**THE USE OF AUDIOBOOK IN TEACHING QUESTION TAGS FOR JUNIOR HIGH SCHOOL STUDENTS**

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| ***Article Info*** | **Abstract** |
| ***Article History*** *Received:* *Revised:* *Published:*  | *This study uses quantitative research using experimental design. The aim of this study is to find out whether using audiobook as a method in teaching question tags at the ninth grade of MTs Muhammadiyah Kajen, Indonesia. In this study, the two classes of the ninth grade were taken as the population and sample of MTs Muhammadiyah Kajen. There were 56 students taken as the samples. The data analysis techniques employed were descriptive and inferential analysis. The Mann-Whitney u-test formula was applied to prove whether it is effective or not. After analyzing the data, the results were revealed that the students’ achievement of experiment group was better than control group. The mean score of experimental group was 78.52 and the mean score of control group was 63.28. Meanwhile, it could be seen from the final result of Mann-Witney u-test analysis stated that z-value was higher than z-table (6.198>1.96). Therefore, it can be concluded that audiobook is effective as a method in teaching question tags at the ninth grade of MTs Muhammadiyah Kajen, Indonesia*. |
| ***Keywords****Audiobook*, *question tags,* *teaching listening, and grammar* |
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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 inovation, pleasure, and function. Teaching English which is connected to technology will attrack 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 and message content through visuality (Mu & Paparas, 2016).

Mastering English skills, such as grammar, vocabulary, and pronunciation by using media will be more effective. The study about quilbolt teach student such sets of rule that describes how many words can be paraphrased, how many sentences can be produced and how student get unique way to innovate the clouses. (Masykuri, 2015; Setiyorini et al., 2020) (Cowan, 2008).

In this study, it will construct question tags by using audiobook. Question tags have two fuctions; 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 know that it is rather difficult for learners to learn it. They 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 writers want to apply a 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, their will comprehend what they have learned if they try to develop them self (Westwood, 2008). Based on the definitions above, the writers may conclude that learning is a process acquire something new knowledge and improving skill 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 focuse 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 will connect 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).

**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 sintactically negative statement followed by positive statement or positive statement and a negative statement will be add 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 liestening 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 tthe 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 sudent can participatipate 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**

Sugiyono says that experimental research methods can observe the outcome of specific actions which under taken as study methods used to (Sugiyono, 2016: 107). The population was the sixth grade students at MTs Muhammadiyah Kajen, Indonesia. The variables in this study were teaching question tags through audiobook as free variable and the students’ mastery of question tags as reliant variable. The residents, the writers took two classes consisting of 56 students by using random sampling which is purposive. Finding the data the writers used research instrument to measure the variables studied value. In this data collection, the writers used the test as an instrument. In the research, the reseachers used test containing multiple choice. There were three steps in collecting the data; giving pre-test, conducting treatments, doing post-test. To analyze the data, the writers analyzed descriptive and inferential. 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. In summary, the researchers did some tests at the begin and the end of the study to assess the validity of the data by comparing the stage before and after introducing. All of the pertinent data were then was split into groups, such as excellent, good, fair sufficient, and bad.

**Research Design**

This study is a experimental research, the researchers picked this design because it influences the study's dependability and validity. 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 resultsbefore 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, n.d.)

**Population and Sample OR Subject**

The sample and population that researchers took two classes in MTs Muhammadiyah Kajen was comprises of thirty six females students consisting of twelve students of class A, twelve Students of class B and twelve students of class C, and twenty male students consisting of six students of class A, ten students of class B and four students of class C.

**Instruments**

The instrument implemented for this investigation; pre-test, post-test, and treatment. Additionally, following pretest, and received treatment. Treatment had eight meetings for three months. The concluding activity featured a post-test for the trainees. The instruments utilized to collect data in this inquiry were pre and post testing. The primer test was implemented to construct a useable and reliable test. The researchers identified MTs Muhammaddiyah Kajen, Indonesia to obtain data. A multiple-choice component with twenty five questions and an essay section with twenty questions made up the test form which is designed to assess a student's question tags.

**Data Analysis**

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**

 The writers carried out the result of the students’ work in doing the test given. To determine the level of the students’ achievement, test scores were classified based on criteria of scoring.

1. H ex+co = 95 & 70, (highest scores (H) of the experimental and control group were 95 and 70)
2. L ex+co = 65 & 60 (lowest score (L) of the experimental and control group were 65 and 60)
3. Me ex+co = 80 & 65 (medians (Me) of the experimental and control group were 80 and 65)
4. Mo ex+co = 70 & 65 (modus (Mo) of experimental and control group were 70 and 65)
5. SD ex+co = 8.29 & 2.76 (standard deviation (SD) of experimental and control group were 8.29 and 2.76)
6. Me ex+co = 78.52 & 63.28 (mean (Me) of experimental and control group were 78.52 and 63.28)
7. V ex+co = 68.87 & 7.63 (variance of experimental and control group were 68.87 and 7.63)
8. T ex+co = 2120 & 1835 (total score of experimental and control group were 2120 and 1835)

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

|  |  |  |  |
| --- | --- | --- | --- |
| Value | Achievement Level  | Frequency | Percentage |
| 80-100 | Excellent | 14 | 51.85 % |
| 66-79 | Good | 12 | 44.44 % |
| 56-65 | Sufficient | 1 | 3.70% |
|  | **Total** | **27** | **100 %** |

Table.3. Post-test Control Group Frequency

|  |  |  |  |
| --- | --- | --- | --- |
| Value | Level of Achievement | Frequency | Percentage |
| 66-79 | Good | 1 | 3.45 % |
| 56-65 | Sufficient | 28 | 96.55 % |
|  | **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-parametic 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-Smirnova | 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 Ftabel, 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 The computation of F-test was as follows:

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**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 ≠ ) 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.

1. Mann-Whitney (u-test)

$$U\_{1}= n\_{1}n\_{2}+ \frac{n\_{1}\left(n\_{1}+n\_{1}\right)}{2}-R\_{1}$$

$$= 27.29+ \frac{27 \left(27+1\right)}{2}-391.5$$

$= $783 + $\frac{756 }{2}-391.5$

$=783+378-$ 391.5

$=769.$5

$$U\_{2}= n\_{1}n\_{2}+ \frac{n\_{2}\left(n\_{2}+n\_{1}\right)}{2}-R\_{2}$$

$=27.29+$ $\frac{29 \left(29 +1\right)}{2}-1204.5$

$=783+$ $\frac{870}{2}-1204.5$

$$=783+435-1204.5 $$

$$=13.5 $$

Based on the calculation above, $U\_{1}$ was 769.5 and $U\_{2}$ was 13.5. The writers used $U\_{1}$ and $U\_{2}$ to calculate z-value

1. Z-test

Z= $\frac{U-\frac{n\_{1.}n\_{2}}{2}}{\frac{\sqrt{n\_{1.}n\_{2} (n\_{1}n\_{2}+1)}}{12}}$

Z= $\frac{13.5 -\frac{(27)(29)}{2}}{\frac{\sqrt{\left(27\right)\left(29\right)(27+29 +1)}}{12}}$

Z= $\frac{-378}{\frac{\sqrt{(783)(57)}}{12}}$

$Z\_{value}$= -6.198

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 Ho for those who rejected and Ha for those who accepted.

**Discussion**

The discussion 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 (Ho=0) is rejected, and also the hypothesis alternative (Ha) is accepted. Therefore, regarding the effectiveness of audiobook in teaching learning process is supported (Muslimin, 2015). In addition, this study is in line yet, this study is different to the previous one.

The participants was the first grade students of state junior high school who like folkrore 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 folklore (Muslimin, 2015). This study found that audiobook media have a good influence on English Language Teaching. 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 similary same with those of research done by maya and  friend (Maya & Al Halim, 2021) and (Habibi & A, 2020).

**CONCLUSION**

Referring to the findings from the discussion, the writers analyze the data using u-test formula to find the z-value. The result of z-value was 6.198. Based on the significance level 0.05, the value of z-table was 1.96. Based on the computation, (6.198>1.96). z-value was higher than z-table. 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. it results that the students were motivated.

The experimental of the post-test was 80. There was a significant increase in pre-test to post-test scores, indicating that students' listening and grammar skills is improved. The finding of this study indicated that the null hypothesis appeare, and the eccentric hypothesis was accepted. Consequently, the alternative hypothesis is acceptable. It means that using audio book interactive platform is effective and good to use.

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