement in guided learning condition. (Fitriana and Agustian, 2025).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study aimed to investigate the implementation of audiobooks in teaching English segmental vowel pronunciation among senior high school students at SMA Bahrul Maghfiroh Malang. Using a qualitative case study design, the study collected data through classroom observations, interviews with students, and documentation. The findings provide a detailed description of how audiobooks were implemented in pronunciation instruction and how students responded to the learning process.

The findings revealed that audiobooks were implemented through a series of structured pronunciation learning activities. The teacher utilized audiobooks as authentic pronunciation models to introduce and practice English vowel sounds. The implementation process involved guided listening activities, repetition exercises, shadowing practices, pronunciation drills, and teacher feedback. During the lessons, students listened to audiobook recordings, identified target vowel sounds, repeated words and sentences after the audio, and practiced pronunciation individually and collectively. The teacher also provided corrective feedback to help students produce vowel sounds more accurately. These activities enabled audiobooks to function as a supporting medium for pronunciation instruction within the classroom.

The study also found that students responded positively to the implementation of audiobook-based pronunciation learning. Based on the

interview data, students actively participated in learning activities and showed engagement during guided listening, repetition, and shadowing exercises. The use of audiobooks provided students with opportunities to listen to authentic pronunciation models and practice pronunciation repeatedly. Students reported that the learning activities helped them focus on pronunciation practice and encouraged them to participate more confidently during classroom activities. Although some students experienced difficulties in distinguishing and producing certain English vowel sounds, they generally perceived audiobook-based learning as an interesting and supportive learning experience.

The findings indicate that audiobooks can be effectively integrated into pronunciation instruction through well-structured classroom activities and teacher guidance. The implementation of audiobooks not only provided authentic pronunciation input but also facilitated active learning through listening and pronunciation practice activities. This study contributes to the understanding of how audiobooks can be implemented in teaching English segmental vowel pronunciation and provides practical insights for English teachers who wish to incorporate audiobook-based learning into pronunciation instruction in EFL classrooms.

B. SUGGESTION

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, schools, and future researchers to improve the implementation of audiobook-based learning in pronunciation instruction.

1. For teachers

Audiobooks may be considered as an alternative learning medium for teaching English segmental vowel pronunciation. The findings of this study show that audiobooks can be integrated into pronunciation instruction through guided listening, repetition exercises, shadowing activities, pronunciation drills, and teacher feedback. Therefore, teachers are encouraged to design structured learning activities that allow students to listen to authentic pronunciation models and practice target sounds repeatedly. In addition, teachers should provide clear guidance and corrective feedback during pronunciation practice to support students' participation and engagement throughout the learning process.

2. For schools

It is recommended to support the integration of digital learning resources, including audiobooks, into English language instruction. Schools may facilitate access to appropriate audiobook materials and provide learning facilities that support audio-based learning activities. Such support can help teachers implement diverse pronunciation learning activities and create a more engaging learning environment for students. Furthermore, schools are encouraged to provide opportunities for teachers to develop their knowledge and skills in utilizing technology-based learning media in language classrooms.

3. For future researchers

This study may serve as a reference for further investigations concerning audiobook-based language learning. Since the present study focused on the implementation of audiobooks in teaching English segmental vowel pronunciation within a single classroom context, future studies may explore audiobook implementation in different educational settings, grade levels, or language learning contexts. Researchers may also investigate other aspects of pronunciation, such as consonant sounds, stress, rhythm, or intonation, to provide a broader understanding of audiobook-based pronunciation instruction.

Future researchers may also employ different research designs to complement the findings of this study. For example, quantitative or mixed-method studies may be conducted to examine other dimensions of audiobook use in language learning. Such studies could provide additional insights into audiobook-based instruction while expanding the body of knowledge regarding the use of audiobooks in English language teaching.

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APPENDIX

Appendix 1 Validation Sheet

VALIDATION SHEET

“THE IMPLEMENTATION OF AUDIOBOOK FOR TEACHING ENGLISH SEGMENTAL VOWEL PRONUNCIATION AMONG SENIOR HIGH SCHOOL STUDENTS”

Validator : Dr. Alam Aji Putera, M.Pd

NIP : 19890421201802011153

Expertise : Research Methodology

Validation Date : 27 October 2025

A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

B. Guidance

Please give a score on each item of the statement using the sign (√) in the scale as follows 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good.

C. Assessment Rubric

No	Indicators	Score					Feedback / Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed						
2.	The research instrument is reliable with the research question						
3.	The research instrument uses a good and proper Question						
4.	The research instrument can be used for enriching vocabulary through spontaneous speech activity						
5.	The research instrument is easy to understand						
6.	The research instrument can help the researcher find out students' abilities in pronunciation through audiobook use						

6.	The research instrument can help the researcher find out students' abilities in spontaneous speech activity							
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D. Suggestion

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.....

.....

.....

E. Conclusion

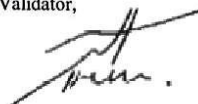
Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please give a strikethrough (example) on the answer that does not match your conclusion.

1. Appropriate to be used to collect data without revision.
2. Appropriate to be used to collect data within the revision.
3. Not appropriate to be used to collect data.

Malang, 27 October 2025

Validator,



Dr. Alam Aji Putera, M.Pd

NIP. 19890421201802011153

Appendix 2 Observation Checklist

Subject	Question/Statement	Checklist (✓)	Description/Field Notes
Lesson Preparation	The teacher prepares audiobook materials for pronunciation instruction.		
	The teacher prepares teaching materials related to English vowel sounds.		
	The teacher explains the learning objectives related to English vowel pronunciation.		
Introduction of Pronunciation Materials	The teacher introduces the target English vowel sounds to be learned.		
	The teacher explains the characteristics or articulation of the target vowel sounds.		
	The teacher provides examples of words containing the target vowel sounds before playing the audiobook.		
Use of Audiobooks in Pronunciation Instruction	The teacher uses the audiobook as a pronunciation model during the lesson.		
	The teacher plays the audiobook clearly using appropriate audio equipment.		
	The teacher directs learners to focus on the pronunciation of the target vowel sounds in the audiobook.		
	The teacher pauses or replays specific audiobook sections to emphasize target pronunciation.		

	The teacher highlights words or expressions containing the target vowel sounds from the audiobook.		
Pronunciation Practice Procedures	The teacher conducts guided listening activities using the audiobook.		
	The teacher provides pronunciation modeling based on the audiobook recording.		
	The teacher conducts repetition exercises based on the audiobook content.		
	The teacher conducts shadowing activities using the audiobook recording.		
	The teacher conducts pronunciation drills focusing on English vowel sounds.		
Feedback and Instructional Support	The teacher provides corrective feedback on pronunciation during the lesson.		
	The teacher clarifies pronunciation errors related to vowel sounds.		
	The teacher provides additional pronunciation examples when needed.		
	The teacher guides learners in distinguishing different English vowel sounds.		
Lesson Closure	The teacher reviews the pronunciation materials learned during the lesson.		

	The teacher summarizes the target vowel sounds practiced through the audiobook.		
	The teacher concludes the lesson by reinforcing key pronunciation points.		

Appendix 3 Interview Question

No.	Question	Answer
1	How did the teacher use the audiobook during pronunciation lessons?	
2	What activities did you engage in while listening to the audiobook?	
3	What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?	
4	Did you experience improvement in vowel pronunciation after practicing with the audiobook?	
5	How did the teacher assist you mispronounced certain sounds?	

Appendix 4 Observation Result

Subject	Question/Statement	Checklist (✓)	Description/Field Notes
Lesson Preparation	The teacher prepares audiobook materials for pronunciation instruction.	✓	The teacher used audiobook recordings as the main instructional media during pronunciation lessons.
	The teacher prepares teaching materials related to English vowel sounds.	✓	The lessons focused on front vowels, central vowels, and back vowels.
	The teacher explains the learning objectives related to English vowel pronunciation.	✓	The teacher explained the lesson objectives and pronunciation tasks before the audiobook activity began.
Introduction of Pronunciation Materials	The teacher introduces the target English vowel sounds to be learned.	✓	The teacher introduced target vowel sounds before students listened to the audiobook.
	The teacher explains the characteristics or articulation of the target vowel sounds.	✓	The teacher explained tongue position, mouth shape, vowel length, and sound production.
	The teacher provides examples of words containing the target vowel sounds before playing the audiobook.	✓	Students were introduced to words containing target vowel sounds before listening activities.
Use of Audiobooks in Pronunciation Instruction	The teacher uses the audiobook as a pronunciation model during the lesson.	✓	Audiobooks were used as authentic pronunciation models throughout the lessons.

	The teacher plays the audiobook clearly using appropriate audio equipment.	✓	The audiobook was played through classroom speakers.
	The teacher directs learners to focus on the pronunciation of the target vowel sounds in the audiobook.	✓	The teacher instructed students to pay attention to specific vowel sounds while listening.
	The teacher pauses or replays specific audiobook sections to emphasize target pronunciation.	✓	The teacher provided repetition opportunities and replayed pronunciation examples when necessary.
	The teacher highlights words or expressions containing the target vowel sounds from the audiobook.	✓	The teacher emphasized target words and pronunciation patterns presented in the audiobook.
Pronunciation Practice Procedures	The teacher conducts guided listening activities using the audiobook.	✓	Guided listening was conducted before pronunciation practice.
	The teacher provides pronunciation modeling based on the audiobook recording.	✓	The teacher modeled pronunciation and demonstrated correct sound production.
	The teacher conducts repetition exercises based on the audiobook content.	✓	Students were instructed to repeat words and expressions after listening to the audiobook.
	The teacher conducts shadowing activities using the audiobook recording.	✓	Shadowing activities were implemented as part of pronunciation practice.
	The teacher conducts pronunciation drills focusing on English vowel sounds.	✓	Pronunciation drills focused on front, central, and back vowel sounds.

Feedback and Instructional Support	The teacher provides corrective feedback on pronunciation during the lesson.	✓	The teacher corrected pronunciation mistakes and provided immediate feedback.
	The teacher clarifies pronunciation errors related to vowel sounds.	✓	The teacher explained pronunciation differences and corrected inaccurate vowel production.
	The teacher provides additional pronunciation examples when needed.	✓	Additional examples and demonstrations were provided to support students' understanding.
	The teacher guides learners in distinguishing different English vowel sounds.	✓	The teacher guided students in differentiating vowel sounds and vowel length.
Lesson Closure	The teacher reviews the pronunciation materials learned during the lesson.	✓	The teacher reviewed the pronunciation materials practiced during the lesson.
	The teacher summarizes the target vowel sounds practiced through the audiobook.	✓	The teacher summarized the vowel sounds and pronunciation points covered in the lesson.
	The teacher concludes the lesson by reinforcing key pronunciation points.	✓	The lesson was concluded with reinforcement of pronunciation targets and practice outcomes.

Appendix 5 Interview Result

1. Devano's interview as follows:

- 1) How did the teacher use the audiobook during pronunciation lessons?

"The teacher played the audiobook through the classroom speakers and instructed students to listen carefully to the pronunciation of specific words, particularly vowel sounds. After listening, students were asked to repeat the words collectively."

- 2) What activities did you engage in while listening to the audiobook?

"I listened attentively, identified and marked difficult words in the textbook, and then orally repeated them by following the pronunciation provided in the audiobook."

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

"I often misread the word 'heart' as 'herd'."

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

"Yes, I became more capable of differentiating between long and short vowel sounds after repeatedly listening to the audiobook."

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided immediate corrective feedback and modeled the correct pronunciation slowly and clearly.”

2. Hafidz’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook in segments and paused it periodically to discuss the pronunciation of particular words.”

- 2) What activities did you engage in while listening to the audiobook?

“I took notes on difficult words and practiced pronouncing them with a partner.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I had difficulty pronouncing the /oo/ sound, as in the word toe, and often pronounced it as /u:/.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, because the audiobook allowed me to hear the distinctions between vowel sounds more clearly.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher asked me to repeat the word until it was pronounced correctly and explained the correct mouth position.”

3. Ihsan’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher used the audiobook as a model of correct pronunciation before students read the text independently.”

- 2) What activities did you engage in while listening to the audiobook?

“I followed the written text while listening and imitated the pronunciation provided by the audiobook at a slower pace.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I often mispronounced the /a:/ sound, as in the word heart.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, I developed a clearer understanding of the differences between similar vowel sounds.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided direct guidance and demonstrated the correct pronunciation clearly.”

4. Azzam’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook and instructed students to focus specifically on vowel pronunciation in each word.”

- 2) What activities did you engage in while listening to the audiobook?

“I repeated the words spoken in the audiobook and practiced them within small group discussions.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I struggled to distinguish between long and short vowel sounds, such as in the words beat and bit.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, because I could directly hear the differences and immediately practice them.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided supportive corrective feedback and asked me to repeat the word until the pronunciation was accurate.”

5. Iqbal’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook sentence by sentence and instructed students to pay attention to specific target vowel sounds before repeating them individually.”

- 2) What activities did you engage in while listening to the audiobook?

“I listened carefully, underlined unfamiliar words in the audiobook, and practiced repeating them individually.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I had difficulty distinguish between /oo/ and /ɜ:/, particularly in minimal pairs such as heart and herd.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, I became more aware of subtle sound differences and improved my articulation accuracy.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher modeled the correct pronunciation and emphasized the mouth opening and tongue placement required for accurate production.”

6. Nayaro’s interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher used the audiobook as a listening model before conducting individual pronunciation practice sessions.”

- 2) What activities did you engage in while listening to the audiobook?

“I followed the text silently while listening and then practiced pronouncing the words aloud after the audio stopped.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I struggled with the /oo/ and /ɜ:/ sounds, such as in the words heart and herd.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, because hearing the correct pronunciation repeatedly helped me internalize the differences between similar vowel sounds.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided immediate corrective feedback and encouraged me to compare my pronunciation with the audiobook.”

7. Reyner's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played short audiobook and asked students to listen and repeat them individually.”

- 2) What activities did you engage in while listening to the audiobook?

“I listened for particular vowel sounds and practiced repeating them multiple times to improve clarity.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I found it difficult to pronounce /oo/, such as in the word heart, because it does not exist in Indonesia.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, my pronunciation became clearer, especially for vowel sounds that are not present in Bahasa Indonesia.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher demonstrated the correct sound and explained how to position lips and tongue.”

8. Shevandio's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher integrated the audiobook into learning activities and asked students to compare their pronunciation with the recorded version.”

- 2) What activities did you engage in while listening to the audiobook?

"I practiced by speaking simultaneously with the recording."

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

"I often confused /oo/ and /3:/, especially in words like heart and herd."

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

"Yes, because I could clearly hear the differences and practice correcting my mistakes."

- 5) How did the teacher assist you mispronounced certain sounds?

"The teacher provided repetition drills and asked me to focus on the stress and vowel length."

9. Rizal's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

"The teacher explained the vowel sounds first. Then played the audiobook and asked us to listen carefully."

- 2) What activities did you engage in while listening to the audiobook?

“I repeated the words several times and practiced them independently after class.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I had difficulty pronouncing the /ou/ sound, as in the word toe, and often pronounced it as /u:/. ”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, especially in recognizing vowel length differences in continuous speech.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher corrected my pronunciation and encouraged peer feedback during practice sessions.”

10. Aditya's interview:

- 1) How did the teacher use the audiobook during pronunciation lessons?

“The teacher played the audiobook and instructed students to focus specifically on vowel pronunciation in each word.”

- 2) What activities did you engage in while listening to the audiobook?

“I identified target vowel sounds in the text and practiced repeating them individually in front of the class.”

- 3) What difficulties did you experience in pronouncing English vowel sounds before using the audiobook?

“I struggled with central vowel sounds such as /oo/ particularly in unstressed syllables.”

- 4) Did you experience improvement in vowel pronunciation after practicing with the audiobook?

“Yes, I became more aware of stress patterns and vowel reduction in spoken English.”

- 5) How did the teacher assist you mispronounced certain sounds?

“The teacher provided explicit correction and asked me to practice repeatedly until my pronunciation improved.”

Appendix 6 Lesson Plan

MODUL AJAR

KURIKULUM MERDEKA

Satuan Pendidikan	:	MA Bahrul Maghfiroh Malang
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	X (Sepuluh) / Ganjil
Fase	:	E (Kurikulum Merdeka)
Elemen	:	Menyimak (Listening) & Berbicara (Speaking)
Alokasi Waktu	:	6 x 45 menit (3 Pertemuan)
Tahun Pelajaran	:	2025/2026
Guru Pengampu	:	Muhammad Iqbal Amrullah, S.Pd.
Kepala Sekolah	:	Syafi'i, M.Pd.

A. INFORMASI UMUM MODUL

Kompetensi Awal (Prior Knowledge)

Peserta didik diharapkan sudah memiliki pengetahuan dasar tentang:

Alfabet dan bunyi dasar dalam Bahasa Inggris

Perbedaan bunyi vokal Bahasa Indonesia dan Bahasa Inggris secara umum

Kemampuan menyimak percakapan sederhana dalam Bahasa Inggris

Profil Pelajar Pancasila

Melalui modul ini, peserta didik mengembangkan dimensi:

Bernalar Kritis – menganalisis perbedaan bunyi vokal Bahasa Inggris dan mengevaluasi pelafalan sendiri

Kreatif – memproduksi ucapan yang akurat dan ekspresif melalui kegiatan shadowing dan drill

Mandiri – mengelola proses belajar pelafalan secara bertahap dan reflektif

Gotong Royong – berlatih berpasangan dan memberi umpan balik konstruktif kepada teman

Sarana dan Prasarana

Laptop / komputer dengan speaker aktif
File audiobook digital (MP3/M4A — disediakan guru)
Lembar kerja siswa (LKS Pronunciation)
Papan tulis / whiteboard

Model Pembelajaran

Pendekatan: Communicative Language Teaching (CLT) berbasis teknologi
Model: Experiential Learning (Kolb) – Listen → Reflect → Practice → Apply
Metode: Guided Listening, Shadowing, Pronunciation Drill, Peer Feedback

B. KOMPETENSI INTI

Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik mampu:

- Mengidentifikasi dan membedakan bunyi vokal segmental Bahasa Inggris (monophthong dan diphthong) melalui kegiatan menyimak audiobook.
- Melafalkan vokal Bahasa Inggris (front vowels, central vowels, back vowels) secara akurat melalui latihan shadowing dan pronunciation drill.
- Mengevaluasi akurasi pelafalan diri sendiri dan teman sebaya menggunakan rubrik pelafalan sederhana.
- Mengaplikasikan pelafalan vokal yang benar dalam konteks percakapan pendek yang bermakna.

Pemahaman Bermakna (Enduring Understanding)

Peserta didik memahami bahwa:

- Pelafalan yang akurat — terutama vokal — sangat menentukan keberhasilan komunikasi dalam Bahasa Inggris.
- Mendengarkan model pengucapan yang autentik (melalui audiobook) dan menirukan secara aktif adalah cara efektif untuk mengembangkan kemampuan fonetik.
- Bahasa Inggris memiliki 12 vokal tunggal (monophthong) dan 8 vokal ganda (diphthong) yang berbeda dari sistem vokal Bahasa Indonesia.

Pertanyaan Pemantik (Essential Questions)

Mengapa kata yang kamu ucapkan kadang tidak dimengerti oleh penutur asli, padahal kamu tahu artinya?
Bagaimana cara terbaik belajar mengucapkan bunyi yang tidak ada dalam Bahasa Indonesia?

Apa perbedaan yang kamu dengar antara cara penutur asli mengucapkan kata dan cara kamu mengucapkannya?

C. MATERI PEMBELAJARAN

1. Pengantar Pelafalan Segmental

Pelafalan segmental merujuk pada produksi bunyi-bunyi individual dalam bahasa lisan, yang terdiri dari vokal (vowels) dan konsonan (consonants). Dalam konteks pembelajaran Bahasa Inggris bagi penutur Bahasa Indonesia, vokal Inggris merupakan tantangan utama karena:

- Bahasa Indonesia hanya memiliki 5 vokal: /a/, /i/, /u/, /e/, /o/
- Bahasa Inggris memiliki 12 monophthong dan 8 diphthong
- Banyak vokal Inggris tidak memiliki padanan langsung dalam Bahasa Indonesia

2. Tabel Vokal Bahasa Inggris (IPA)

Simbol IPA	Contoh Kata	Jenis Vokal	Posisi Lidah	Panjang
/i:/	see, sheep, beat	Monophthong	Front-High	Panjang
/ɪ/	sit, ship, bit	Monophthong	Front-High	Pendek
/e/	pen, bed, said	Monophthong	Front-Mid	Pendek
/æ/	cat, man, black	Monophthong	Front-Low	Pendek
/ʌ/	cup, luck, love	Monophthong	Central-Mid	Pendek
/ɜ:/	bird, word, learn	Monophthong	Central-Mid	Panjang
/ə/	ago, teacher	Monophthong	Central-Mid	Pendek (schwa)
/u:/	blue, food, shoe	Monophthong	Back-High	Panjang
/ʊ/	book, put, foot	Monophthong	Back-High	Pendek
/ɔ:/	door, short, talk	Monophthong	Back-Mid	Panjang
/ɒ/	cot, dog, stop	Monophthong	Back-Low	Pendek
/ɑ:/	car, father, start	Monophthong	Back-Low	Panjang
/eɪ/	say, day, eight	Diphthong	Front gliding	Panjang
/aɪ/	my, five, buy	Diphthong	Low→Front	Panjang

/ɔɪ/	boy, toy, coin	Diphthong	Back→Front	Panjang
/aʊ/	now, house, down	Diphthong	Low→Back	Panjang
/əʊ/	go, home, show	Diphthong	Central→Back	Panjang

3. Peran Audiobook dalam Pembelajaran Pelafalan

- Audiobook menyediakan model pengucapan autentik dari penutur fasih Bahasa Inggris
- Fitur pengulangan (repeat) memungkinkan peserta didik mendengarkan bunyi target berkali-kali
- Teknik shadowing (meniru sambil mendengarkan) terbukti meningkatkan akurasi fonetik
- Kombinasi input audio + latihan produksi membangun kesadaran fonemik (phonemic awareness)

D. KEGIATAN PEMBELAJARAN

PERTEMUAN 1: MENGENAL BUNYI VOKAL BAHASA INGGRIS

Tujuan Pertemuan 1: Peserta didik mampu mengidentifikasi dan membedakan bunyi vokal Bahasa Inggris melalui kegiatan menyimak audiobook secara terbimbing.

Catatan Pedagogis:

- Gunakan audiobook dengan narrator yang jelas (American atau British Standard English)
- Putarkan setiap kata minimal 2–3 kali sebelum berpindah
- Contoh minimal pairs yang efektif: ship/sheep, bit/beat, cup/cap, pull/pool

No	Kegiatan	Deskripsi	Waktu
1	Pendahuluan	Apersepsi, tujuan pembelajaran, motivasi	15 menit
2	Stimulasi (Warm-up)	Guru memutar 3 kata pasangan minimal (minimal pairs) via audiobook; siswa tebak bunyi berbeda	10 menit
3	Pre-Listening Explanation	Guru menjelaskan IPA Vowel Chart, posisi lidah,	15 menit

		dan perbedaan vokal panjang-pendek	
4	Guided Listening	Siswa mendengarkan audiobook Chapter 1 (teks pendek 100 kata); fokus menandai vokal yang sulit di LKS	20 menit
5	Identifikasi Bunyi	Siswa menjawab LKS: mengelompokkan kata berdasarkan jenis vokal yang didengar	20 menit
6	Diskusi & Refleksi	Guru membahas LKS bersama kelas; tanya jawab bunyi yang membingungkan	10 menit
7	Penutup	Rangkuman, tugas: latihan mendengarkan audiobook di rumah (10 menit)	10 menit

PERTEMUAN 2: SHADOWING DAN PRONUNCIATION DRILL

Tujuan Pertemuan 2: Peserta didik mampu melafalkan vokal Bahasa Inggris secara akurat melalui teknik shadowing, segmented repetition, dan pronunciation drill dengan bimbingan guru.

Teknik Shadowing — Panduan Guru:

- Mulai dengan kecepatan 0.75x (jika platform memungkinkan)
- Ingatkan siswa untuk fokus pada mulut, posisi bibir, dan bukaan rahang
- Shadowing dilakukan 3 ronde: dengarkan → bisik → suara penuh

No	Kegiatan	Deskripsi	Waktu
1	Pendahuluan	Review pertemuan 1, warming up dengan choral repetition	10 menit

2	Shadowing Activity	Guru memutar audiobook; siswa menirukan BERSAMAAN dengan audio (bukan setelah audio)	20 menit
3	Segmented Repetition	Guru memecah kalimat per suku kata; siswa mengulang bagian per bagian secara kelas, kelompok, individu	15 menit
4	Pronunciation Drill (Pasangan)	Siswa berlatih berpasangan: satu membaca teks, satu menilai menggunakan rubrik sederhana	20 menit
5	Corrective Feedback	Guru mendatangi pasangan, memberikan koreksi langsung dan demonstrasi bunyi yang benar	15 menit
6	Recording & Self-Check	Siswa merekam diri sendiri di HP, mendengarkan kembali, membandingkan dengan audiobook	10 menit
7	Penutup	Refleksi mandiri: bunyi apa yang masih sulit, rencana latihan	10 menit

PERTEMUAN 3: APLIKASI DAN PENILAIAN PELAFALAN

Tujuan Pertemuan 3: Peserta didik mampu mengaplikasikan pelafalan vokal yang akurat dalam konteks membaca nyaring dan percakapan, serta mampu mengevaluasi pelafalan secara mandiri dan bersama teman.

No	Kegiatan	Deskripsi	Waktu
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1	Pendahuluan	Review 2 pertemuan sebelumnya, tujuan pertemuan, menjelaskan rubrik penilaian	10 menit
2	Warm-up Audiobook	Menyimak audiobook pendek (2 menit) sebagai pemanasan fonologis	10 menit
3	Presentasi Berpasangan	Setiap pasangan membacakan teks pendek (5–7 kalimat) di depan guru; partner menilai dengan rubrik	25 menit
4	Peer Feedback	Pasangan memberikan umpan balik menggunakan rubrik; diskusi singkat bunyi yang perlu diperbaiki	15 menit
5	Penilaian Individual (Guru)	Guru memanggil 5–7 siswa secara acak untuk membaca 3 kalimat; skor dicatat di rubrik guru	20 menit
6	Refleksi & Kesimpulan	Siswa mengisi lembar refleksi; guru merangkum capaian pembelajaran	10 menit
7	Penutup	Apresiasi, informasi materi selanjutnya, do'a	10 menit

E. ASESMEN PEMBELAJARAN

1. Asesmen Diagnostik (Sebelum Pembelajaran)

Guru meminta peserta didik membaca 5 kata (mengandung vokal /i:/, /ɪ/, /æ/, /ʌ/, /u:/) untuk mengidentifikasi kesulitan awal. Tidak diskor — hanya untuk pemetaan.

2. Asesmen Formatif (Selama Pembelajaran)

- Pertemuan 1: LKS identifikasi bunyi vokal (penyelesaian di kelas)
- Pertemuan 2: Observasi shadowing dan drill; ceklis partisipasi aktif
- Pertemuan 3: Peer assessment menggunakan rubrik pelafalan

3. Asesmen Sumatif — Rubrik Pelafalan

No	Aspek Penilaian	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Perlu Bimbingan)
1	Akurasi Vokal (Vowel Accuracy)	Semua vokal target dilafalkan dengan benar dan konsisten	Sebagian besar vokal benar; 1–2 kesalahan minor	Beberapa vokal benar; beberapa masih pengaruh B.Indonesia	Banyak vokal tidak akurat; sulit dipahami
2	Vokal Panjang vs. Pendek (Vowel Length)	Membedakan panjang-pendek vokal secara konsisten	Membedakan sebagian besar vokal panjang-pendek	Kadang membedakan; sering tercampur	Tidak membedakan panjang-pendek vokal
3	Kelancaran (Fluency)	Bicara lancar, tidak terputus-putus	Sedikit jeda; masih lancar secara keseluruhan	Beberapa jeda panjang; kurang lancar	Sering berhenti; sangat terputus-putus
4	Kepercayaan Diri (Confidence)	Vokal jelas, percaya diri, suara cukup keras	Cukup percaya diri; vokal terdengar jelas	Kadang ragu; vokal kurang jelas	Sangat ragu; suara pelan; banyak pengulangan

Nilai Akhir = (Total Skor / 16) x 100

KKM: 75

F. REMEDIAL DAN PENGAYAAN

Kegiatan Remedial

Bagi peserta didik yang belum mencapai KKM (nilai < 75):

Identifikasi bunyi vokal spesifik yang masih keliru (berdasarkan data penilaian)
 Guru menyediakan sesi latihan tambahan berfokus pada vokal tersebut menggunakan audiobook yang sama
 Peserta didik merekam ulang dan mengumpulkan rekaman suara sebagai bukti perbaikan

Penilaian ulang menggunakan rubrik yang sama

Kegiatan Pengayaan

Bagi peserta didik yang telah mencapai KKM (nilai ≥ 75):

Mendengarkan audiobook mandiri (min. 15 menit/hari) dan membuat jurnal fonetik (mencatat 5 kata baru beserta IPA-nya per hari)

Mencoba melafalkan diphthong tingkat lanjut yang tidak dibahas di kelas

Membuat rekaman audio sendiri (reading aloud) kemudian menganalisis akurasi secara mandiri

G. LEMBAR PENGESAHAN

Mengetahui, Kepala MA Bahrul Maghfiroh <u>Syafi'i, M.Pd.</u>	Malang, 21 Agustus 2025 Guru Mata Pelajaran, Bahasa Inggris <u>Muhammad Iqbal Amrullah, S.Pd.</u>
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Appendix 7 Documentation



Appendix 8 Curriculum Vitae

CURRICULU VITAE



Name : Dzikri Adip Kurnia
Place, Date of Birth : Madiun, 25 Mei 2003
Gender : Male
Religion : Islam
Address : RT. 03/RW.01, Ketandan, kec. Dagangan, kab. Madiun
Faculty : Education and Teacher Training
Department : English Education
University : UIN Maulana Malik Ibrahim Malang
Email/Phone : dzikriadip.12@gmail.com/0858-5047-6104
Educational Background : 1. RA Sabilil Islam
2. MI Sabilil Islam
3. MTs Darussalam
4. MA Darussalam
5. UIN Maulana Malik Ibrahim Malang

Malang, 26 June 2026

Researcher

Dzikri Adip Kurnia

NIM. 210107110082