THE EFFECTIVENESS OF AUDIO-ASSISTED READING TO ENHANCE ENGLISH READING COMPREHENSION SKILL FOR GRADE 5 BHUTANESE STUDENTS

BY

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Abstract

The study was conducted to compare the English reading comprehension skill of grade 5 Bhutanese students before and after using audio-assisted reading strategy and to investigate the learning satisfaction of grade 5 Bhutanese students towards the use of this strategy. The study adopted quasi-experimental design employing both qualitative and quantitative methods. The instruments used to gather quantitative and qualitative data were reading comprehension tests (pretest and posttest) and semi-structured interview respectively.

The quantitative data were analyzed using a paired sample t-test. According to the analysis, the average score of the posttest (25.18) was greater than the average score of the pretest (18.75) with a mean difference of 6.43. The significance value for the group was 0.01 which indicated significant increase in the scores of the students in the posttest compared to those of pretest. Similarly, the data collected from the interviews revealed that students were motivated and satisfied with the use of audio-assisted reading strategy. Therefore, this study recommends incorporating audio-assisted reading strategy as an effective learning strategy to enhance students' reading comprehension skill.

(Total 119 pages)

Keywords: Audio-Assisted Reading, Reading Comprehension Skill, Learning Satisfaction, Grade 5 Students

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ABBREVIATIONS

Abbreviations	Meaning
MALL	Mobile Assisted Language Learning
REC	Royal Education Council
DCPD	Department of Curriculum and Professional Development
ESL	English as a Second Language
EFL	English as a Foreign Language
NAPE	New Approach to Primary Education
BCSEA	Bhutan Council for School Examinations and Assessment
ICT	Information and Communication Technology
MoE	Ministry of Education
MoESD	Ministry of Education and Skills Development
RGoB	Royal Government of Bhutan

CHAPTER 1

INTRODUCTION

This chapter presents the background and rationale of the study, research objectives, research questions, research hypothesis, scope of the study, limitations and significance of the study, followed by operational definitions.

1.1 Background and Rationale of The Study

English has long ridden the wave of globalization and technology, dominating the world like no other language has ever done (Zagada, 2019). Over time, English has become more significant and is now the preferred language in a variety of fields. According to Marlina and Xu (2018), English has become so widely recognized and important that it is commonly referred to as the dominant communication tool of the current era, known as the lingua franca. Shin (2010) argued that the need for an international language is made necessary by the fact that English is widely used in a variety of fields, including business, science, and education, on a global scale. As a result, English is now recognized as the global language that enables communication between people all over the world (English Explorer, 2018). Additionally, Clement and Murugavel (2018) claimed that English is becoming more essential as an international business language in both native and non-native English-speaking countries, whereby it acts as a universal language to strengthen international relationships.

Since English has taken over as the primary language of communication on a global scale, learning English has become essential. Being a global language, English keeps people informed about the advancements and progress that occur in numerous fields (Prasad & Singh, 2021). Therefore, English is the window to the world and can

be referred to as a unified language (Roy, 2013). Royal Education Council of Bhutan (REC, 2022) asserts that it has become crucial for our citizens to have the necessary English language skills in order to succeed anywhere in the world. In the contemporary global landscape, having a strong command of the English language has become essential for achieving success. Acquiring this language skill will foster global competence, expand career prospects, and promote personal development.

Reddy (2016) states that English is now the language taught in schools as a way to prepare students for the modern world. Students must learn a variety of subjects in English as they progress in their education, as a result, many non-English speaking nations have started using English as a medium of instruction (EMI) in educational settings (Forum, 2022). Similarly, the primary curriculum in Bhutan uses English to teach 80% of the subjects except the national language. Therefore, English is the major and mandatory subject in the Bhutanese education system (Dendup & Onthanee, 2020). In Bhutan, students are taught in English for whom English is a second language, and those are often referred to as English as Second Language (ESL) learners (Northcode, 2021).

REC (2022) highlights that the English curriculum in Bhutan is based on the teaching of the universe of discourse. A set of theories put forth by James Moffett in 1983, is the foundation of Bhutan's English curriculum. English language teaching primarily focuses on reading, writing, listening, and speaking along with language and grammar. In schools across Bhutan, students are continuously taught these four skills in integration with one another starting from their pre-primary class (Phuntsho, 2022). Among these four skills, scholars consider reading as the most important skill (Guvenc, 2017) because of its positive impact on students' academic achievement (Senturk, 2015) and communicative competence (Baruah, 2006). In line with these benefits, English curriculum in Bhutan also regards reading as the key to unlocking the vault of the wisdom of the race (REC, 2021, p. xxi). For grade IV to VI English classes, there are 180 teaching days in a year. Among these, the largest portion of 60 days is dedicated to the reading strand, while 40 days each are assigned to the listening

and speaking, writing, and language strands. This suggests that reading and literature hold greater importance.

Despite immeasurable interventions by the Ministry of Education, along with the revised curriculum, it is reported that the standard of English in Bhutan has declined over time (BCSEA, 2015, 2016). It was reported that Bhutanese students were performing poorly in English, particularly in reading.

Based on the results of the 2022 Bhutan Higher Secondary Education Certificate (BHSEC) Examination, the average score in English was 63.82 percent, which was the lowest among subjects like Dzongkha, Economics, and Media Studies. Similarly, the results of the Bhutan Certificate of Secondary Education (BCSE) Examination for the year 2022 showed that the overall mean score for English was 62.83 percent, which was also the lowest when compared to other subjects like Dzongkha, Economics, and History (BCSEA, 2023).

In line with these reports, the mean score of class VI English in Competency-Based Assessment Test (CBAT) for the year 2016 was 54.33 percent (BCSEA, 2017) while it has declined to 46.86 percent in the year 2018 (BCSEA, 2019). Further analysis of the competency scores in the four stands revealed 32.73 percent in reading, 35.83 percent in writing, 35.73 percent in language, and 33.66 percent in speaking (BCSEA, 2019, as cited in Pema, 2022). It was evident that students across the country scored reading the lowest out of the four strands during the academic year 2016.

Additionally, it was reported that the average literacy rate for Bhutanese students in the PISA-D was 45.34 percent and it was also reported that poor reading skills impacted the performance in mathematics and science (BCSEA, 2019). The lack of reading comprehension was the major cause of poor performance in other academic subjects (BCSEA, 2013). According to Wangchuk and Chalermnirudorn (2019), English is considered to be the most challenging subject for Bhutanese students to learn as a second language. Similarly, as per the survey that was part of the Bhutan

Education Blueprint 2014-2024, 71.8% of the students responded that they found English to be more difficult (Lamsang, 2016).

One of the receptive modes of language is reading and it plays an important role in one's life as it shapes thinking abilities. Reading is defined as the process of interpreting written symbols to derive meaning from them (Siregar, Afraizi, & Arasuli, 2019). The ability to read fluently is the primary skill that allows students to pursue advanced levels of education and personal development (Mahmud & Wong, 2022). So having good reading skills is important to succeed in this ever-changing world

MacDonald (2022) asserts that children's academic performance and self-confidence can decline if they have trouble understanding what they are reading. Similarly, Phuntsho (2022) posits that students perform poorly in other subjects, such as mathematics and science, as a result of poor ability to comprehend the text, and reading comprehension skill is one of the most important factors that determine a child's academic success (Akbasli, Sachin, & Yaykiran, 2016). Students find it difficult to succeed in a variety of subjects if they lack reading comprehension skills. According to Rinzin (2019), in Bhutan, students usually read texts without understanding them, showing poor comprehension skills which affects their academic performance. So, unless students develop and maintain reading as a lifelong habit, they cannot "participate meaningfully in a knowledge-based society" (REC, 2012, p.38).

Reading comprehension is one of the most vital language skills for learner of any language (Nezami, 2012). When students comprehend the text, they can derive meaning and make connections to their own lives. According to Elleman and Oslund (2019), reading comprehension is one of the hardest cognitive tasks that people have to perform. Students have to translate words into thoughts and ideas in order to comprehend the meaning of the text they read.

Trilling and Fadel (2009) asserted that teachers use a teacher-centered approach to instruction, which hinders students' ability to learn independently. Despite the fact that the system still favors a child-centered approach, teachers continue to use the old methods because old habits are difficult to perish (Tenzin, 2018). Similarly, majority of teachers in Bhutan teach using a teacher-centered method that has a negative impact on students' learning (Rabgay, 2012). This traditional method of instruction primarily teaches students to simply read the printed material without giving them the opportunity to develop reading comprehension skills (Phuntsho, 2022).

In this globalized world, a country needs to interact with the outside world more than ever before, this entails that the quality of teaching and learning of English must be improved (Rahman & Pandian, 2018). In this digital world, technology has become an essential tool for modern education. Integration of technology in education prepares students with knowledge and skills necessary to succeed in the modern workforce. Additionally, use of technology in the 21st century classroom gives students the opportunity to be independent learners both during and after their formal education (Christensen, 2019) whereby students become lifelong learners who can adjust to new technologies and challenges.

So, it is important that teachers keep up with the most recent reading pedagogies and offer a variety of reading materials in order to help students develop their reading comprehension skill. According to Phuntsho (2022), in this post-pandemic world, teachers must use a variety of student-centered teaching-learning strategies along with digital pedagogies. By incorporating new technologies into instruction, classrooms can be improved and reorganized in ways that will encourage collaboration. To nurture and develop students to become lifelong learners, the role of teacher needs to be expanded even further (Tenzin, 2018) and it is extremely important that traditional concepts for teaching reading be replaced with more creative ones. Therefore, Audio-Assisted Reading (AAR) using audiobooks stands as an innovative strategy that can aid students in improving their reading comprehension skills.

Multiple scholars have reached the consensus that the incorporation of audio-assisted reading contributes to the enhancement of students' reading comprehension skills.

Audio-assisted reading is a reading strategy where students read along in their books while listening to a fluent reader read aloud on an audio recording (Audio-Assisted Reading, 2013). According to Wong (2014), students are exposed to new ideas, realistic solutions to problems, and new perspectives through reading with good comprehension. Similarly, in audio-assisted reading hearing a model of fluent reading helps students to increase their vocabulary, familiarizes them with written language, and helps to stimulate their interest in reading (Audio-Assisted Reading, n.d.) Kirchhoff and Mission (2022) discovered that audio-assisted reading is an effective way to learn a language and it boosts the confidence of the students. Audio-assisted reading not only helps students to be good readers but also enhances their comprehension skills. As per the findings of Esteves (2009), implementing audio-assisted reading using audiobooks can improve both reading fluency and comprehension, ultimately leading to a greater enjoyment of the text being read.

In light of these advantages, the researcher used audiobooks as a learning tool where students got the opportunity to first listen to the audiobooks read by fluent readers followed by reading along with the audiobooks. Esteves and Whitten (2011) discovered that using digital audiobooks can encourage greater growth in reading fluency and thereby increase reading comprehension. Listening to audiobooks gives students the chance to access and understand literature that is more complex than what they can read on their own (Kartal & Simsek, 2011). Furthermore, as per the findings of Tusmagambet (2020), the use of audiobooks improved students' comprehension of the text and increased their motivation to practice reading.

According to Edgar (2022), readers of all year levels, especially those who are having trouble with reading benefit greatly from audio-assisted reading and it is a boost to literacy that encourages the growth of reading fluency and comprehension. The researcher believed that audio-assisted reading will take care of all students, inclusive of all struggling readers because this strategy ensures that every student

participates fully, providing equal opportunities for critical and creative thinking through better comprehension of the text. Audio-assisted reading strategy has been used in education for a long time (Edgar, 2022) however no prior studies have been conducted to determine its effectiveness in Bhutan. Therefore, this study was designed to compare the English reading comprehension skill of Grade 5 Bhutanese students before and after using audio-assisted reading strategy and to investigate the learning satisfaction of Grade 5 Bhutanese students towards the use of audio-assisted reading.

1.2 Research Objectives

1.2.1 To compare the English reading comprehension skill of Grade 5 Bhutanese students before and after using the audio-assisted reading strategy.

1.2.2 To investigate the learning satisfaction of grade 5 Bhutanese students towards the use of audio-assisted reading to enhance reading comprehension skill.

1.3 Research Questions

1.3.1 Would audio-assisted reading strategy help grade 5 Bhutanese students to enhance their reading comprehension skill?

1.3.2 Would grade 5 Bhutanese students be satisfied with the use of audio-assisted reading to enhance English reading comprehension skill?

1.4 Research Hypothesis

1.4.1 The English reading comprehension skill of grade 5 Bhutanese students would be enhanced after using audio-assisted reading strategy.

1.5 Scope of The Study

1.5.1 Location of the study

The study was carried out in one of the Primary Schools under Tsirang district, which is in the Southern part of Bhutan. The school has grades from Pre-Primary to six.

1.5.2 Population and sample of the study

The population of the study consisted of 30 (15 male and 15 female) grade 5 ESL students studying in one of the primary schools in Tsirang Dzongkhag. Since there was only one section of grade 5 in the sample school, the researcher included all of them as research participants. The students were within the age range of 11 to 13 years with different learning abilities.

1.5.3 Content of the study

The researcher conducted two classes in a week for a period of one month, which comprised of eight lessons. Four lesson plans were designed to compare the English reading comprehension skill of Grade 5 Bhutanese students before and after using audio-assisted reading strategy. The researcher has chosen four varieties of poem from Grade 5 English Reading and Literature Textbook.

Table 1.1 Content of the study

Week	Lesson Plans	Topics	Audio Tool
1	Lesson plan 1	My Mother Saw a Dancing Bear	Audiobook
2	Lesson plan 2	The Owl and the Pussy Cat	Audiobook
3	Lesson plan 3	Jimmy Jet and His TV Set	Audiobook
4	Lesson plan 4	Mum, Dad and Me	Audiobook

1.5.4 Time Frame
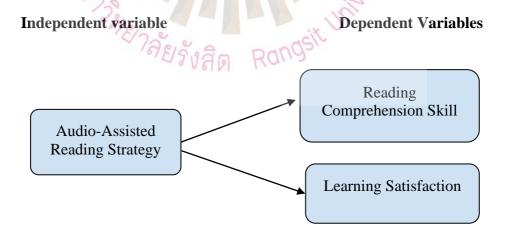
The study was conducted for the period of one month from the first week of May to the first week of June for the academic year 2023.

Table 1.2 Time Frame for the Research Process

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Literature Review								
Research Proposal								
Data Collection								
Data Analysis								
Final Defense								

1.6 Conceptual Framework of The Study

There were two variables in this study. The independent variable is audio-assisted reading strategy, and the dependent variables are reading comprehension skill and learning satisfaction of grade 5 students.

Independent variable   **Dependent Variables**

Audio-Assisted Reading Strategy → Reading Comprehension Skill

Audio-Assisted Reading Strategy → Learning Satisfaction

Figures 1.1 Independent and Dependent Variables

1.7 Limitations of The Study

1.7.1 Since only 30 grade 5 Bhutanese students participated in this study, the results cannot be generalized to all grade 5 Bhutanese students.

1.7.2 The content of this study was limited to four poems from the Grade 5 English textbook of Bhutan. Therefore, the results of this study cannot be generalized to other literary genres like essays and short stories.

1.8 Significance of The Study

1.8.1 The implementation of audio-assisted reading would enhance the English reading comprehension skill of grade 5 Bhutanese students.

1.8.2 The study would shed light on the effectiveness of audio-assisted reading as an effective strategy to improve the reading comprehension skills of the students.

1.8.3 The study would provide more insights on how to use an audio-assisted reading strategy to improve students' reading comprehension skill.

1.9 Operational Definitions

Audio-Assisted Reading refers to a reading strategy where students listen to audiobooks read by the native readers and then read along with the audiobooks. In contrast to audio-assisted reading used by previous researchers, the students in this study solely depended on smart device to engage with audiobooks, and the entire class participated in the shared activity of listening to the audiobooks together. First, the students listened to the audiobooks and then they read along with the audiobooks. They re-read the poem without the audio assistance and finally, they comprehended the poem through various comprehension activities.

Reading Comprehension Skill refers to the ability of the students to read a poem, explain the meaning of new words, identify the main ideas of the poem,

summarize the poem, and respond to questions in relation to the poems. This achievement will be assessed by conducting pretest and posttest.

Learning Satisfaction refers to the positive attitude of students towards the use of audio-assisted reading to enhance reading comprehension skill. The data will be collected via semi structured interview after the implementation of audio-assisted reading using audiobooks.

Grade 5 Students refers to the participants of the study studying in grade 5 at the research school in the academic year 2023.

ESL refers to English as a second language. It is the medium of instruction across all schools in Bhutan.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the English curriculum in Bhutan, standards of Reading and literature, importance of reading and reading comprehension skill, background of technology, definition of audio-assisted reading and its importance, steps for audio-assisted reading, audiobooks as a learning tool in ESL reading comprehension, use of poems to improve reading comprehension skill, selection of appropriate poems, related learning theories and other related research.

2.1 English Curriculum in Bhutan

According to REC (2021), the new curriculum is based on the objectives and guiding principles outlined in the National School Curriculum Framework (2020), as well as the requirement to update the contents and pedagogical methods to meet the changing needs. Based on this principle, the Department of Curriculum and Professional Development consistently evaluates the country's human resource requirements and design a curriculum that adapts to the evolving needs of society (REC, 2022).

In the early years of the English curriculum in Bhutan, the emphasis was on grammar and vocabulary with little attention paid to communication skills. However, the curriculum has evolved over time that prioritizes communication skills and language use in real-life situations. REC (2022) states that in the revised curriculum, a strong emphasis is placed on helping students learn language skills related to the core language skills of speaking, listening, reading, and writing. The English curriculum aims to foster the development of essential language skills in students, which are crucial for success in today's globalized world. To achieve this objective, the

curriculum incorporates a diverse range of exemplary literary works, including both fiction and nonfiction from various parts of the world.

The English curriculum in Bhutan is thematic in nature. A thematic approach is a comprehensive approach that meets the language, academic, social, physical, and emotional needs of the child (REC, 2021) and there are specific texts under each theme that help to deliver the theme. According to REC (2022), the texts for each theme were selected for a variety of reasons, including "balance of genre, the contemporary nature of its language, gender sensitivity, opportunities for a student-centered approach, Bhutanese content, and readings that promote active learning experiences in our classes" (p. xviii). Through this diverse collection of texts students learn about their own world, their community, country, the global village, and the vast field of media and communication. It was further stated that "in order for children to relate to his world and learn, the selection of texts is based on broad themes that are an essential part of their identity, community, and the world around them. The themes shift from the known to the unknown" (p.xviii).

The new English curriculum encourages a change in how students are taught, particularly a shift from teacher-centered classroom to a gender-sensitive and student-centered learning classroom (REC, 2022). As a result, the teacher is in charge of creating lessons that encourage active learning, and the students are given more responsibility for their own learning (REC, 2017). Hence, the teachers' role has been changed from a 'sage on a stage' to a 'guide on the side' (Dendup, 2019). These changes indicate a larger shift in Bhutan's English curriculum towards a more learner-centered and comprehensive approach (REC, 2021) which would assist in giving our students the skills and knowledge they need to become independent lifelong learners and realize their full potential as contributing members of the society (REC, 2022).

2.2 Standards for Reading and Literature

The four strands of language are listening, speaking, writing, reading and literature along with language and grammar. From the four strands, reading and literature receives the maximum time with 38.8% of the total time of the year (REC, 2021). The Bhutanese English Curriculum places a high value on reading and literature and has standards that each grade's students must meet by the end of the academic year. Before moving on to the next grade level, students in grade five should achieve the following standards (English Curriculum Framework for Classes PP-XII, 2022).

1) Decode unfamiliar texts using knowledge of word patterns.

2) Read fluently and comprehend a range of grade appropriate prose, poetry and essays independently.

3) Comprehend visual texts with specialized features through viewing (e.g., films, posters, advertisements, photographs, illustrations, diagrams, maps and other authentic texts).

4) Use a variety of strategies before, during and after reading and viewing to enhance comprehension, construct and confirm meaning of texts in different media and technologies.

5) Appreciate the emotive effects of poetry/figurative language.

6) Read some of the appropriate literary works from Bhutan and other countries.

The students in grade five must demonstrate a number of competencies in order to meet the aforementioned standards. Competency is the capacity of the learner to use psychosocial resources (such as abilities and attitudes) in a specific context to address challenging problems. The following are the competencies set for grade five students (REC, 2022).

1) Use strategies like comparison and contrast between texts todevelop their responses to the literature they read.

2) Identify literary devices and explain their function in a text to broaden their understanding.

      3) Use the elements of different genres of literature to infer meanings at different levels.

      4) Read texts to confirm their understanding of themes like friendship, love, relationships, loyalty, courage, and cooperation.

      5) Transfer information from one form of text to another to show the understanding of the content.

      Reading Standards and competencies are crucial components for helping students advance in their reading (Martin & Ritzhaupt, 2021). The researcher in this study has chosen four different poems to teach to grade five students in order to meet the aforementioned standards and competencies.

2.3 Importance of Reading

      According to REC (2021), reading is the key to unlocking the vault of the wisdom of the race. To read well is to be in contact with those who have gone before us, who have discovered what it is to be human and the best ways to organize themselves to achieve happiness (p. xii). Additionally, REC (2022) states that reading is an interactive process that involves the reader, the author, and the text in a conversation about the topic of the writing; it enables students to capture the information conveyed by the text (Gunning, 2013).

      Reading is a key component of the English language (Mohammad & Hasbi, 2021). Therefore, proficient reading skills are crucial for students as they form the foundation of learning and are essential in today's constantly evolving world. However, in Bhutan, several factors negatively impact a student's reading habits and abilities, such as insufficient access to suitable reading materials, a lack of motivation to read, and limited support from parents (Gyeltshen, 2021). Since reading is a necessary skill to comprehend and learn from other subjects, these difficulties may have a negative impact on a student's overall academic performance. Addressing these challenges and promoting a culture of reading is essential to ensure that students possess the necessary skills to succeed in their education and beyond (REC, 2022).

According to McKown, Cynthia, and Barnett (2007), the most crucial skill required for academic success in school is reading. Generally, students who read for a variety of purposes will succeed in school and learn more as it opens up new worlds and opportunities for them (Marzuki, 2019). Reading helps students gain a better understanding of themselves and the world around them by exposing them to various points of view and perspectives (Li, Fan, Huang, & Chen, 2014). Law (2021) explains that reading enables students to immerse themselves in the challenges, emotions, triumphs, and achievements of the characters in the stories. Additionally, it encourages students to explore various viewpoints and comprehend and empathize with the experiences of others, which helps them develop a new perspective on life.

Ali and Razali (2019) highlights that English language learners must have good reading skills in order to learn the language and it is the most crucial skill a student must have in order to improve other skills (Albiladi, 2019). Reading plays a significant role in language acquisition for ESL students (Ibrahim, Muhamad, & Sarudin, 2016) and when students read more, they learn languages more quickly (Rai, 2021). According to Law (2021), engaging in reading is a straightforward method to enhance one's cognitive abilities, as it aids in the expansion of vocabulary and the improvement of writing skills. Consequently, reading serves as an excellent brain exercise. Lee (2014) further supported that reading plays a crucial role in enabling students to achieve their maximum academic capabilities and enable them to become lifelong readers (Owusuacheaw & Larson, 2014). It is only through reading that an individual's personality can be molded, and their intellectual abilities can be developed (Palani, 2012).

Fluent reading improves automatic word reading, which improves reading comprehension (Stevens, Vaughn, & Walker, 2016) and for effective reading comprehension, reading fluency is essential (Lee, 2017). Therefore, by implementing an audio-assisted reading strategy using audiobooks, the students in this study will read poems from their prescribed text where they will get an opportunity to develop fluency skill, including proper expression and phrasing, which will enhance their comprehension skill.

2.4 Reading Comprehension

According to Anisah (2018), reading comprehension is understanding, evaluating, and applying knowledge and concepts acquired through dialogue between the author and reader. Reading comprehension involves the capability to understand the significance of individual words, sentences, and extended passages in written texts (Neufeld, 2005). It encompasses various skills, including word recognition, accurate pronunciation, comprehension, application of knowledge, and the utilization of cognitive and metacognitive strategies (Sin & Siahpoosh, 2020). In this study, reading comprehension refers to the ability of the learners to read a poem, explain the meaning of new words, identify the main ideas of the poem, summarize the poem and respond to questions.

Phuntsho (2022) asserted that reading comprehension requires effective and efficient reading ability because comprehension is the ultimate goal of reading (Read Naturally, 2012). Students who lack the necessary reading comprehension skill may find it challenging to learn other subjects (Baier, 2005). Reading comprehension is a more challenging reading technique that requires the reader to be deliberate and thoughtful as they read, paying attention to the words and their meaning as they read (Horowitz-Kraus, Wang, Plante, & Holland, 2014). In addition to that reading comprehension is an active cognitive process that require an individual to interact with the reading materials (Lim, Eng, Mohamed, & Mohamed Ismail, 2018), without comprehension, there is no value in reading.

In the words of Brandon (2021), students who read with greater comprehension are able to engage with the text and become active readers. Students who can read and comprehend written English also have a much deeper understanding of the language, which helps them communicate more precisely and write better in English. According to Yang (2016), comprehension skills are especially vital for students as they progress in their education, and various factors such as motivation, age, learning style, and personality can influence their reading comprehension abilities. Normally, ESL students frequently struggle to read and comprehend the text

on their own, which has an impact on their academic performance. Therefore, there are six essential skills identified to enhance reading comprehension skill (Lee, 2017).

1) Decoding: It is a crucial step in the reading process as it is the foundation for other skills. With this skill, students can sound out words that they have only heard but haven't seen in written form. The early language ability known as phonemic awareness enables students to hear the individual sounds in words known as phonemes. It is said that most children learn phonological awareness by being exposed to books, songs, and rhymes, but some children don't. Normally, having trouble with rhyming, counting syllables, or recognizing the first sound in a word is one of the early signs of reading difficulties.

2) Fluency: It is the reader's capacity to read clearly, accurately, and expressively. For children to read fluently, they must be able to recognize words, even those that they cannot sound out. Fluent readers also read smoothly and steadily. Fluency is necessary for efficient reading comprehension. The best way to help students improve their fluency is to read books aloud to them frequently, and the books chosen should be suitable for their level.

3) Vocabulary: A key aspect of reading comprehension is having a strong vocabulary and understanding the meanings of almost all the words used in the text. If a reader is unfamiliar with the contextual meanings of the vocabulary used, it can create obstacles to comprehension. Therefore, vocabulary knowledge is a critical skill required for effective reading comprehension.

4) Sentence construction and cohesion: It means being aware of the structure of sentences as well as how ideas are connected. For children to comprehend the meaning of passages and complete texts, they must have a solid understanding of how ideas are connected within sentences. This skill enables students to connect ideas within a longer piece of writing to produce a deeper understanding of the overall text.

5) Reasoning and Background knowledge: It talks about readers' ability to Connect what they have read to what they already know. Therefore, it is crucial for students to read with background or prior knowledge of the word, and they must be able to comprehend meaning even when it is not explicitly stated by reading between the lines. Reading, participating in discussions, watching movies and TV shows, and appreciating art are some of the different ways that one can learn. On the other hand,

engaging in real-world experiences and activities is the most significant way to learn. The most important thing for educators to do is to have a conversation with their students, sharing what they have discovered through their own experiences and inspiring them to do the same. Teachers can help students make connections between new knowledge and what they already know by probing, asking open-ended questions that encourage critical thinking and explanations from the students.

6) Working memory and attention: The reader's focus while reading enables them to understand the text's information. Working memory aids in retaining that knowledge so that readers can use it to interpret what they have read. They are regarded as essential for reading comprehension when used together. Students can improve their memory through a variety of games and activities and inspire them to find books that motivate them to read.

Comprehension strategies are intentional and purposeful steps that skilled readers use to comprehend written text (Adler, n.d.). Therefore, once readers achieve these six essential comprehension skills, they will be able to comprehend the text without the help of teachers. In addition to the six comprehension skills mentioned above, it is important to employ a variety of strategies to aid students in developing their reading fluency and comprehension skill. Basmo (2022) states that there are six main comprehension strategies, where each has a unique set of benefits for different types of students. The six comprehension strategies are:

1) Previewing: The previewing stage entails making a small connection between the book in front of the reader and the knowledge they already have. Depending on age, reading ability, and the goal of the reading session, this process may differ from person to person. Learning what a book is about and connecting it to what students already know about the author or the actual theme of the book is one of the most effective reading strategies.

2) Predicting: This stage involves spending a few minutes attempting to guess what the book will be about. Students' level of interest and focus will increase as a result of being forced to draw connections to previous readings. The students will attempt to foresee how a book's action will develop, what the main characters will do next, or what details the author will reveal in the following pages.

3) Identifying the main ideas: The students will identify the key concepts and themes during this process, which will encourage them to consider the bigger picture. The most crucial details must be identified, and students must mentally summarize the text they are reading. By actually considering what the author is attempting to accomplish through that particular text, students will gain a deeper understanding of the text.

4) Questioning: Asking questions as students read and looking for answers is a crucial part of reading with the intention of fully understanding what they are reading. Students become more interested as a result, which makes reading much more enjoyable and rewarding.

5) Making inferences: When students are able to draw conclusions from what they have read, they connect what they have learned with what they already know. With this skill, they can respond to inquiries that result in conclusions about the themes and basic concepts of the text.

6) Visualizing: A different part of the brain is engaged when students try to picture what they are reading. Students benefit greatly from having the ability to mentally picture or visualize events from a text. When they can picture what is happening, the written word becomes more "real" and is simpler to understand and remember.

To help students develop their reading fluency and comprehension skills, a variety of strategies should be used. According to Benchmark Education (2022), reading comprehension strategies are helpful in assisting students to gain fundamental knowledge and, ultimately, comprehend what they read and students who achieve these strategies become more engaged readers who can control their own comprehension process (Adler, n.d.).

2.5 Background of Technology

Bhutan places a high priority on education in order to develop potential human resources that can compete at international levels. According to Dendup (2019), technology is therefore regarded as one of the most crucial strategies for improving the

quality of education in Bhutan. Kent and Facer (2004) state that ICT creates a crucial environment in which students engage in a variety of computer-based activities, and it is successfully used in teaching, learning, and assessment. ICT is considered to be an effective tool for implementing changes in the education system (Fu, 2013). Computers, the internet and other electronics like televisions, projectors are few of the ICT tools that are frequently used in the field of education today.

According to Seldon (2022), integrating technology into subject-specific curricula is essential for offering students a variety of learning opportunities and enhancing their educational experience. Furthermore, Georgsen (2013) stated that students nowadays reside in a world that has undergone significant transformations from the past, where they interact through technology using different social media applications. These demands change in teaching methods and educational curriculum. It was further supported by Hazar (2020) stating that advancements in technologies have led to changes in education practices, with new teaching and learning methodologies being developed. Traditionally, students have access to information through books and lectures but today with the help of technology, particularly the internet, which is widely used in schools, students and teachers can learn wherever they are and whenever they want.

Similarly, the New English curriculum in Bhutan urges teachers in Bhutan to use technology to improve instruction for better learning outcomes and experiences. Language skills can be used to explore technological applications and become informed consumers, while technology can be used to teach language (REC, 2021). Additionally, "ICT integration prepares students and teachers with virtual and blended teaching-learning approaches to ensure that the curriculum is implemented without interruption even during major disruptions and emergencies in the country" (REC, 2022, p.vi). To stimulate students' interest and facilitate learning, a variety of teaching strategies, including the use of PowerPoint presentations, videos, and audios, can be used. Accordingly, teachers in Bhutan use more collaborative and exploratory teaching methods rather than the traditional teacher-centered ones (Dendup, 2019).

Lim (2021) highlights that educational technology provides students with the chance to experience enjoyable learning, fostering motivation and enthusiasm for their studies. By giving students access to a wide variety of information and knowledge, it improves the effectiveness of the teaching and learning process. Technology can boost the creativity of the students and develop them into lifelong learners. With the help of ICT learners can have stimulating and empowering learning experiences in both formal and informal settings, preparing them to participate actively, creatively, intelligently, and morally in our globally interconnected society (D'Angelo, 2018).

Hazar (2020) asserted that to improve the effectiveness of the teaching process, various language teaching techniques are used, and technology has been successful in replacing traditional teaching, and in places where there are few opportunities to interact with people who speak the native language, technology can be a useful tool to enhance learning outcomes. Students can learn at their own pace and track their progress using an ICT-enabled learning platform, which may boost their interest and motivation. Moreover, the use of technology in language instruction has improved and revitalized the learning experience for students (Mahmud, 2022). Therefore, the researcher will implement audio-assisted reading using audiobooks to enhance reading comprehension skill and investigate the students' learning satisfaction towards the use of this strategy.

2.6 Definition of Audio-Assisted Reading

Audio-Assisted Reading (AAR) is a reading strategy that uses audio recordings of texts to enhance reading comprehension and fluency (Edgar, 2022). Kuhn & Stahl (2003) defined audio-assisted reading as a strategy in which students read a text while simultaneously listening to a fluent reader reading the text. In this study, Audio-assisted reading refers to a reading strategy where students listen to audiobooks read by the native readers and then read along with the audiobooks.

AAR allows readers to receive and process information through multiple senses at the same time. It helps students to develop fluency, comprehension, and vocabulary by providing an additional source of support while they read. Wagar (2016) asserted that in second language learning, reading and listening to text is widely accepted as a useful strategy to promote comprehension.

This strategy gives teachers the option of creating their own recordings or using ones that have already been pre-recorded and read by proficient readers (Reading Rockets, 2013). In this study, the researcher downloaded and used these audio recordings read by the fluent readers to assist students to read the poems. It is stated that when the teachers are not available to read with them, it gives students a way to practice reading (Audio-Assisted Reading, n.d.) and the recordings are typically read at a slow pace to facilitate comprehension. Additionally, AAR can be easily implemented with little resources in a variety of settings, such as the classroom and at home.

2.7 Benefits of Audio-Assisted Reading

According to Spear-Swerling (2010), AAR can be a useful tool for improving reading outcomes for students, especially those who have reading difficulties or are learning English as a second language. It is a flexible strategy appropriate for various learning environments because it can be used with both fiction and non-fiction texts and can be adjusted to different reading levels. To help students "recognize the letter-sound relationship," audio-assisted reading offers a fresh learning environment (Asrimawati & Margana, 2020).

By allowing the students to hear correct pronunciation, intonation, and phrasing, AAR helps students to improve their reading abilities and can increase fluency and overall reading comprehension (Manning, 2013). Pluck (2012) stated that this reading strategy helps struggling readers gain confidence and competence and help students improve their listening and reading skills, making them feel successful and satisfied (Kirchhoff & Mission, 2022). When students listen to books read by

expressive and fluent readers, they are exposed to more literature and increase their joy of reading.

When students listen to audiobooks, their mind is focused on both the sounds that words make and their meanings, which is an intensive cognitive exercise that improves comprehension (Enderson, 2022). It indicates that when listening to audio, information is processed more thoroughly and intensely. The ability to read fluently helps students engage in active listening, which goes beyond passive hearing and helps students understand the text better. By actively listening, students can gather information in a comprehensive manner making it evident that enhancing listening skills is crucial for enhancing reading skill.

2.8 Steps for Audio-Assisted Reading Strategy

According to Reading Rockets (2013), AAR is a reading strategy that combines both reading and listening to enhance comprehension skill and fluency. The following steps were considered when implementing this strategy.

2.8.1 Choose a Text: Select a text that is appropriate to the reading level of the students.

2.8.2 Get the audio version: Teachers find the audio version of the book.

2.8.3 Start reading: The students will listen to the audio while following the printed copy of the text. The teacher will play the audio reading of the text.

2.8.4 Follow along: By looking at the printed copy of the text, students will read aloud along with the audio. This will help students to connect the spoken words with the written words and improve their reading fluency and comprehension skill.

2.8.5 Repeat: If there is a section that students did not understand or that was particularly challenging, replay it a few times. Let students read and re-read along with the audio until they feel comfortable reading the text without the audio.

2.8.6 Reflect: After reading the text, let them reflect on what they have read. This includes summarizing the main points of the text and considering how the text made them feel or what they have learned. By doing this, students can strengthen their understanding of the texts and retain them for longer duration.

By following these steps, students will be able to read more fluently, comprehend the text and enjoy the books they read.

2.9 Audiobook as A Learning Tool in ESL Reading Comprehension

In order to provide books to blind adults free of cost, the American government introduced audiobooks, also known as "talking books," in the 1930s. It is said that it took some time for the use of audiobooks to take off, but as digital technology developed CDs replaced cassette tapes and then the internet was created, downloadable audiobooks quickly became widely used and are now regarded as a "dominant literacy tool" (Mohamed, 2018, p. 66).

Audiobooks are digital versions of text that have been recorded for listening. Anisah (2018) stated that engaging students with informational texts through audiobooks is a great way for students to improve their reading abilities. Similarly, it was supported by Wagar (2016) which states audiobooks improve the comprehension skills of English language learners and the use of this tool will help students develop reading habits, increase reading fluency, practice comprehension, and increase their language skills. According to Duncan (2022), comprehension of what they hear is greater than what they read. Reading with the aid of audio helps students understand complex ideas more easily and become familiar with vocabulary and language patterns that are not typically used in everyday conversations. Consequently, this enables students to gain a deeper understanding of how books are structured and fosters the development of their self-directed reading abilities (Gold & Gibson, 2013).

Correct pronunciation and intonation in audio serve as a support structure for students' comprehension of reading (Taguchi, Gorsuch, Lems, & Rozell, 2016). Students who have trouble reading can benefit a lot from audiobooks because they can follow along with the printed version while listening to the text being read aloud. For those who struggle with reading fluency or who are reluctant to read, audiobooks can be resourceful. In general, audiobooks can help struggling readers make the transition from decoding to comprehension (Friedland, Gilman, & Johnson, 2017). Therefore,

the researcher in this study will use audiobook as the learning tool to enhance the reading comprehension skill of grade 5 Bhutanese students. The framework for the use of audiobooks is given below.
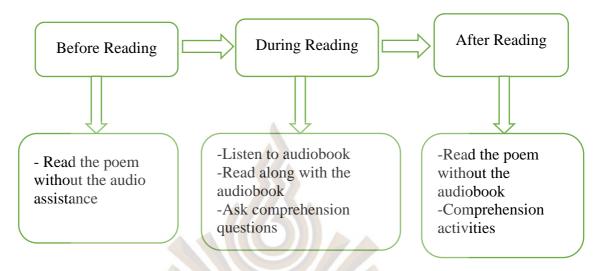
Figure 2.1 A Framework for the use of Audiobook
to enhance Reading Comprehension
Source: Friedland et al., 2017

2.10 Use of Poetry to Enhance Comprehension Skill

Tamara and Merentek (2019) state that poetry is a literary genre that emphasizes language and structure in order to express feelings and concepts in a unique way. Poetry plays an important role for young students in enhancing their reading skills. It makes reading more enjoyable and enables students to learn new perspectives on phonemic sounds. Therefore, a good poem can play an important role in the literacy journey of young readers (Bush, 2020).

Reading poems improves language skills and sharpens observation, so reading it aloud to students can be fun and enjoyable (Tanjung, Neviyarni, & Firman, 2018). Even though poetry is usually short, it has significant literary elements like rhymes, new words, characters, and narrative structure which expose students to new words and phrases in a unique context. Through their interaction with poetry, students can appreciate the nature of language and enhance their ability to write creatively. In fact,

poetry can be a powerful tool to encourage students to use their imaginations. Thus, reading poetry can inspire them to expand their creativity and encourage them to become creative writers.

According to Proud (2019), poetry is a powerful form of self-expression. Students can relate to and make sense of their experiences by reading poetry. Poetry offers unique advantages to young individuals, particularly in nurturing their social and emotional skills. When young readers engage with poetry, they not only develop an appreciation for the language and writing techniques used in the art form but also experience an improvement in their creativity and communication abilities. Poetry, therefore, serves as a valuable tool in fostering personal growth and literary appreciation among young readers (Hanauer, 2017).

2.10.1 Selection of appropriate Poems

According to Schoch (2017), choosing the appropriate poem can enable students to independently develop the main idea and key questions for their discussion or reflection on what they learned. Similar to this, using a theme-based approach when teaching poetry encourages students to regularly make connections, which leads to a higher level of comprehension. The content to be taught in this study includes four poems from the Grade 5 Bhutanese English Textbook

2.10.1.1 My Mother Saw a Dancing Bear - Charles Causley

This is a narrative poem written for children by Charles Causley. The speaker of the poem begins by jokingly describing how entertaining it was for a group of people to watch a dancing bear, but by the end of the performance, they become more sorrowful as they realize how uncomfortable the bear was at the end. The poem raises significant ethical issues regarding whether it is acceptable to keep wild animals in captivity for human entertainment.

2.10.1.2 The Owl and the Pussy-Cat - Edward Lear

Edward Lear's poem "The Owl and the Pussy Cat" has stunning illustrations. It takes the reader on the delightful journey of the Owl and the Pussycat as they travel through lush jungles and across the sea by moonlight. This lovely literary work pays tribute to the power and beauty of true love. The poem is visually impressive and portrays love in a positive and inspiring manner.

2.10.1.3 Jimmy Jet and His TV Set – Shel Silverstein

The poet is a humorist, and he makes fun of those who watches too much television. In order to make the audience aware of the risks associated with watching excessive television, the poet employs exaggeration and hyperbole. The poem basically portrays themes like Children's obsession with television and harms of watching television.

2.10.1.4 Mum Dad and Me - James Berry

The young boy in this poem guides through the present-day world and the world in which parents our parents were raised. All students can benefit from the comparison between Jamaica, where the poet's parents were raised, and London, where the poet was raised, given how quickly life in Bhutan is changing. The poem includes a compare and contrast element. The author also expresses his gratitude to his parents for their love and care for him.

2.11 Related Theories

Learning theory is a field of study that investigates the cognitive, emotional, and environmental factors that influence how people learn (Fairbanks, 2021). Learning theories provide insights into how individuals process, retain, and recall information, as well as how they apply knowledge and skills to solve problems and make decisions. Thomas (2020) stated that by understanding these theories, teachers can design effective teaching strategies and create supportive learning environments that promote student learning. The researcher has identified the following theories of learning that are in favor of audio-assisted reading.

2.11.1 Vygotsky's Social Cultural Theory

Vygotsky's theory of social and cultural development states that learning takes place when a person with more knowledge and experience provides guidance and support to someone with less knowledge and experience, helping them to achieve greater. Social-cultural theorists state that learning needs to be "scaffolded" or assisted by someone who is more skilled in the specific skill being learned (Mcleod, 2023). In this study, reading with digital audiobooks provided a scaffold between the fluent model and the students. This strategy enabled students to simultaneously understand text using a variety of learning methods (such as seeing and hearing).

Vygotsky's social-cultural theory of learning and development states that cognitive development is restricted to a specific span, known as the zone of proximal development (ZPD). In audio-assisted reading, the students can move from their current level to a higher level with the aid of an audio. A learner can thus accomplish more with the help of the audiobooks than they could on their own.

2.11.2 Constructivist Theory

According to this theory, students learn independently in their learningenvironments by actively interacting with the material that is made available to them. When students actively participate in a variety of experiences and then reflect on those experiences, they learn more effectively (Bada & Olusegun, 2015). When reading with audio assistance, students create their own understanding of the text by actively participating in listening, talking, and reflecting on it.

Constructivists believe that learning is an active process that happens throughout the learners' experiences and the learning environment. Instead of acquiring new knowledge, learners construct knowledge. In audio-assisted reading, students engage with the text in a multisensory way, which can help them connect the new information to what they already know. Students can learn more about the subject

matter by developing connections between the spoken and written words while listening to the audio recording and reading the text.

2.11.3 Dual Coding Theory

The dual-coding theory developed by Paivio in 1991 states that human cognition is divided into two verbal and visual processing systems. According to the theory, providing information in both verbal and visual formats can enhance learning and memory because people process information using both verbal and visual codes.

This theory as cited by O'Neil, Chuang, and Huang (2010), highlights if information is presented in its complete form that uses both verbal and visual methods, the chances of learners acquiring knowledge is twice as much as other methods. Similar to this, in audio-assisted reading, students look at the text while listening to a poem read aloud. Combining spoken words and visual prints can create a more vivid and memorable mental image of the information, which enhance comprehension and retention. As a result of this reinforcement, the two information-processing systems also connect closely, which may ultimately result in more efficient learning.

2.12 Related Research

Whittingham, Huffman, Christensen and Mcallister (2013) conducted research to determine the effectiveness of the use of audiobooks with struggling readers in a school library audiobook club. The participants met once a week in the school library with the librarian and researchers to talk about audiobooks and suggest books to their friends. Data from standardized tests, pre and post study interviews and surveys, teacher and parent questionnaires, and student interviews were all analyzed. The results showed that using audiobooks for struggling readers improved their reading abilities and attitudes toward reading.

Anisah (2018) conducted a study to find out how audiobooks could help first-year students at SMA Negeri in Bulukumba improve their reading comprehension. The study's pre-and post-tests for reading comprehension, which were centered on literal (main idea) and interpretative (supporting details and conclusion) levels, were used to gather data. Based on the findings, the researcher concluded that using audiobook media to enhance students' literal reading comprehension was effective. The post-test mean score was 83.59%, which showed improvement compared to the pretest score of 67.18%. It was also concluded that audiobooks help students in interpretative comprehension of the text. The pretest and post test scores in interpretative comprehension were 60.94% and 84.37 respectively. As a result, using audiobook media was successful in improving the students' ability to comprehend the text literally and interpretively.

Wagar (2016) investigated the impact of audiobooks on Reading Comprehension and Enjoyment of adult students. The researcher involved 27 adult students and they were divided into two groups. The treatment group used an audiobook and text version, while the control group used the text version only. The study used a comparison of pretest and posttest assessments as well as lesson assessments to analyze quantitative data with descriptive statistics. This study discovered that using audiobooks in the classroom can enhance students' reading comprehension skills and make reading a more enjoyable experience for them.

Rahman and Hajar (2020) investigated the effects of audiobooks on Reading Comprehension of Eleventh-Grade students. Sixty grade eleven students of SMA Negeri 2 Buru took part in this study. The mixed method used in this study included questionnaires with open-ended questions and reading comprehension tests to collect data. The quantitative data were analyzed using paired and independent sample t-tests in SPSS 20 Version, and the qualitative data were analyzed using open coding.

The results of this research showed that listening to an audiobook not only helps eleventh-grade students improve their desire to read and become better readers, but also improved their comprehension of the texts they read. It was found out that

while listening to the audiobook teachers and students can talk about approaches to reading and understanding the text. The important finding of this study was that audiobook technology could be used as a teaching strategy to help students improve their reading comprehension skills.

Chang and Millett (2015) investigated the effect of audio-assisted reading on reading rates and comprehension involving sixty-four ten-year EFL students. Over a period of 26 weeks, for 90 minutes each week, they underwent either a treatment of silent reading (SR) or audio-assisted reading (AR). They read 20 graded readers in total, with 10 at level one and 10 at level two. Silent reading (SR) was adopted by one group, and audio-assisted reading by the other (AR). Every student completed the reading assignments because they were all completed in the classroom and all participants took a pre-test, a post-test, and a delayed post-test three months later. The findings showed that both groups increased their reading speeds and comprehension levels, and that improvement remained for three months without additional intervention. However, the reading rates and comprehension levels of the audio-assisted reading group improved significantly more than those of the silent reading group. It is concluded that the audio-assisted reading strategy was more effective than the silent reading approach in increasing reading rate and comprehension.

Dubi, Kebede, Dawd, and Yifru (2020) investigated the role of poetry in improving students' reading comprehension. The study was conducted involving 100 grade 12 students in Mekdela Preparatory and Secondary School. Section A(n=48) and section B(n=52) were considered as experimental and control group respectively. Tests and questionnaires were used as the data collection tools in this study. Two equivalent pre-tests were used to assess the reading comprehension levels of the two sections prior to the intervention, and two equivalent post-tests were used to assess the two groups' post-intervention reading comprehension improvement. The results of the post-tests showed that the experimental group significantly improved their reading comprehension compared to the control group. According to the result of this study, the students' reading comprehension skills in the ESL class could be enhanced by using poetry.

The study conducted by Tusmagambet (2020) examined the effects of an intervention using audiobooks for the development of reading fluency, in terms of reading speed, reading comprehension, and motivation to read among Kazakhstani English as a foreign language (EFL) ninth-grade learner. A mixed-method study design was used to compare reading with audiobooks (experimental group) and silent reading only (control group). The instruments for gathering data were a reading motivation questionnaire and a semi-structured interview.

The study found that listening to audiobooks helps students become more fluent readers, especially in terms of reading speed, as shown by the ANCOVA results. The paired sample t-test results showed that only the experimental group experienced a statistically significant change in motivation level. Semi-structured interviews with the chosen participants from the experimental group revealed that they enjoyed listening to audiobooks. According to students' responses, it was found out that using audiobooks improved students' comprehension of the story and increased their motivation to practice reading. The students claimed that listening to the audiobooks improved their capacity to picture the stories, which helped them remember the material for longer duration. The study concluded that listening to audiobooks benefited students' attitudes toward their use and increased their reading comprehension.

Numerous studies have discovered the effectiveness of audio-assisted reading in improving reading fluency and comprehension skills. However, no research has been conducted using this strategy in Bhutanese context. So, this study will compare the English reading comprehension skill of Grade 5 Bhutanese students before and after using audio-assisted reading strategy. It will also investigate the learning satisfaction of grade 5 Bhutanese students towards the use of this reading strategy.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the research design, population and sample, research instruments, data collection process and data analysis techniques. It also presents the validity and reliability of the research instruments used for this study.
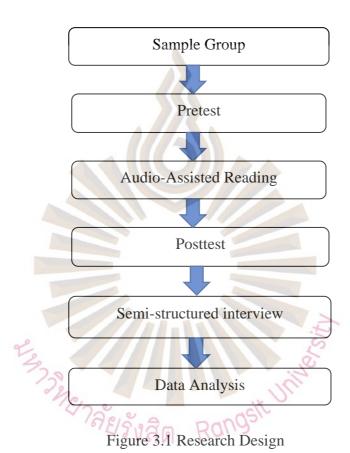
3.1 Research Design

The researcher employed a quasi-experimental design incorporating both qualitative and quantitative methods. Research that combines both quantitative and qualitative methods is referred to as mixed-method research (Steber, n.d.). The mixed-method approach enables researchers to carefully analyze data, simplify quantitative results, and extract deep qualitative insights from studies with small sample sizes (Harvard, 2022). Additionally, Manjengwa (2020) stated that compared to purely quantitative or qualitative approaches, mixed-method research provides a more varied set of techniques, allowing researchers to comprehend complex research problems in a variety of contexts.

As mixed method design enables the researchers to collect reliable and consistent data (Mckim, 2015), researchers can produce more trustworthy and convincing evidence by combining their research findings, which raises the credibility of their conclusions (UKEssays, 2009). Therefore, the researchers can adequately address all aspects of their research questions and facilitate the application of findings and implications to a larger population (Enosh, Tzafrir, & Stolovy, 2014).

So, by incorporating a mixed method approach, this study compared the English reading comprehension skill of Grade 5 Bhutanese students before and after

using audio-assisted reading strategy. Additionally, the study also investigated the learning satisfaction of grade 5 Bhutanese students towards the use of audio-assisted reading strategy. The figure 3.1 below shows the proposed research design that the researcher used for data collection. Quantitative data were gathered using pretest and posttest assessments, while qualitative data were obtained through semi-structured interviews.

Figure 3.1 Research Design

3.2 Population and Sample of The Study

This study was carried out in one of the primary schools in Tsirang Dzongkhag, which is located in the Southern part of Bhutan. Since there was only one section of grade 5 in the sample school, the researcher included all 30 students as the research participants.

Table 3.1 Demographic detail of the participants

Details	Gender		Total
	Male	Female	
Number of students	15	15	30
Age range	11-13	11-14	

3.3 Research Instruments

According to DiscoverPhDs (2020), any tool used by researchers to gather, evaluate, and analyze data pertinent to their field of study is referred to as a research instrument. Annum (2017) states that research tools enable researchers to gather accurate and relevant information while collecting data. So, Lesson plans, reading comprehension tests (pre- and post-tests), and semi-structured interviews were the instruments the researcher used to collect data for this study.

3.3.1 Instructional Instrument

3.3.1.1 Lesson Plans

Burns (2023) asserts that lesson plan is a planned framework that directs the teacher in delivering efficient and well-structured instruction that meets the learning objectives of the students. In this study, the researcher prepared four lesson plans of 90 minutes each to teach four poems from the prescribed English Reading and Literature textbook of grade 5 and the poems were 1/ "My Mother Saw a Dancing Bear" by Charles Causley, 2/ "The Owl and The Pussy Cat" by Edward Lear, 3/ "Jimmy Jet and His TV Set," by Shel Silverstein and 4/ "Mum, Dad and Me" by James Berry. (Refer Appendix A for Sample Lesson Plans). The researcher taught these four poems twice a week for a period of four weeks implementing audio-assisted reading strategy using audiobooks to enhance English reading comprehension skill.

Table 3.2 Framework of the lesson plan

Week	Topic of the Poems	Activities	Teaching Method
1	My Mother Saw a Dancing Bear	-Listen and read along with the along with the audiobooks. -Find the meaning of new words and construct sentences. Summarize the poem Write answers for the questions -Identify the central idea of the poem.	Discussion
2	The Owl and the Pussycat	-Listen and read along with the along with the audiobooks. -Identify the words to match with their meanings. -Tell the central idea of the poem. -Write answers for the questions. -Compose a tune for the poem.	Discussion
3	Jimmy Jet and His TV Set	-Rewrite the poem in the form of a story. -Discuss the consequences of watching too much TV. -Write answers for the questions. -Compare themselves with the character and share with the class.	Discussion
4	Mum, Dad and Me	-Listen and read along with the along with the audiobooks. -Read the meaning of new words and make sentences. -Compare and contrast his world with the world of his parents. -Write answers for the questions. -Summarize the poem.	Discussion

3.3.2 Quantitative Data Collection Instrument

3.3.2.1 Reading Comprehension Test

To compare the English reading comprehension skill of Grade 5 Bhutanese students before and after using audio-assisted reading strategy, the researcher conducted a reading comprehension test with 20 marks multiple choice questions and 10 marks short answers question for a total of 30 marks. (Refer Appendix C for Reading Comprehension Test Questions). Pretest was conducted before the intervention and posttest after the intervention using the same sets of test items used for the pretest. Reading comprehension test items were framed following the guidelines of the Bhutan Council for School Examination Assessment (BCSEA) and Bloom's Taxonomy.

3.3.3 QUALITATIVE INSTRUMENT

3.3.3.1 Semi-Structured Interview

According to George (2022), a semi-structured interview is a tool for gathering data that relies on asking questions within a predetermined thematic framework. Since, semi-structured interview consists of a conversation between the researcher and the participants using a flexible interview protocol (DeJonckheere & Vaughn, 2019), it allows the researcher to collect open-ended data, explore participants' thoughts, feelings, and beliefs about a particular topic (Barclay, 2018). In order to investigate the learning satisfaction of the grade 5 Bhutanese students towards the use of audio-assisted reading using audiobooks, the researcher conducted a face-to-face interview with all students after the intervention.

The researcher framed six questions for the semi-structured interview (Refer Appendix E for Semi-Structured Interview Questions). The students were given the choice to respond in the language of their choice. Each student's response was recorded on audio during the interview and later the researcher translated and transcribed their responses in English. The data were analyzed using different themes.

3.4 Validity and Reliability of Research Instruments

3.4.1 Content Validity

Validity is the degree to which an assessment tool accurately measures the various aspects of the subject that it is intended to evaluate (Frost, 2022). The validity of the research instruments, lesson plans, test items, and semi- structured interview questions were validated by 3 experts, a professor from Rangsit University, Thailand, and two experienced English teachers from Bhutan (Refer Appendix I for Expertise Details). The validity of the instruments was done using the Item Objective Congruence Index (IOC). IOC was calculated by applying the formula: $IOC\sum=\frac{r}{n}$ where 'r' is the score of experts' ratings and 'n' is the number of experts. The value of the test item between 0.67 and 1.00 were considered accurate and acceptable whereas a value below 0.67 indicated that the item needs to be rephrased as per the expert's suggestions and feedback.

The rating for all the test items were +1, which clearly indicated that the items were valid for the study. (The IOC for the reading comprehension test was rated +1 and it is attached in appendix D). Similarly, all 4 lesson plans were rated +1 by the three experts which indicated that all the items were according to the abovementioned objectives and they were valid for the study. (The IOC for the validation of lesson plans is attached in appendix B). Additionally, the semi-structured questions were also validated by the experts using IOC. The IOC for semi-structured questions was also +1 which indicated that the questions were valid for the study. (The IOC for Semi- Structured question is attached in appendix F).

3.4.2 Reliability

Middleton (2019) asserts that reliability is the extent to which the results are repeatable when the study is carried out again under the same conditions. Thus, reliability is the technique for assessing the credibility of a study's findings (Carroll, 2022). To check the reliability of the reading comprehension test questions, the

researcher conducted a reliability test to another section of 30 grade 6 students at the same school, consisting of 20 multiple-choice questions and 10 short answer questions for a total of 30 marks. The researcher used Kuder-Richardson formula (KR-20) to find the reliability coefficient of the of the test items. The KR-20 coefficient for the test was 0.78 which was greater than 0.70. (Refer Appendix K for the Reliability Test report). This indicated that all the test items were reliable.

3.5 Data Collection Procedures

According to Simplilearn (2021), data collection is the process of gathering accurate information from various sources to find answers to the research question, test hypothesis, and assess the outcomes of the study. To collect data for the study, the researcher considered the following procedures:

3.5.1 Ethical Consideration

3.5.1.1 Approval

The researcher obtained approval letter from the research and development institute of Rangsit University, followed by an approval letter from the Ministry of Education in Bhutan. (Refer Appendix J for the letters of Approval). The researcher further received consent from the principal, class teacher, subject teacher, and the research participants before collecting the data.

Since, the research participants were below the legal age, the researcher requested their parents to read and understand the content of the consent letter before signing it. This was done to avoid violation of the rights of the participants during the study. (Refer Appendix G for the Consent Letters). Therefore, the researcher obtained all necessary approvals before the actual data collection.

3.5.1.2 Anonymity and Confidentiality of the Participants

The research participants' details, views and opinions were maintained confidential and anonymous throughout the study by using numbers. To maintain confidentiality, research participants were referred to as student 1(Std 1), student 2 (Std 2), and so on.

3.6 Data Analysis

The researcher collected data for reading comprehension skill by conducting pretest and posttest. Similarly, the data for learning satisfaction of the research participants were collected from semi-structured interviews. After the data collection, the researcher analyzed the data in two areas in line with the two research objectives.

3.6.1. Reading Comprehension Test

The data obtained from the reading comprehension test (pretest and posttest) were analyzed through descriptive analysis technique. A comparative statistical analysis using paired sample T-test was drawn by computing the mean, standard deviation, and significance value (p). The significance value ($P<0.05$) of the pretest and posttest was .01.

3.6.2 Semi-Structured Interview

The researcher conducted a semi-structured interview involving all participants (n=30), addressing six specific questions. In order to ensure dependable and authentic data from these interviews, the participants' answers were captured through audio recordings and later translated into English. Subsequently, the collected data was coded and examined by classifying them into five distinct themes: Shift in Learning, Learning Enjoyment, Improved Comprehension, Motivating Learners and Learning Satisfaction.

CHAPTER 4

DATA ANALYSIS AND RESULT

This chapter presents the results of the research conducted on the topic "The Effectiveness of Audio-Assisted Reading to Enhance English Reading Comprehension Skill of Grade 5 Bhutanese Students". The reading comprehension tests were conducted to the sample group before and after the intervention to investigate the learning achievements and learning satisfaction of the students. The data analysis for the study was conducted using research instruments: pretest, posttest and semi-structured interview. The quantitative data was gathered using a pretest and posttest which addressed research question one. In order to address research question two, qualitative data was obtained through a semi-structured interview and analyzed thematically.

4.1 Quantitative Data Analysis

The results of the pretest and posttest were analyzed to assess whether the implementation of audio-assisted reading in English teaching in a Bhutanese classroom enhanced students' learning achievement for grade 5 students. The pretest and posttest which comprised of 20 multiple choice questions and five short answer questions were conducted with 30 grade five Bhutanese students before and after implementing audio-assisted reading. To evaluate the effectiveness of audio-assisted reading, the pretest and posttest scores of the students were compared using a paired sample t-test. Using the mean, standard deviation, and significance level, comparisons were made (p-value).

4.1.1 Pretest and Posttest Comparison

The learning achievement of grade 5 Bhutanese students before and after the intervention was compared using the data gathered from the pretest and posttest scores, as shown in Table 4.1.

Table 4.1 Paired t-Test Analysis

Group	Pretest		Posttest		Mean Difference	t	P – value
Sample	Mean	SD	Mean	SD	25.18– 18.75 =	-6.195	.000
Group	18.75	2.843	25.18	2.568	6.43		
Significance level (p): <0.05 significant							

The mean scores of pretest and posttest were 18.75 and 25.18 respectively. The data shown in Table 4.1 reveals that there was a significant mean difference of 6.43 between the posttest and the pretest mean scores. The posttest's considerable mean score and the significant value .01 revealed that audio-assisted reading is one of the effective instructional strategies that improves students' comprehension skills.
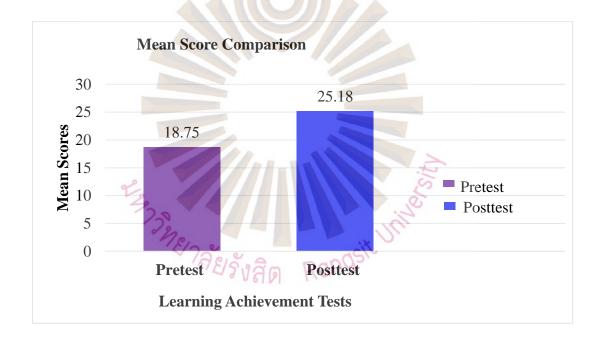
Figure 4.1 Comparison of mean score between pretest and posttest

Figure 4.1 represents the mean scores for the pretest and posttest and they were 18.75 and 25.18 respectively. It was evident that the mean scores of the posttest were significantly higher than those of the pretest which clearly indicated that the intervention had positively impacted the students' academic performance. The figure shows that the mean scores of the post-test were significantly greater than the mean scores of the

pretest. The effectiveness of audio-assisted reading to enhance reading comprehension skill of grade 5 Bhutanese students was supported by all of these scores in comparison. Consequently, it provided a favorable response in addressing the first research question and supported the first research objective and hypothesis.

The researcher determined the improvement score for each student by comparing their pretest and posttest scores. Table 4.2 provides the specific details of the improvement scores. It was observed that every student demonstrated a significant improvement in their posttest scores.

Table 4.2 Score difference between pretest and posttest

Std no.	Pretest	Posttest	Improvement score	Percentage Difference
1	22	26	4	13.3
2	24	29	5	16.7
3	10.5	19.5	9	30
4	20.5	23.5	3	10
5	21	24	3	10
6	21.5	28	6.5	21.7
7	20	23	3	10
8	19.5	23.5	4	13.3
9	18	25.5	7.5	25
10	19.5	26	6.5	21.7
11	19	24.5	5.5	18.3
12	21	26	5	16.7
13	20	25	5	16.7
14	17	21.5	4.5	15
15	14	21.5	7.5	25
16	20	29	9	30
17	22.5	29.5	7	23.3
18	20.5	28.5	8	26.7
19	19	26	7	23.3

Table 4.2 Score difference between pretest and posttest (Cont.)

Std no.	Pretest	Posttest	Improvement score	Percentage Difference
20	20.5	29	8.5	28.3
21	17.5	22	4.5	15
22	16.5	23.5	7	23.3
23	21	28.5	7.5	25
24	17	24.5	7.5	25
25	17	23.5	6.5	21.7
26	17	25	8	26.7
27	12.5	23	10.5	35
28	19	25	6	20
29	18.5	27	8.5	28.3
30	18.5	26	7.5	25
Mean score	18.75	25.18	6.43	21.4%

Table 4.2 shows a comprehensive understanding of how each student's score improved from the pretest to the posttest. Std. no. 27 showed the highest improvement scoring 10.5 marks higher in the posttest than the pretest. On the other hand, Std no. 5 and 7 showed the least improvement scoring 3 marks more in the posttest than the pretest. Overall, the post-test scores showed improvement, indicating that the intervention was effective.

4.2 Qualitative Data Analysis

In order to fulfill the second objective of the study, semi-structured interviews were carried out to gather qualitative data. The second objective of the study was to determine the learning satisfaction of grade 5 Bhutanese students towards the use of audio-assisted reading to enhance reading comprehension skill. The researcher conducted face to face interview with each student at the end of the study. The researcher used the same student code used throughout the pretest and posttest to maintain the anonymity and privacy of the research participants. The students were permitted to

respond to the interview questions using the language of their choice. Their responses were recorded in audio format and subsequently transcribed and translated into English for analysis.

Finally, the data were read, analyzed and coded into themes. The data collected from the interviews were analyzed under five themes: Shift in Learning, Learning Enjoyment, Improved Comprehension, Motivating Learners and Learning Satisfaction.

4.2.1 Shift in Learning

Through interviews conducted with grade five students, it has become evident that the implementation of the audio-assisted reading strategy represented a significant shift in learning. In the past, students were not acquainted with this strategy, and this research study served as their initial exposure to audio-assisted reading in their educational journey. During the interview, all students expressed that they had never listened to an audiobook before, and this was their first experience in learning to read using this strategy.

Std no. 2 shared, "I am listening to an audiobook for the first time. In the past, we relied solely on traditional methods of reading, either by listening to our teacher's reading or reading ourselves." Similarly, Std no. 7 stated, "This reading strategy is new to me and it introduced me to a new way of acquiring knowledge."

In addition to that Std no. 11 stated, "This strategy is completely new to me and it has made learning much more enjoyable and engaging." "It was a new way of reading and understanding texts. The combination of listening to the audio and following along with the text has transformed my learning process," said Std no.14. In the same way, Std no. 22 also stated, "It is a new and innovative approach that has completely shifted the way I learn and comprehend texts. I feel more engaged, motivated, and connected to the content. It is truly a change that I like and enjoy." Std no. 26 also said, "This strategy has introduced me to a whole new world of learning. It has made my learning more interactive and effective. I am grateful for this change in my learning journey."

These responses depicted that the audio-assisted reading strategy represented a significant shift in their learning experience. Therefore, the data revealed that the audio-assisted reading strategy is truly a transformative change in the learning journey of grade five Bhutanese students.

4.2.2 Learning Enjoyment

According to the data obtained from the interviews, students were excited to read implementing audio-assisted reading strategy. All most all the students expressed positive opinions with regard to implementing audio-assisted reading strategy in ESL lessons. They expressed that the lessons were fun and interesting as the incorporation of audio elements in reading not only engaged their auditory senses but also encouraged active participation and interaction with the text.

After analyzing their responses, majority of the students seemed to have enjoyed the lessons where Std no. 17 said, "I really enjoyed the lessons because there were varieties of activities. I enjoyed when we were asked to construct sentences of our own using the new words." Std no. 15 said, "Audio-assisted reading makes learning more engaging and interactive. By listening to a text being read aloud, I was able to actively participate in the learning process. This engagement helped me to maintain focus and interest, and this gave me more enjoyable learning experience." In the same way, Std no. 23 said, "This reading strategy has made the lesson interesting and fun. I was so excited to listen to the native readers' reading. By listening to their reading, I got the opportunity to hear the correct tone, pronunciation, and rhythm of the poem and more importantly, reading along with them helped me to read the words correctly."

In addition to that, Std no. 25 also said "I enjoyed the lesson because listening to audiobook read by the native readers was interesting. Similarly, Std no.30 said, "I enjoyed all the lessons. I got an opportunity to listen to the native readers. It was interesting and fun reading along with the audiobooks." Moreover, Std no. 19 said, "I enjoyed the lesson because audio-assisted reading provided me a model for proper pronunciation, intonation, and expression. The lessons were so interesting."

These data revealed that the students found the lessons interesting, fun, and enjoyable in enhancing their learning journey. It can be concluded that the audio-assisted reading strategy had a positive impact on the students' learning experience.

4.2.3 Improved Comprehension

According to the responses from the interview, majority of the students said that they were able to comprehend the poems better by using this reading strategy. Std no. 1 said, "In the beginning, I was not even able to read the poems but after listening to the audiobooks, I was able to read better, and this helped me to understand the poems better." Std no. 9 said, "I was able to understand the poems better after listening to the audiobooks and reading along with the audiobooks even helped me to understand the poems better."

Similarly, Std 16 said, "By hearing the text read aloud, I was able to understand the content of the poems easily." Std 26 said, "Listening to a poem being read by the native speakers gave me an additional guidance. It helped me to read the poems with correct pronunciation, intonation, and expression which helped me to understand the poems better." Std 23 also stated, "After listening to a fluent reading, I could read the poems and I was able to identify the central idea of the poem easily." In the same way, Std 9 also shared, "When I listened to audio while reading along with the text, I got to hear the correct pronunciation of words and phrases. This helped me to develop better fluency and pronunciation skills, and thus I could understand the poems better."

Furthermore, Std 14 said, "By listening to the tone and intonation used by native readers, I could figure out the deeper meaning of the poems." Std 24 also stated, "This reading strategy kept me focused and engaged with the text. Audio reading provided me an additional support and made my reading experience more immersive and it enhanced my comprehension skill." In addition to that, Std 20 stated, "This reading strategy was helpful for struggling readers like me. The combination of audio and visual text helped me to understand the poems better. At the end of the lessons, I felt satisfied because I could sense that I have learnt a lot."

These responses provided a clear indication of the positive impact of audio-assisted reading on reading comprehension, specifically in the context of understanding poems. This demonstrated that students were satisfied with the use of audio-assisted reading to improve their reading comprehension skill.

4.2.4 Motivating Learners

From the data analysis of the interviews, it was discovered that the learners expressed high levels of motivation to learn using the audio-assisted reading strategy. All students mentioned their desire to continue using this strategy in their future learning endeavors. They also expressed their interest in using this strategy to read various literary genres.

"I would like to continue using this reading strategy because it helped me to read and understand the poems better." (Std no. 4, personal communication, June 14, 2023).

"Henceforth, I will use this reading strategy because it is convenient. I will use my mobile phone to listen to the audiobooks." (Std no. 6, personal communication, June 14, 2023).

"This reading strategy is really enriching. I would love to read other literary genres like short stories and essays using this strategy." (Std no. 13, personal communication, June 14, 2023).

"In future, I would like to read other literary genres using this strategy. Reading short stories using this strategy would be fun". (Std no. 20, personal communication, June 14, 2023).

"Since this reading strategy helped me in many ways, I will use this strategy to read other genres." (Std no. 29, personal communication, June 14, 2023).

Furthermore, the participants stated that the audio-assisted reading strategy significantly enhanced their reading and comprehension skills. They reported that this strategy helped them read more effectively and understand the texts better. Since this strategy had a positive impact on their reading abilities, they shared that they would recommend this strategy to their friends.

"I would like to recommend this strategy to my friends because it enhanced my reading and comprehension abilities." (Std no.16, personal communication, June 14, 2023).

"I plan to educate my friends who are unfamiliar with the concept of audio-assisted reading. Additionally, I will introduce this strategy to my siblings and encourage them to adopt it for their own reading practices." (Std no.11, personal communication, June 14, 2023).

"Engaging with audiobooks increased my enthusiasm for reading. By listening to native readers, I had the opportunity to improve my own reading abilities. Consequently, I am eager to suggest this strategy to my friends as it significantly enhanced my reading skills." (Std no. 27, personal communication, June 14, 2023).

Overall, these findings suggested that the audio-assisted reading strategy is effective in improving reading and comprehension skills. This data further revealed that this reading strategy had a positive influence on learners' motivation and willingness to recommend it to others. Consequently, it is evident that the students were satisfied with the use of the audio-assisted reading strategy in ESL lessons.

4.2.5 Learning Satisfaction

The semi-structured interview data also revealed that the students expressed high levels of satisfaction and showed a positive response towards the use of this strategy.

"I really enjoyed the lessons because they were different from our usual reading activities. The audio component made it more interesting and engaging for me. It was fun to listen to the poems and read along with the audio." (Std no.17, personal communication, June 14, 2023).

"I loved the lessons. Listening to the poem being read aloud helped me understand the pronunciation and meaning of difficult words. It made me feel more confident in my reading and improved my comprehension too." (Std no.15) "I liked listening to native readers. It helped me grasp the natural flow of the language and made reading more enjoyable." (Std no. 23, personal communication, June 14, 2023).

"Listening to the audiobooks read by native readers was fascinating. It made me feel like I was listening to a real story. This improved my listening skills and made me more interested in reading." (Std no. 25, personal communication, June 14, 2023).

"As a slow reader, it was so much fun reading along with the audiobooks. I found it easier to follow the poems and understand the meaning. It also helped me to improve my pronunciation and overall reading fluency." (Std no. 30, personal communication, June 14, 2023).

"I am a struggling reader and this strategy helped me to improve my pronunciation, intonation, and expression. It was like having a teacher guiding me through the text. I enjoyed all the lessons." (Std no.19, personal communication, June 14, 2023).

"I found the lessons enjoyable and exciting. In these lessons, reading became more interactive and helped me retain information better." (Std no.6, personal communication, June 14, 2023).

"This strategy made reading more fun, and I noticed an improvement in my reading comprehension skills. I wish we could have more lessons like these." (Std no. 23, personal communication, June 14, 2023).

Based on these responses, it was clear that the audio-assisted reading strategy was well-received and highly satisfying for them. They appreciated the interactive nature of the lessons, the opportunity to improve pronunciation and comprehension, and the overall enjoyment they derived from the lessons.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The chapter discusses the conclusions drawn from the study's findings, which were previously discussed and presented in chapter 4. The chapter also presents a discussion along with a review of relevant literature that supports the study's findings. Additionally, the chapter provides recommendations for practical application and future research.

5.1 Conclusion

The purpose of this study was to compare the English reading comprehension skill of Grade 5 Bhutanese students before and after using audio-assisted reading strategy and to investigate the learning satisfaction of grade 5 Bhutanese students towards the use of this strategy. The study was guided by two questions as stated below:

1) Would audio-assisted reading strategy help grade 5 Bhutanese students to enhance their reading comprehension skill?

2) Would grade 5 Bhutanese students be satisfied with the use of audio-assisted reading to enhance English reading comprehension skill?

The researcher used comprehension test (Pretest and posttest scores) to gather quantitative data and semi-structured interview to gather qualitative data. These findings were then analyzed to make further conclusions.

5.1.1 Conclusion from the Test Score Analysis

In order to address the first research question, the researcher examined the pretest and posttest scores of the students. The scores were analyzed using the Paired

Sample t-Test, comparing the mean and standard deviation. The analysis found that there was a significant increase in the posttest scores of all students when compared to their pretest scores.

There was a noticeable improvement in scores ranging from 2 to 10.5 marks. The average mean scores in the pretest and posttest were 18.75 and 25.18 respectively, with a mean difference of 6.43. The significant difference in mean scores indicated that the students performed considerably better in the posttest compared to the pretest. Additionally, the p-value .01 indicated a significant increase in the students' scores in the posttest.

Therefore, it was concluded that the implementation of audio-assisted reading strategy using audiobook has enhanced the reading comprehension skill of grade 5 Bhutanese students. Consequently, both the first research question and hypothesis (The English reading comprehension skill of grade 5 Bhutanese students would be enhanced using audio-assisted reading approach) have been addressed.

5.1.2 Conclusion from Semi-Structured Interview

A semi-structured interview was conducted at the end of the study to investigate the learning satisfaction of grade 5 Bhutanese students towards the use of audio-assisted reading strategy. The researcher interviewed all the research participants and the data was then thematically examined. Based on the findings, five themes were developed: Shift in Learning, Learning Enjoyment, Improved Comprehension, Motivating Learners and Learning Satisfaction.

From the interview responses, the researcher concluded that the implementation of the audio-assisted reading strategy brought about a significant shift in their learning experience. They expressed their excitement and interest in this new approach, stating that it made their reading experience more enjoyable and engaging. All most all participants shared that listening to the audio while following along with the text helped them understand the poems better, as the different voices for the characters made the text come

alive in their minds. Most of them shared that they had fun reading aloud along with the audiobook.

The overall findings showed that the use of audio-assisted reading improved their pronunciation, fluency, and overall reading skills. They were satisfied with the use of this strategy, finding it interactive and effective for their learning. The positive impact on their reading and comprehension abilities motivated them to continue using the audio-assisted reading strategy in the future as well. Furthermore, they expressed a desire to expand their exploration of different literary genres using this method and were keen to recommend it to their friends.

These findings validated the second research question and hypothesis proving that grade five Bhutanese students were satisfied with the use of audio-assisted reading in enhancing English reading comprehension skill.

5.2 Discussion

The discussion below outlines the main findings in accordance with the research objectives. All the findings of this research are substantiated by relevant previous studies and research as cited in previous chapters.

5.2.1 Reading Comprehension Test

In order to find out the improvement in reading comprehension skill of grade 5 Bhutanese ESL students, a pretest and posttest were administered to a sample group of 30 grade five Bhutanese students before and after implementing audio-assisted reading using audiobooks. The results showed an improvement in the learning achievement of the students in which the mean score for the posttest (25.18) was significantly higher than the mean score for the pretest (18.75), with a mean difference of 6.43. Additionally, the significant value for the test was .01. These findings indicated that audio-assisted reading using audiobooks was an effective strategy for improving English reading comprehension skill, and this finding supported Chang and Millet's

(2015) study which concluded that the audio-assisted reading strategy was more effective than the silent reading approach in increasing reading rate and comprehension skill of the students.

When the pretest and posttest scores were compared, all students demonstrated an improvement in their posttest scores. During the pretest, Std. no. two secured the highest score of 24 points, while Std. no. 3 achieved the lowest score of 10.5 points. In the posttest, Std. no. 17 achieved the highest score of 29.5 points, with Std. no. 3 obtaining the lowest score of 19.5 points but exhibiting a noteworthy increase of 9 points. When comparing the improvement scores, it was evident that Std. no. 27 and Std. no. 3 exhibited the most significant improvement, achieving 10.5 and 9 points more in the posttest. This finding indicates that the strategy was highly effective for these students. In contrast, Std. no. 4, Std. no. 5, and Std. no. 7 showed the least improvement, achieving 3 points more in their posttest. The results indicated that students have a wide variety of learning preferences. While some learn through written materials, others favor auditory communication and discussions. Some require hands-on activities, while others rely on visual aids such as images and diagrams. Therefore, the multimodal approach, which incorporates multiple learning modes, is the most common preference among learners (Staake, 2023). In other words, most learners benefit from and use a combination of different learning styles rather than relying heavily on one. Teachers should be aware that each student possesses unique strengths, weaknesses, and preferred ways of absorbing information. Therefore, teachers should identify and leverage these various learning approaches to support each student's learning.

In this study, despite variations in the improvement scores, it was evident that the post-test scores of all the students were significantly higher than the pretest scores. These results are consistent with Vygotsky's sociocultural theory, which emphasizes the significance of scaffolding and the zone of proximal development (ZPD). In this study, audiobooks served as scaffolds, leading to the improvement of comprehension skills. The audio recordings, narrated by native speakers, provided guidance for correct pronunciation, intonation, and expression, ultimately leading to improved

comprehension. This finding is in line with Anisah's (2018) research, which confirmed that the use of audiobooks has a positive impact on students' reading comprehension abilities.

As expressed by the students, listening to the audiobooks and reading along with them helped them understand the poems better and improve their reading skills. Moreover, listening to native speakers read the text provided guidance and improved their pronunciation, intonation, and expression, leading to better understanding. These results are consistent with study by Anisah (2018), who discovered that using audiobook medium significantly increased students' literal and interpretative understanding of the text.

In this research, students were exposed to a diverse and extensive range of vocabulary through audiobooks, presented within the context of poems. Hearing words in the audiobook helped students understand their meaning and usage, leading to improved vocabulary acquisition and comprehension of the text. Moreover, audio-assisted reading helped students develop interpretation skills by exposing them to different voices, tones, and expressions used by the narrator. This exposure allowed students to analyze and interpret the text more effectively, fostering critical thinking skills and deeper comprehension. These findings supported the study conducted by Rahman and Hajar (2020), which discovered that audiobook technology could be used as a teaching strategy to help students improve their reading comprehension skills

Furthermore, this research is consistent with the study conducted by Dubi et al. (2020), which found that incorporating poetry in ESL classes can improve students' reading comprehension skills. The findings of this study also revealed that students enjoyed reading poems using this reading strategy. Audiobooks created an immersive experience for students, capturing their attention and engaging them with the poem. The combination of auditory and visual input helped students connect with the poems on a deeper level, fostering critical thinking, and overall comprehension.

According to Tusmagambet's study (2020), listening to audiobooks was associated with improved fluency in students' reading. Similarly, the findings of this study indicated that audiobooks provided an opportunity for students to hear accurate pronunciation and experience natural fluency while reading. This exposure helped them develop their pronunciation skills and improved their overall fluency in reading. The students said that they enjoyed the lesson because audio-assisted reading provided them a model for proper pronunciation, intonation, and expression and this helped them to read better and become better readers.

Therefore, the findings indicated that audio-assisted reading is an effective strategy in enhancing English reading comprehension skill of grade five Bhutanese students.

5.2.2 Learning Satisfaction of the students

Following the implementation of audio-assisted reading with audiobooks, a semi-structured interviews were conducted to investigate the students' learning satisfaction towards the use of this reading strategy. Thematic analysis was used to analyze the collected data. The analysis revealed several positive outcomes, including a shift in learning, learning enjoyment, improved comprehension, motivating learners and learning satisfaction.

The data analysis of semi-structured interview revealed high level of learning satisfaction in learners when audio-assisted reading was integrated in teaching English. Listening to audiobooks generated a visual experience in the students' minds and kept them engaged throughout the lessons. This immersive experience fostered a sense of connection to the text, ultimately resulted in improved comprehension of the poems. Students expressed their excitement and interest in this new approach, stating that their reading experience became more enjoyable and engaging and they had fun reading aloud along with the characters in the poem. These findings were in line with Wagar's (2016) study, which found that introducing audiobooks in the classroom improved students' reading comprehension skills and enjoyment of reading.

The study revealed that learners showed significant motivation to learn when using the audio-assisted reading strategy. The positive impact on their reading and comprehension skills served as a strong incentive for them to continue utilizing the audio-assisted reading strategy in the future. All participants in the research expressed their intention to incorporate this strategy into their future learning endeavors and to use it for reading various literary genres. Most notably, they also indicated a willingness to recommend this strategy to their friends. These findings align with Tusmagambet's (2020) study, which found that audiobooks enhanced students' comprehension of stories and increased their motivation to engage in reading.

The audiobooks acted as invaluable tools that enabled struggling readers to follow the text while simultaneously hearing it, enhancing their ability to process and internalize information effectively. By engaging with audiobooks, all students experienced enhanced pronunciation, fluency, and comprehension. The multisensory nature of audio-assisted reading provided an immersive and enjoyable learning experience for those struggling readers. Additionally, audiobooks offered an accessible and supportive platform, empowering struggling students to overcome challenges and build assurance in their reading skills. As a result, the struggling readers developed a new appreciation for literature, fostering a positive attitude and enthusiasm towards reading. These results validated the findings of the study by Whittingham, Huffman, Christensen, and Mcallister (2013), which concluded that utilizing audiobooks helped struggling students become better readers and changed their attitudes toward reading.

Therefore, the above positive findings revealed that the students found this reading strategy to be highly enjoyable and satisfying, indicating their positive response to the implementation of audio-assisted reading in enhancing English reading comprehension skill of grade five Bhutanese students. Nonetheless, given the novelty of the strategy, the participants initially encountered challenges in familiarizing themselves with it. They struggled to maintain patience while listening to the audiobooks, leading to a longer duration for completing the first lesson. However, as

subsequent lessons unfolded, they became more accustomed to the strategy, resulting in improved effectiveness and achieving the intended outcome

5.3 Recommendations

Based on the findings, this study concluded that the implementation of audio-assisted reading was effective and successful in improving reading comprehension skills of grade five Bhutanese students. Having successfully fulfilled the research objectives, the study offers the following recommendations that can be implemented and provide valuable insights for future researchers.

5.3.1 Recommendation for Practice

1) The finding of the study indicated that the learning achievement of the students significantly higher after the implementation of audio-assisted reading. Therefore, it is recommended to use audio-assisted reading strategy to enhance reading comprehension skill of the students.

2) Implementation of audio-assisted reading using audiobooks to teach poems proved to be highly effective, offering students an enjoyable and engaging learning experience. As a result, extending the use of this strategy to teach other literary genres would generate similar positive outcomes.

3) Irrespective of the class level or size, teachers can employ audio-assisted reading as a means to enhance the reading comprehension skill of the students.

5.3.2 Recommendation for Future Research

1) The study was conducted to a sample of 30 grade five Bhutanese students. To validate these findings, the future researchers can undertake a comparable study involving various grade with a larger sample and over a longer period of time.

2) Audio-assisted reading was found to be effective in teaching poems. Similar study can be conducted to explore its efficacy in teaching other literary genres.

3) This study has investigated the effectiveness of audio-assisted reading strategy using only one audio tool (audiobooks), similar study can be carried out using other audio tools.

In conclusion, the implementation of audio-assisted reading using audiobooks has proven to be highly effective in enhancing the English reading comprehension skill of grade 5 Bhutanese students. Through active engagement with both auditory and visual components, students enjoyed a more immersive and captivating learning experience, resulting in improved comprehension of the poems. Therefore, it is concluded that audio-assisted reading using audiobooks can enhance students' reading comprehension skills and provide them with more enriching learning experiences.

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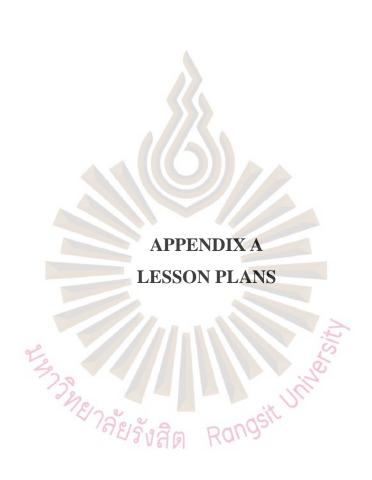
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APPENDICES

APPENDIX A

LESSON PLANS

Lesson Plan 1

Class: 5   **Class Strength:** 30

Time: 90 Minutes

Subject: English   **Topic:** My Mother Saw a Dancing Bear

Teaching Strategy: Audio-assisted reading using audiobooks

Teaching Learning Materials:

- ✔ Textbooks
- ✔ Worksheets (comprehension questions)
- ✔ Laptop
- ✔ Speaker
- ✔ Chart paper and marker pen

Lesson Objectives: By the end of the lesson a child will be able to:

i.   Read the poem fluently using correct pronunciation, intonation, rhythm, and expression after an audio-assisted reading.

ii. Find the meaning of at least five new words and construct a sentence for each word.

iii. Summarize the poem in their own words.

iv. Write the answers for the questions in relation to the poem.

v.   Identify the central idea of the poem.

Lesson Introduction – 10 minutes

The teacher and students will exchange greetings.

Then the teacher will write the title of the poem on the board and let students read it. The teacher will introduce the poem using web technique where every student will be given a chance to think and share what the poem will be about. As they share their responses, the teacher will note it on the board forming a web. After that, the teacher and students will discuss their responses together and the teacher will introduce the poem.

Before reading Activity: (15 minutes)

✔ Then they will read the poem (without the audio).

✔ Each group will be given two words. They will look for their meanings in the dictionary and then construct a sentence for each word.

Vocabulary: whistle pipe, bruin, caper, distant, halt, somersault, begging, laughter, penny, aching

Monitoring: The teacher will move around the class and provide necessary help.

Follow up: Each group will read out their sentences to the class.

Lesson Development (20 Minutes)

During Reading:

✔ The teacher will play the audiobook (using the laptop and the speaker). The students will listen to the audiobook.

✔ The teacher will play the audiobook again and let students follow along with the text.

✔ The teacher will play it again and let them read along with the audiobook.

✔ The teacher will pause the audio and lead discussion by asking questions like:

    a. What is the poem about?

    b. Why do you think the keeper had a chain and bar?

    c. What are the tricks performed by the bear?

    d. What is the meaning of the word "caper" in the poem? etc

✔ The students will read and re-read the poem along with the audiobooks

After Reading Activities

Activity 1 (20 Minutes)

✔ The students will read the poem without the audiobooks.

✔ The teacher will lead a class discussion on whether it is good to lock up animals for one's benefit.

Activity 2 (20 minutes)

Teacher will provide worksheets which contain comprehension questions from the poem.

1. Why were the bruin's feet so dusty?
2. What made the children laugh at the bear?
3. What does the last two lines of the poem tell you about the bear's life?
4. How would you feel if you were the bear in the poem?
5. What is the central idea of the poem?
6. Did you like the poem? Why?

Monitoring: The teacher will monitor and guide students, and in case they need any help, the teacher will help them.

Follow Up: The teacher will check their answers and provide necessary feedback.

Lesson Closure (5 Minutes)

✔ The teacher will provide chart paper and the marker pens. In groups of 6, students will create messages about animal rights, either through drawing pictures or writing messages. Then they will display the messages in the class.

Lesson Plan 2

Class: 5   **Class Strength:** 30

Time: 90 Minutes

Subject: English   **Topic:** Jimmy Jet and His TV Set

Teaching Strategy: Audio-assisted reading using audiobook

Teaching Learning Materials:

- ✔ Textbooks
- ✔ Laptop
- ✔ Speaker
- ✔ Comprehension question
- ✔ Chart paper and marker pen

Lesson Objectives: By the end of the lesson a child will be able to:

  i.   Read the poem fluently using correct pronunciation, intonation, rhythm, and expression after an intensive reading approach.
  ii.   Tell the meaning of new words
  iii. Tell the consequences of watching too much television.
  iv.   Write the poem in the form of a story.
  v.   Write answers for the questions.

Lesson Introduction (10 minutes)

Exchange greetings with the class.

Teacher will write the title of the poem on the board and ask students to guess what the poem will be about. Then ask what they usually do when they are at home and discuss. Lead a short a short discussion on whether it is good to spend more time on electronic gadgets like phones, computer games, tv etc.

Before reading Activity: (15 minutes)

- ✔ Then they will read the poem (without the audio).
- ✔ Then the teacher will divide them into five groups with six members each.

✔ Each group will find the meaning of two words, write a sentence for each word.

✔ Vocabulary: pale, lean, frozen, antennae, watch, plug, early, wide, bottom, knobs

Monitoring: The teacher will move around the class and help the groups who require necessary assistance.

Follow up: They will read their sentences to the class.

Lesson Development (25 Minutes)

During Reading:

✔ The teacher will play the audiobook and the students will listen to the audiobook.

✔ The teacher will play the audiobook again and let students follow along with the text.

✔ The teacher will play it again and let them read along with the audiobook.

✔ The teacher will pause the reading and lead discussion of the poem by asking questions like:

1. Who is the speaker in the poem?
2. Who is the speaker talking about?
3. What did the speaker compare Jimmy Jet's face with?
4. What do you understand by the lines 'He watched till his eyes were frozen wide, and his bottom grew into his chair'?
5. Could the events in this poem actually happen? Why not?
6. How much television do you watch?

✔ The students will read and re-read the poem along with the audiobooks.

After Reading

Activity 1 (15 minutes)

Read the poem once without the audiobooks.

The students will rewrite the poem in the form of a story. ***Begin the story with***

Jimmy was a boy who always loved to watch TV…

Monitoring: The teacher will walk near each child and provide necessary help.

Follow up: The teacher will check their answers and give necessary feedback.

Activity 2 (20 minutes)

Teacher will divide the students in groups of 5 with 6 members in a group.

Each group will be provided a chart paper and a marker pen.

They will discuss the bad effects of watching too much tv. They can either choose to draw pictures or write in sentences.

Monitoring: The teacher will walk around the class and provide necessary help.

Follow up: Then they will display their work on the wall. The class will have a gallery walk and share their work.

Activity 3: They will write answers for the questions. (10 minutes)

1. What happened to Jimmy when he watched TV day and night?
2. According to the poet the TV makes a sound when knobs are turned on or off. Pick out the two sound words.
3. Do you think watching TV like Jimmy is good? Why?
4. Which lines do you like the most ? Why?
5. Pick out the rhyming words from the poem and add one more word of your own to rhyme with every pair:
   a. jet – set –

         b.   Lean – between –

         c.   Chair- hair –

         d.   Screen – been –
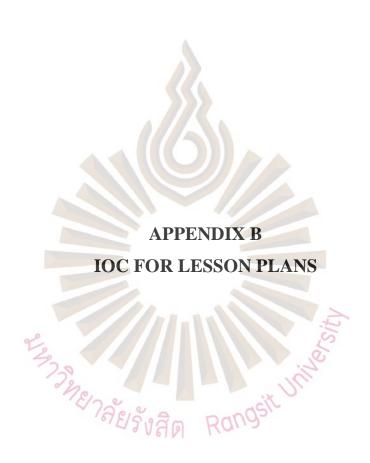
Monitoring: The teacher will move around the class and provide necessary help.

Follow up: The teacher will check their answers and give necessary feedback.

Lesson Closure (5 minutes)

The teacher will ask students to compare themselves with the character in the poem and let them share to the class.

APPENDIX B

IOC FOR LESSON PLANS

IOC FOR LESSON PLAN BY EXPERTS

Item No.	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson Plan 1	+1	+1	+1	+1	Congruent
2	Lesson Plan 2	+1	+1	+1	+1	Congruent
3	Lesson Plan 3	+1	+1	+1	+1	Congruent
4	Lesson Plan 4	+1	+1	+1	+1	Congruent
Overall Average		+1				**Congruent**

APPENDIX C

COMPREHENSION TEST

COMPREHENSION QUESTIONS FOR PRETEST AND POSTTEST

Student Number ………………Subject: English Class: 5   Time: 45 Minutes

Multiple Choice questions

Direction: Each question below is followed by four possible answers. Choose the most correct answer and write in the space provided.

1. In which month did the mother see the dancing bear?
    - A. April
    - B. May
    - C. June
    - D. July

2. What part of speech is **Bruin** in the poem?
    - A. Adverb
    - B.   Noun
    - C. Adverb
    - D.   Adjective

3. 'Only in Bruin's **aching eyes**, Far distant forests, and the snow'. The underlined phrase means
    - A. Eyes that hurt so much.
    - B. Eyes that show happiness.
    - C. Eyes that show unhappiness
    - D. Eyes that show worry

4. What does the poet mean by **shaming the laughter to stop?**
    - A. The children stopped laughing because the bear stopped performing.
    - B. The children were tired, so they stopped laughing.
    - C. The children felt ashamed and stopped laughing.
    - D. The keeper told them to stop laughing.

5. The synonym of the word **caper** is

    A. Leap

    B. Sleep

    C. Stand

    D. Stop

6. How do you know that the bruin does not enjoy dancing to the tune of its keeper?

    A. He was looking at the far distant forests and the snow with his aching eyes.

    B. The children laughed at the bear.

    C. The keeper was showing a begging cup.

    D. The keeper was begging for money from the children.

7. The keeper used the begging cup to

    A. Feed the bear.

    B. Collect money from the children.

    C. Make the bear dance.

    D. Make children laugh.

8. The poem **"Owl and the Pussycat"** is about

    A. Life

    B. Sadness

    C. Friendship

    D. Love and enjoyment

9. A word in the poem which rhymes with **ring** is

    A. Bring

    B. King

    C. String

    D. Sing

10. Following are the characters in the poem, **EXCEPT**?

    A. Owl

    B. Pussycat

    C. Pig

    D. Raven

11. After their delicious feast, what did the Owl and the Pussycat do next?

    A. They went to buy a ring.

    B. They looked up at the stars.

    C. They danced by the light of the moon.

    D. They sailed a boat and went to the sea.

12. The antonym of the word '**love**' is

    A. Like

    B. Hate

    C. Angry

    D. Worry

13. Which of the following sentences best describes **Jimmy Jet?**

    A. Watched only the late-night shows.

    B. Watched only the early morning shows.

    C. Watched TV only during day.

    D. Always watched TV.

14. The line **His eyes were frozen wide** means

    A. His eyes were closed.

    B. His eyes look sleepy.

    C. His eyes were stuck to the TV.

    D. His eyes were red.

15. The poem is an example of………… ……….. poem.

    A. Lyric

    B. Descriptive

    C. Free verse

    D. Narrative

16. The theme of the poem would be

    A. the introduction of television.

    B. bad effects of watching television.

    C. watching television is good for our health.

    D. television is one form of media and communication.

17. In the poem **'Mum, Dad and Me'**, the place where the poet lives is

    A. Surrounded by nature.

    B. Surrounded by buildings.

    C. Surrounded by palm trees.

    D. Surrounded by flowers.

18. What does the mum do during weekends?

    A. She cleans the house.

    B. She goes to church.

    C. She goes for shopping

    D. She goes to the village.

19. There are many ways to spend our free time. How does the poet in this poem spends his free time?

    A. Washing clothes

    B. Playing games

    C. Watching Tv

    D. Playing phones

20. There are eight stanzas in this poem. The sixth stanza talks about a

    A. Anger

    B. Need

    C. Wish

    D. sadness

SHORT ANSWER QUESTIONS

1. How would you feel if you were the bear in the poem?   (2)

    Ans:..

2. Is it good to lock up animals for one's own benefit? Give two reasons.   (2)

    Ans:..

3. Is the title of the poem **"The Owl and The Pussycat"** suitable? Justify your answer with TWO reasons.   (2)

    Ans:……….………………………………………….…………….…………...………

4. *They took some honey, and plenty of money Wrapped up in a five-pound note.* Why do you think they took plenty of money?   (2)

    Ans:……………………….…………….…………………………………………...

5. Write a one stanza about your parents.   (2)

    Ans:..

TEST BLUEPRINT FOR COMPREHENSION TEST

Content	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Total
Poetry MCQ	Q1, Q5 Q9, Q10 Q12	Q8, Q11, Q13, Q15 Q17, Q18 Q19, Q20	Q2 Q16	Q3, Q4 Q6, Q7 Q14			20
Short answer questions				Q1, Q2 Q4,	Q3	Q5	10
Total	5	8	2	11	2	2	**30**

APPENDIX D

IOC FOR READING COMPREHENSION TEST

IOC FOR READING COMPREHENSION TEST

Sl. No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
Multiple Choice questions						
1	Multiple Choice question 1	+1	+1	+1	+1	Congruent
2	Multiple Choice question 2	+1	+1	+1	+1	Congruent
3	Multiple Choice question 3	+1	+1	+1	+1	Congruent
4	Multiple Choice question 4	+1	+1	+1	+1	Congruent
5	Multiple Choice question 5	+1	+1	+1	+1	Congruent
6	Multiple Choice question 6	+1	+1	+1	+1	Congruent
7	Multiple Choice question 7	+1	+1	+1	+1	Congruent
8	Multiple Choice question 8	+1	+1	+1	+1	Congruent
9	Multiple Choice question 9	+1	+1	+1	+1	Congruent
10	Multiple Choice question 10	+1	+1	+1	+1	Congruent
11	Multiple Choice question 11	+1	+1	+1	+1	Congruent
12	Multiple Choice question 12	+1	+1	+1	+1	Congruent
13	Multiple Choice question 13	+1	+1	+1	+1	Congruent
14	Multiple Choice question 14	+1	+1	+1	+1	Congruent
15	Multiple Choice question 15	+1	+1	+1	+1	Congruent
16	Multiple Choice question 16	+1	+1	+1	+1	Congruent
17	Multiple Choice question 17	+1	+1	+1	+1	Congruent
18	Multiple Choice question 18	+1	+1	+1	+1	Congruent
19	Multiple Choice question 19	+1	+1	+1	+1	Congruent
20	Multiple Choice question 20	+1	+1	+1	+1	Congruent
Short Answer Questions						
1	Short Answer Question 1	+1	+1	+1	+1	Congruent
2	Short Answer Question 2	+1	+1	+1	+1	Congruent

Sl. No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
3	Short Answer Question 3	+1	+1	+1	+1	Congruent
4	Short Answer Question 4	+1	+1	+1	+1	Congruent
5	Short Answer Question 5	+1	+1	+1	+1	Congruent
6	Short Answer Question 6	+1	+1	+1	+1	Congruent
7	Short Answer Question 7	+1	+1	+1	+1	Congruent
Overall Average		+1				**Congruent**

The index of IOC core ranges from -1 to +1

> ➢ +1 indicates that the item clearly matches the stated objectives

> ➢ 0 indicates that the item is unclear whether the measures meet the stated

objectives.

> ➢ -1 indicates that the item is clearly not measuring the stated objectives.

APPENDIX E

SEMI-STRUCTURED INTERVIEW QUESTIONS

Student No: …………..……..……… Date of interview: ………………………..………...

The following questions will be asked to determine the students' learning satisfaction towards the use of Audio-assisted Reading using Audiobooks to Enhance English Reading Comprehension Skill of Grade 5 Bhutanese students.
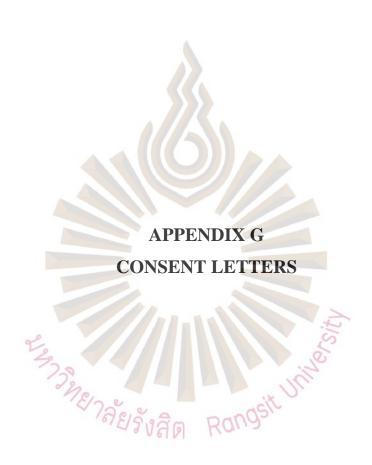
Sl.No.	Attributes
1	Have you ever listened to an audiobook?
2	Did you enjoy listening to audiobooks? Give reasons.
3	Do you think listening and reading along with audiobooks helped you to understand the poems better? Why?
4	Would you like to read essays and short stories using an audio-assisted reading approach? Why?
5	Would you encourage your friends to listen to audiobooks? Why?
6	Would you like to continue listening to audiobooks to enhance your reading skills? Give reasons.

APPENDIX F

IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS

IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS

Sl. No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Have you ever listened to an audiobook?	+1	+1	+1	+1	Congruent
2	Did you enjoy listening to audiobooks? Give reasons.	+1	+1	+1	+1	Congruent
3	Do you think listening and reading along with audiobooks have made your understanding of poems easier? Why?	+1	+1	+1	+1	Congruent
4	Would you like to read essays and short stories using an audio-assisted reading approach? Why?	+1	+1	+1	+1	Congruent
5	Would you encourage your friends to listen to audiobooks? Why?	+1	+1	+1	+1	Congruent
6	Would you like to continue listening to audiobooks to enhance your reading skills? Give reasons.	+1	+1	+1	+1	Congruent
	Overall Average	**+1**				**Congruent**

APPENDIX G
CONSENT LETTERS

PRINCIPAL'S CONSENT LETTER

Date:8th May, 2023

CONSENT LETTER

Respected Sir

I am currently pursuing my Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am conducting research on "**The Effectiveness of Audio-assisted Reading to Enhance English Reading Comprehension Skill For Grade 5 Bhutanese Students**". The main focus of this study is to enhance students' reading comprehension skills through the use of audio-assisted reading using audiobooks. I will be teaching four poems from class V English textbook for a period of one month. During this period, a pretest will be conducted before the lessons are being delivered and a posttest and an interview after the implementation of audio-assisted reading using audiobooks.

Therefore, I would like to seek your prior consent to let grade five students take part in this research. I assure you that the information of the participants, such as their names, identities, and school will remain anonymous, and all the information will be kept confidential.

I look forward to your great support.

Thanking you.

Yours Sincerely,

Jamyang Lhamo
Student

I give my consent to conduct the research with grade five students of my school. I confirm and acknowledge that I am being made clear about the content of the research and have read the letter provided by the researcher.

Principal
Doonglagang Primary
Tsirang

Subject Teacher/ Class Teacher

PARENTS'CONSENT LETTER

Date: 8th May, 2023

PARENTS' CONSENT LETTER

Dear Parents

I am currently pursuing Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am conducting research on "**The Effectiveness of Audio-assisted Reading to Enhance English Reading Comprehension Skill For Grade 5 Bhutanese Students**" and I have chosen Doonglagang Primary School as my research school.

To collect data for my research, I will be teaching four poems from class V English textbook for a period of one month. During this period, I will be conducting a pretest, prior to implementation of Audio-assisted reading and posttest, after teaching with Audio-assisted reading using audiobooks. A semi-structured interview will also be conducted at the end to determine the students' learning satisfaction towards the use of audio-assisted reading in enhancing reading comprehension.

Since this research requires student participation, I would like to seek your permission to let your children participate in this study and as he or she is below 18 years, I would like to request you to sign on their behalf. I assure you that your children's names, identities, and information provided by them will remain confidential and anonymous at all times.

I look forward to your cooperation in approving your child's participation in this research.

Thanking you.

Yours Sincerely

Jamyang Lhamo
Student

Note:
I acknowledge that I have read the letter and agreed to let my .child. Partika Pradhan...to participate in the above-mentioned research.

Name: ...Junga Bir Pradhan... Relation to child: Father

Signature: ... Date: 8/5/2023

APPENDIX H
LETTER OF APPROVAL

ཤེས་རིག་དང་རིག་རྩལ་གོང་འཕེལ་ལྷན་ཁག །
Ministry of Education & Skills Development
Department of School Education
School Liaison and Coordination Division

ཤེས་རིག

DSE/SLCD/SLCU(2.2)/2023/**604**

May 10, 2023

The Principals
Wangchu MSS, Trashi Gatshel PS, Rinchengang PS, Doonglagang PS

Subject: Approval to conduct a study and collect data

Dear Principals,

The following teachers are pursuing a Master of Education Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand. In partial fulfillment to complete the program successfully, they are required to conduct a research study on various topics related to education.

Sl.No.	Name	Research Title	Research School
1	Nima Dori	The use of mobile-assisted language learning (mall) through cake application to improve speaking skill of grade 6 ESL Bhutanese students	Wangchu MSS, Chhukha
2	Nima Tshering	The integration of Field trip with Multimedia Technology in Social Studies of grade 4 Bhutanese students.	Trashi Gatshel PS. Chhukha
3	Kezang Wangmo	The use of Task-Based Learning Approach to enhance the speaking skill of grade 4 Bhutanese Students	Rinchengang PS, Chhukha
4	Jamyang Lhamo	The Effectiveness of Audio Assisted Reading to Enhance Reading Comprehension Skill for Grade 5 Bhutanese Students	Doonglagang PS, Tsirang
5	Kinzang Laden	The impacts of using visual images in teaching mathematics to grade 4 Bhutanese students	Wangchu MSS, Chhukha

Therefore, you are requested to support and allow them to collect data from the schools, subject to the following conditions:

1. The study will not interfere with the regular academic activities of the school.
2. The confidentiality and privacy of the participants will be strictly maintained, and the data collected will only be used for academic purposes.
3. Any inconvenience caused to the school during the data collection process will be minimized.

Sincerely,

(Karma Galay)
Director General

CC: 1) Director of Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College.
2) Person concerned.

Upper Motithang, Thimphu, Bhutan, Contact No. +975 2 332881, www.education.gov.bt

Director General

Department of School Education

Ministry of Education

Thimphu, Bhutan

Date: April 30, 2023

Subject: Request for Permission to Collect Data for Master of Education Theses

Dear Sir,

Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College would like to request your permission for five Master of Education candidates to collect data for theses in Bhutan in the period of May 3, 2023 to June 15, 2023. The details of the candidates are shown as follows:

Sl.no	Name	Research title	Research School
1	Nima Dorji	The use of mobile-assisted language learning (mall) through cake application to improve speaking skill of grade 6 ESL bhutanese students	Wangchu MSS, Chukha
2	Nima Tshering	The integration of Field trip with Multimedia Technology in Social Studies of grade 4 Bhutanese students.	Trashigatshel PS, Chukha
3	Kezang Wangmo	The use of Task-Based learning Approach to enhance the speaking skill of grade 4 Bhutanese Students.	Rinchengang PS, Chukha
4	Jamyang Lhamo	The Effectiveness of Audio Assisted Reading to Enhance Reading Comprehension Skill for Grade 5 Bhutanese Students	Doonglagang PS,Tsirang
5	Kinzang Lhaden	The impacts of using visual images in teaching mathematics to grade 4 bhutanese students	Wangchu MSS, Chukha

Thank you for your kind consideration.

Truly yours,

Nipaporn Sakulwongs

Assistant Professor Nipaporn Sakulwongs, Ed.D.

Director of Master of Education Program in Curriculum and Instruction

Suryadhep Teachers College, Rangsit University

Muang-Ake, Paholyothin Road,

Lakhok, Pathum Thani 12000 Thailand

Mobile Number: +66-868846226

Telephone: +662997-2222 ext. 1275

APPENDIX I
THE EXPERTS WHO VALIDATED THE INSTRUMENTS

EXPERTS WHO VALIDATED THE RESEARCH INSTRUMENTS

Sl.No.	Name	Qualification/Position Title	Institution
1	Mr. Gary Torremucha	Associate Professor	Rangsit English Language Institute Rangsit University
2	Mr. Singye Dorji	MA, English Teacher	Ramjar Middle Secondary School Trashi Yangtse, Bhutan
3	Sonam Yeshi	MA, English Teacher	Gomdar Higher Secondary School Samdrup Jongkhar

Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Gary Torremucha, a professor of Rangsit English Language Institute, Rangsit Unviersity, hereby give my consent to the researcher Mrs. Jamyang Lhamo (6407666), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in her thesis paper titled "The Effectiveness of Audio-Assisted Reading to Enhance English Reading Comprehension Skill for Grade 5 Bhutanese Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit Unversity to contact me in case of any clarification regarding my consent.

Gary Torremucha

Signature

Date: September 25, 2023

Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Singye Dorji, a teachear of Ramjar Middle Secondary School, Trashi Yangtse, hereby give my consent to the researcher Mrs. Jamyang Lhamo (6407666), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in her thesis paper titled "The Effectiveness of Audio-Assisted Reading to Enhance English Reading Comprehension Skill for Grade 5 Bhutanese Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit Unversity to contact me in case of any clarification regarding my consent.

Singye Dorji

Signature

Date: September 25, 2023

Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Sonam Yeshi, a teachear of Gomdar Higher Secondary School, Samdrup Jongkhar, hereby give my consent to the researcher Mrs. Jamyang Lhamo (6407666), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in her thesis paper titled "The Effectiveness of Audio-Assisted Reading to Enhance English Reading Comprehension Skill for Grade 5 Bhutanese Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit Unversity to contact me in case of any clarification regarding my consent.

Sonam Yeshi

Signature

Date: September 25, 2023

APPENDIX J

PAIRED SAMPLE t-TEST

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	18.75	30	2.84	.519
	Posttest	25.18	30	2.57	.469

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Posttest	30	.864	.000

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-2.621	2.278	.423	-3.487	-7.148	-6.195	28	.000

APPENDIX K

RELIABILITY TEST – KR 20

RELIABILITY OF ACHIEVEMENT TEST QUESTION

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0
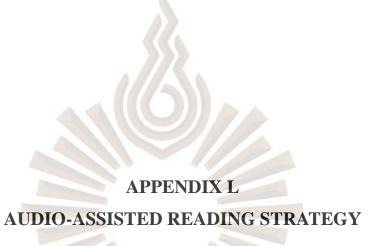
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.805	22

Summary Item Statistics

	Mean	Minimum	Maximum	range	Maximum/ Minimum	variances	No. of items
Item Means	.856	.267	.967	.700	3.625	.022	22
Item Variances	.105	.033	.217	.184	6.517	.003	22

APPENDIX L

AUDIO-ASSISTED READING STRATEGY

BIOGRAPHY

Name	Jamyang Lhamo
Date of birth	May 3, 1988
Place of birth	Trashi Yangste, Bhutan
Education background	Paro College of Education, Bhutan
	Bachelor of Education, 2011
	Rangsit University, Thailand
	Master of Education in Curriculum
	and Instruction, 2023
Scholarship	Trongsa Penlop Scholarship (TPS)
Address	Doonglagang Primary School, Tsirang, Bhutan
Email Address	yanglha17@gmail.com
Place of work	Doonglagang PS, Ministry of Education and
	Skill Development, Education and Teaching
	Services, Bhutan
Work position	Teacher I