

THE EFFECTIVENESS OF AUDIOBOOK IN TEACHING QUESTION TAGS: EXPERIENCES LEARNED FROM EXPANDING COUNTRIES

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Article Info	Abstract
Article History Received: August 2023 Revised: September 2023 Published: October 2023	<i>The choice of instructional media is pivotal, requiring innovation and practicality. One such medium that has demonstrated considerable promise is the Audiobook, whose effectiveness has already been demonstrated in the context of ELT in Azerbaijan. Building upon this precedent, the present study seeks to adapt this medium for implementation in Indonesia, employing distinct instruments and datasets. The overarching aim of this research endeavor is to assess the viability of Audiobooks as an instructional medium for teaching question tags to ninth-grade students in Indonesia. To rigorously investigate this question, the research design adopts a quantitative approach, utilizing an experimental methodology. The study selects two classes from the ninth-grade population as the sample, encompassing a total of 56 students. Data analysis techniques encompass both descriptive and inferential methods, with the Mann-Whitney U-test applied. The findings reveal a noteworthy outcome: the achievement of students in the experimental group, exposed to Audiobook-based instruction, surpasses that of the control group. Crucially, this difference is statistically significant, as evidenced by the z-value exceeding the critical z-table value ($6.198 > 1.96$). Consequently, it is possible to conclude that Audiobooks serve as an effective method for teaching question tags to ninth-grade students in Indonesian junior high schools. These results contribute to the growing body of evidence supporting the integration of innovative media, such as Audiobooks, into ELT practices. Moreover, they underscore the adaptability and potential transferability of such instructional approaches across diverse educational contexts, emphasizing the importance of pedagogical innovation in fostering effective language learning.</i>
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INTRODUCTION

Education is not only how to transfer the knowledge but also build the personality. It is included the personal's feeling. The latest education trains someone to talk about interests, hobbies, and appreciation to construct innovation, pleasure, and function. Teaching English which is connected to technology will attract student to be curious. Media in ELT can be something useful for bridging student's personality and knowledge. There are several media that teachers can use as support for language learning, especially for listening skills. One of them is using online tools as media, such as web applications and online services for e-learning activities. The study was finding media can improve students' listening skills, as evidenced by students being motivated to take part in listening classes and students giving positive feedback

((Mawaddah et al., 2022). The other way for teacher, even more efforts are needed to stimulate and encourage students to be active in class but it will help teachers or lecturers to deliver the course in teaching and learning process (Namaziandost & Nasri, 2019) some messages content through visuality (Mu & Paparas, 2016).

In the realm of English language instruction for non-native speakers, educators are encouraged to employ various efficacious instructional media to facilitate the acquisition of comprehensive language skills, encompassing grammar, vocabulary, and pronunciation. This pedagogical approach acknowledges the multifaceted nature of language acquisition and recognizes the diverse needs of learners in achieving linguistic proficiency. One valuable resource that has been harnessed to support English language teaching is the utilization of Quilbolt, an innovative tool designed to assist instructors in the process of imparting language skills to students. Quilbolt serves as an invaluable aid by furnishing students with a structured framework delineating rules for paraphrasing words, generating sentences, and fostering creativity in constructing distinct clauses. Through the utilization of Quilbolt, educators are better equipped to engage their students in dynamic and constructive language learning experiences, enhancing their ability to manipulate and apply language effectively (Masykuri, 2015; Setiyorini et al., 2020; Cowan, 2008).

In this study, researchers construct question tags by using audiobook. Question tag is one of the subjects material including the national curriculum in Indonesia, especially in junior high school. Syntactically, it minimally consists of subject and verb. Semantically, question tags have two functions; to confirm, yes or no question and to bold the question. (Azar, Betty S., & Hagen, 2009). It is one of hard lessons in junior high school. The more the student remember it by repetition, the more they can train listening skill by short conversation. This study is new for school in MTs Muhammadiyah Kajen because there is lack of source which can be used for teaching and learning.

However, the writers observe that it is rather difficult for learners to learn it if the teacher only use a book for teaching and learning. The students have to consider many things when they use it. In addition, less strategy of delivering in teaching by educator is one of the factors that make students face difficulties when receiving lessons is due to. Therefore, the researchers want to apply a quiz game as a technique to increase the students' understanding in mastering grammar especially in learning question tags. One of the imaginative techniques in English language teaching is playing games. Students will be more attracted and passionate to give attention in the teaching-learning process if they play some games, but they still keep paying attention much about the lesson while they are doing pleasure. Through well organized some games, students can train and adopt, word, clause, sentence in good grammar extensively as well (saricoban, Arif., & Metin, 2000).

Teaching is generally the work of teachers. Since teaching is facilitating learning, and making it easy for learning, audiobook is suitable for them as a original source (Brown, 2007). By audio book teaching can incite to be better learners (Chambers, Ellie., & Gregory, 2006). Moreover, teaching using media make a conduction of knowledge both teacher and student (Harmer, 2001). In addition, teaching using media build the good relationship the teacher and students (Sunjayanto Masykuri, 2016; Ying et al., 2020). The goal of teaching itself is to ensure that students are able to acquiring what has been taught in order to get better life. In addition, teaching may be defined as an activity with the aim assisting of facilitating students to develop their knowledge and here the teacher becomes a facilitator and motivator (Sunjayanto Masykuri et al., 2018).

The result of such a process towards the change of habit, awareness, skills, etc., comes by practicing, getting instruction or doing experience is called learning (Richards, Jack C., & Schmidt, 2010). Moreover, acquisition or getting states is also called learning (Brown, 2007). People do hard process to achieve something by forcing experiences, knowledge, and skills in

every phase of life. In addition, they will comprehend what they have learned if they try to develop themselves (Westwood, 2008). Based on the definitions above, the writers may conclude that learning is a process to acquire something new knowledge and improve skills and attitudes in order to be better for his/her life.

Audio book is about how to plan strategy in listening material. In classroom there are reactive, intensive, responsive, selective, extensive, and interactive student. (Brown, 2001) Reactive, students only listen to the surface structure of the speech they hear to be able to repeat the text. The role of listeners is minimal because listeners do not generate meaning from what they hear. Intensive, listener focuses on the components (speech markers, words, intonation, phonemes etc). of the material. The methods which focus on sounds, words, intonation, grammatical structures, and other components of spoken language includes is called bottom-up techniques. The next one is a listening activity in the classroom, such as short sentences to create equally brief responses it is called responsive. The selective method, which has the goal to find imperative point in potentially disturbing information material, such as discourse including speeches, media broadcasts, stories and anecdotes, and conversations. Extensive method, which has aim to develop an understanding of global for spoken language using top-down techniques. The top-down technique is more concerned with activating schemata, meaning derivation, international comprehension, and text interpretation text, like taking notes. Interactive, students actively participate in discussions, debates, conversations, role-playing, and other group and pair work. The activity can include the five types of learning (Nizmah, 2016, Tyagi, 2013, Yildirim, 2016).

This is the alternative strategy to plan for systematic language acquisition (Brown, 2007). It connects to grammar, such as story telling or guiding composition writing using a voice. Teachers can use the appropriate method and technique to fulfill language requirements and help students to learn English language. (Patel, M.F., & Jain, 2008). The statement of problem is how audiobook can be used as effective media for learning question tags as material at junior high school in Indonesia.

Question Tags

The tag question, one of part of speech which is essential. It plays a great key role in people's communication English sentence patterns of speech. Question tag has characteristic feature and its function. It is put in of a sentence to confirming or asking for sure and expressing agreement. The speaker uses question tag mainly to ensure whether the figure is correct or to seek a deal (Azar, Betty S., & Hagen, 2009). Meanwhile, question tags are also yes/ no question that is added on the end of a sentence in oral or written English (Murphy, 2004). Moreover, people use question tag in some conversation to express authorization (Swan, 2017). According to Baker, it syntactically negative statement followed by positive statement or positive statement and a negative statement is added after it (Baker, 2015). Similarly, Question tag has it function to build grammar comprehension in informal or formal condition whether in oral or written English (Shideng, 2006).

Audiobook is a guessing game where is a one of several forms of game. Audiobook offers a number of genres of topic. These genres consist of matching word, matching picture, matching outfits, but most of audiobook which have been used is matching words. Usually, the media used for listening the audiobooks based on smartphone. Audiobook (make a match) technique is a teaching technique that emphasises on the game. The previous studies in observing audio book was to find student's participation (Wan, 2023; Ermayani et al., 2021). In this strategy the students are active in finding an appropriate mate or match between the answer to the questions according to the topic being studied (2021; Masykuri & Wan, 2020; Suprijono, 2009), the major characteristic of audiobook (create a match) technique is the students are instructed to locate pairs of cards that are the answer or query certain materials in learning. The purpose of this game is to promote students' acquisition of question tag (Shoimin,

2014). If a teacher wishes to teach the pupils using the make a match technique, she/he should prepare some cards, each with a question linked to a topic and some other cards each one with an answer to one of the questions. Audiobook (create a match) approach offers various advantages they are: 1) The student can participate in answering a question in ELT 2) They improve the creativity through imagination. 3) students will not be bored during the teaching-learning process (Edi Sunjayanto Masykuri, 2022; Sunjayanto Masykuri, 2022). 4) It can be a trigger for the other participation (Istarani, 2011).

RESEARCH METHOD

Research Design

This study is an experimental research, the researchers picked this design because it influences the study's dependability and validity. The experimental research methods can observe the outcome of specific actions which undertaken as study methods used to (Sugiyono, 2016). The important thing is to make accurate conclusions that there is some experimental intervention impacts of on the free variable. A general plan of study design that is set to acquire reliable conclusions about the variable in this investigation impact is what the experimental design usually did (Ryan & Tauer, 2013). The researchers used a quasi-experimental research design to identify the audio book effectivity as a medium in English language teaching; giving pre-test and post-test in two classes; experimental class and control class. The researchers also used a pre-test to get the the experimental class and control class initial value before treatment post-test is used to measure scores after treatment. Comparing the results before and after the treatment to get the impact of the audiobook media (Sugiyono, 2013) A data comparative research design is utilised to determine the relationship between the factors, audiobook causes, comprehension of EFL learners, and to show construction of the results (Arroba & Acosta, 2013)

Population and Sample

The research conducted in this study focused on a specific population: ninth-grade students enrolled at MTs Muhammadiyah Kajen, a school situated in Indonesia. To ensure a representative sample for the investigation, the researchers employed a random sampling technique, which resulted in the selection of two distinct classes from within the ninth-grade cohort, totaling 56 students. Within this selected group of students, there was a gender distribution that merits attention. Specifically, the sample comprised 36 female students, who were further subdivided into three classes: 12 students from class A, 12 from class B, and 12 from class C. Additionally, the sample included 20 male students, distributed across the same three classes, with six students from class A, ten from class B, and four from class C. This meticulous selection process, encompassing both random sampling and gender-specific class distribution, aimed to ensure the representation and diversity of students within the ninth-grade cohort at MTs Muhammadiyah Kajen, thus laying the foundation for a robust and comprehensive research study. Such attention to detail in sample selection is essential in academic research, as it enhances the study's external validity and allows for meaningful generalizations to be made based on the data collected.

Instruments

In order to gather the necessary data for this research study, the researchers employed a carefully designed research instrument to assess the values of the variables under investigation. The data collection process was structured into three distinct steps: the administration of a pre-test, the implementation of treatments, and the subsequent administration of a post-test. These steps were integral to the overall methodology and were instrumental in capturing the progression of the study participants over time. The research instrument utilized in this study consisted of three key components: the pre-test, the post-test, and the treatment sessions. The

initial phase involved the administration of a pre-test to establish a baseline measure of the participants' abilities. Following the pre-test, the participants received a structured treatment intervention, spanning eight sessions conducted over a period of three months. This treatment aimed to enhance the participants' understanding and proficiency in the variables under scrutiny. The culmination of the research endeavor featured the implementation of a post-test, which served as a vital means of assessing the impact and effectiveness of the treatment interventions.

The post-test allowed the researchers to gauge any improvements or changes in the participants' values with respect to the variables studied. To ensure the reliability and validity of the data collected, the research instrument was meticulously constructed. Researchers identified MTs Muhammadiyah Kajen, located in Indonesia, as the source of data collection. The primary assessment tool utilized was a comprehensive test, comprising a multiple-choice section with twenty-five questions and an essay section comprising twenty questions. This test was thoughtfully designed to evaluate the participants' comprehension and proficiency in the specific area of question tags. The utilization of a structured research instrument and the careful selection of MTs Muhammadiyah Kajen as the data source underscore the rigor and methodological soundness of this research study.

Data Analysis

To analyze the data, the writers used descriptive and inferential analysis. It is to find out how audiobook support the EFL and gives the experience in oral-grammatical knowledge. The research found the effect after comparing the pre-test and post-test scores of EFL learners' grammatical knowledge before and after using audiobook. This research includes quantitative research, so it is necessary to analyze the data included means, nonparametric Wilcoxon tests, two-sample t-tests and percentages. To analyze the data, the researcher applied a technique in order to find out the answer to problem statements in this research. There are two data analysis techniques, descriptive analysis and inferential analysis. The researcher used SPSS to evaluate data (mean, median, mode) and measure variation groups (range, variance, and standard deviation) (Field, 2017). It is in order to compare the experimental group and control group's pretest and posttest results. The data were quantitative, statistical techniques were utilized in the data analysis approach, which was built to react to the problem statement or test the hypothesis that has been generated. The results of the implemented tests were investigated applying descriptive statistical approaches.

The researchers use Wilcoxon-test to find the pretest and post-test results of the experimental and control groups were compared. The Wilcoxon test signed-rank test is used to examine whether or not the differences in observations between the two samples are significant was utilized also to measure the lexical competency of the EFL students. The Wilcoxon. This shows whether there is an affect on the experimental class and control group before and after the usage of audiobook for learning English. The data from the pretest and posttest play the experimental and control groups of students number were calculated and merged into a table in the present research.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In the pursuit of assessing students' achievement in the domain of question tags in the English language, the research team undertook a methodical approach. Central to this approach was the administration of an English test, carefully designed to evaluate the students' proficiency and competence in the use of question tags. This test served as a crucial tool in gauging the extent of the students' understanding and application of question tags, a vital aspect of English grammar and communication. Importantly, the test was not limited to a single group

of students; instead, it was administered to both the control group and the experimental group. This dual application of the test enabled the researchers to conduct a comparative analysis, shedding light on any disparities or variations in question tag achievement between these two distinct groups. The control group typically followed conventional or established teaching methods, while the experimental group underwent the treatment or instructional interventions prescribed by the research. To ascertain the level of achievement among the students, the research team devised a systematic scoring system. This system employed predefined criteria for evaluating test scores, ensuring objectivity and consistency in the assessment process. The criteria for scoring were developed in accordance with the specific learning objectives and outcomes of the study, allowing for a precise and meaningful classification of students' performance on the question tags test.

Table 1
The Result of Control Group and Experimental Group

	H	L	Me	Mo	R	SD	M	V	T
Experimental	95	65	80	70	30	8.29	78.52	68.87	2120
Control	70	60	65	65	10	2.76	63.28	7.63	1835

In addition, there were 1 student (3.70%) categorized sufficient, categorized excellent, 12 students (44.44%) categorized good, and 14 students (51.85%) in post-test experimental group, there were no student categorized fairly sufficient, and poor. Meanwhile, in the control group, there were no student categorized excellent, fairly sufficient, and poor, 28 students (96.55%) categorized sufficient and one student (3.45%) categorized good. To be clearer details are illustrated in Table. 2 and Table.3

Table 2.
Frequency of Post-test Experimental Group

No	Interval	Percentage	Frequency	Category
1	80-100	51.85 %	14	Excellent
2	66-79	44.44 %	12	Good
3	56-65	3.70%	1	Sufficient
Total		100 %	27	

Table 2 in the research findings provides a noteworthy insight into the impact of utilizing English Audiobooks as an instructional tool in the context of teaching question tags. The data depicted in the table indicate a discernible difference in the English achievement of students who were exposed to the Audiobook resource as compared to those who did not have access to it. Specifically, the students who benefited from the English Audiobook exhibited higher levels of achievement in mastering question tags when contrasted with their counterparts who were not provided with this supplementary tool. Within the Experimental group, it is particularly compelling to note that a significant proportion of students attained an "excellent" level of proficiency in question tags. This observation underscores the efficacy of the experimental intervention, emphasizing that the utilization of English Audiobooks contributed to the substantial enhancement of students' language skills. These findings hold implications for pedagogical practices in the realm of language instruction, highlighting the potential advantages of incorporating multimedia resources like Audiobooks to facilitate language learning and, in this case, the comprehension of question tags in the English language. Compared to Table 2, Table 3 presented that students' achievement in control group was in sufficient level.

Table 3

Post-test Control Group Frequency

No	Value	Percentage	Frequency	Category
1	66-79	3.45 %	1	Good
2	56-65	96.55 %	28	Sufficient
Total			29	100%

Inferential Analysis

Because the population data have abnormal distribution (distribution free) hence, to calculate the data, it will be analyzed using non-parametric statistic. Based on the control group normality test and experimental group, the data of both group; control and experimental group were abnormal (Asymp. Sig. (2- tailed) were lower than 0.05. They were 0.023 and 0.000. It meant distribution of data was abnormal. We can see in this figure in Table 4.

Table 4
Test of Normality Kolmogrov-Smirnova

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post_exp	.181	27	.023	.919	27	.038
post_ctrl	.337	27	.000	.724	27	.000

Test of Homogeneity

To find out if the two samples variance are homogeneous or not, the researchers used F-test. According to computation in this formula below, f is 9.02. Then, F Table with df of numerator ($27-1=26$) is compared. df of denominator ($29-1=28$). Based on the tabel of F table, it was know that at the F value on the significant level 0.05 was 1.897. Because F was higher than ($9.02 < 1.897$), it means that the wto sample variance was not homogeneous.

Test of Hypothesis

We can see that the data is inconsistent, there are two samples variance are not homogeneous. The formula found that the sample is different ($n_1 \neq n_2$). Therefore, the researchers use formula as alternative; Mann-Whitney u-test and z-test formula. It is to test and identify which hypothesis that would be rejected or accepted, we must use the z-test formula to compare two samples. Considering the computation above, the result of $Z_{absolute\ value}$ was 6.198. After finding the z-value, the researchers compare it to z-table by degree of significance 5% was 1.96. The digital showed that z-value was higher than z-table that was $6.1988 > 1.96$. It meant that H_0 for those who rejected and H_a for those who accepted.

Discussion

The primary objective of this study is to conduct a comprehensive investigation into the efficacy of Audiobooks as a pedagogical tool in the instruction of question tags. This inquiry encompasses an assessment of their impact on two key dimensions of linguistic competence, namely listening skills and grammatical proficiency. The study aims to shed light on whether the utilization of Audiobooks yields positive outcomes in these areas, thus contributing to a deeper understanding of their potential as an educational resource. Drawing upon the empirical evidence generated through the research findings, it becomes evident that the implementation of Audiobooks has a discernible and favorable influence on both listening skills and grammatical competences (Copley, 2007; Soerjowardhana & Nugroho, 2017). These findings corroborate the hypothesis that Audiobooks can be instrumental in enhancing these essential

linguistic aptitudes among learners. An examination of the post-test scores reveals noteworthy patterns in the students' performance.

The highest recorded score in the post-tests was 70, underscoring the potential for substantial improvement in question tag comprehension. Conversely, the lowest recorded score was 60, indicating that even the students who scored at the lower end of the spectrum demonstrated a reasonable level of achievement. The mean post-test score of 65, coupled with a median of 65, suggests a relatively uniform distribution of performance across the sample. To provide a deeper statistical context, the standard deviation of the post-test scores was calculated to be 2.76, while the variance was determined to be 7.63. These statistical measures indicate a moderate degree of dispersion in the data, signifying that while the majority of students performed well, there was still some variability in the outcomes. Overall, these findings collectively point to the conclusion that ninth-grade students at MTs Muhammadiyah Kajen achieved commendable results in their comprehension and application of question tags, following the implementation of Audiobook-based instruction. In light of these results, it is evident that the incorporation of multimedia resources such as Audiobooks can yield positive educational outcomes and contribute to the pedagogical repertoire for enhancing language acquisition (Aditya, 2018; Alm, 2013). Further research and analysis may be warranted to delve into the specific mechanisms and instructional strategies that contributed to the observed improvements, thereby informing best practices in language teaching.

The incorporation of English audiobooks into language instruction is a multifaceted strategy that promotes the development of listening skills and the acquisition of grammar knowledge. This approach leverages the natural and engaging qualities of audiobooks to create a holistic language learning experience that aligns with the demands of real-world communication (Kavaliauskiene & Anisiene, 2009; Alm, 2013). As technology continues to facilitate access to a vast array of audiobook resources, educators have a valuable tool at their disposal to foster language proficiency in their students. This innovative approach capitalizes on the auditory dimension of language acquisition, offering a dynamic and immersive learning experience. First and foremost, the use of English audiobooks provides learners with a unique opportunity to sharpen their listening skills. By exposing students to authentic spoken language in real-life contexts, audiobooks enable them to engage with diverse accents, intonations, and speech patterns (Kenza-Tacarraocht & Zamorano, 2022). This exposure fosters active listening, allowing students to discern nuances in pronunciation, rhythm, and stress that are integral to effective communication. Moreover, audiobooks often incorporate natural conversational flow, idiomatic expressions, and colloquial language, offering learners a rich and nuanced exposure to real-world English usage.

In this study, researchers assessed students who taught without using Audiobook. The result showed that the highest score for the post-tests was 85, and the lowest was 65. The mean post-test score was 80, and the median was 78,52. The standard deviation of the post-test was 8,29, and the variance of the post-test was 68,87. Based on the presented data, shows that there was optimistic effect of using audiobook in teaching question tags. The data is significantly different. It can be concluded that there is a significant difference between the experiment and control group data If the Sig. (2- tailed) is less than 0.05, the (Field, 2017: 575). It means that the hypothesis null ($H_0=0$) is rejected, and also the hypothesis alternative (H_a) is accepted. Therefore, regarding the effectiveness of audiobook in teaching learning process is useful to improve students' listening and grammar knowledge (Muslimin, 2015). In addition, this study is in line yet, this study is different to the previous one.

To honing listening skills, English audiobooks serve as a powerful tool for acquiring grammar knowledge. The narratives within audiobooks typically adhere to proper grammatical structures, offering learners a model of grammatical correctness. As students engage with the content, they subconsciously internalize grammatical rules and sentence structures (Nushi &

Orouji, 2020; Sendag et al., 2018). This process is particularly effective because it occurs within the context of meaningful and context-rich discourse, enhancing comprehension and retention of grammar concepts. Furthermore, audiobooks can be accompanied by corresponding written texts, allowing learners to bridge the gap between spoken and written language. This integration enables students to reinforce their understanding of grammar by simultaneously engaging with written transcripts, facilitating connections between spoken expressions and their written representations (Aditya, 2018; Nushi & Orouji, 2020). Such synergy between listening and reading helps learners solidify their grammatical knowledge.

The participants was the first grade students of state junior high school who like folkore and we can see that there is connection between the interest, motivation and score. The highest score of the post-tests was very good. The mean post-test score was more than fair. Moreover, this study seems to be interested topic and influence the score particularly about specific term in local folkore (Muslimin, 2015). This study found that audiobook media have a good influence on English Language Teaching. It explores listening skill and grammatical skills. It is able to train them to imagine and put the data into suitable structure in a sentences. Also repetation works very well for them who has own English basic. The Experimental Class had play the role significantly using audiobook platform as well. Therefore, the class control in learning through the conventional approach. The conclusions of this investigation are similiary same with those of research done by maya and friend (Maya & Al Halim, 2021) and (Habibi & A, 2020).

CONCLUSION

This study can be concluded that the use of the audio book platform significantly improves students' grammatical skill. This idea is also supported students' listening skill by watching the pre- and post-test. The results also showed that the students were motivated. It helps students to improve their listening and grammar skills is improved. The incorporation of English audiobooks into language instruction is a multifaceted strategy that promotes the development of listening skills and the acquisition of grammar knowledge. This approach leverages the natural and engaging qualities of audiobooks to create a holistic language learning experience that aligns with the demands of real-world communication. As technology continues to facilitate access to a vast array of audiobook resources, educators have a valuable tool at their disposal to foster language proficiency in their students.

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