THE EFFECTIVENESS OF USING AUDIOVISUAL MEDIA TOWARD STUDENTS' LISTENING SKILL AT ELEVENTH

GRADE SMAN 9 JAMBI

A THESIS

Submitted as a Partial Fulfillment of Requirements for Degree of Sarjana Pendidikan (S.Pd) in English Education

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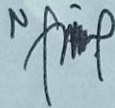
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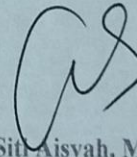
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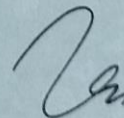
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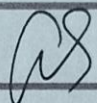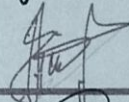
LETTER OF RATIFICATION

A thesis entitled "**The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill at Eleventh Grade SMAN 9 Jambi City**". Writing by Aprilia Eroza, with student number 1900888203026, accepted and approved by team of examiners from faculty of Teacher Training and Education Batanghari University on:

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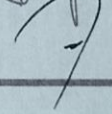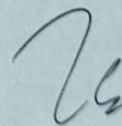Faculty   : Teacher Training and Education

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1. The thesis, titled The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill at Eleventh Grade SMA N 9 Jambi, is original and has never before been submitted for an academic degree at Batanghari University or any other tertiary institution.
2. Except for the direction of the Advisory Team, this thesis is entirely my own ideas, conclusions, and formulations, with no unauthorized assistance from other parties.
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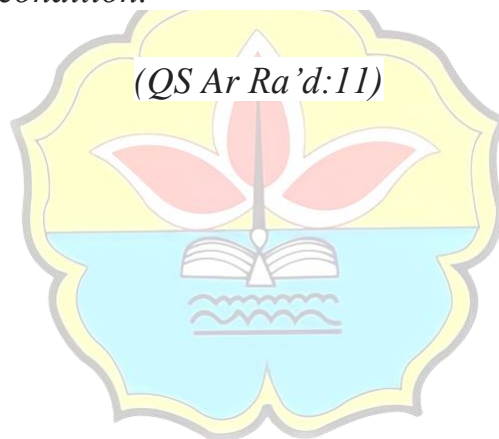
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The Researcher

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MOTTO

"The object of education is to prepare the young to educate themselves throughout their lives."

(Robert Maynard Hutchins)

"Surely Allah will not change the condition of a people unless they change their own condition."

(QS Ar Ra'd:11)

ABSTRACT

Eroza, A. 2023. *The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill at Eleventh Grade SMAN 9 Jambi* **for the Academic Year 2022/2023, Thesis, English Language Education Program, Faculty of Teacher Education, Batanghari University, Jambi. First Advisor of Nurul Fitri, S.S. M. Hum. Supervisor II Siti Aisyah, M.Pd.**

Listening skills are techniques that contribute to the ability to absorb information accurately when communicating with others. This type of research was a quasi-experimental study of 133 people. Through a simple random selection procedure, 36 XI IPS 3 students were selected for the control class and 33 XI IPS 1 students were selected for the experimental class. A technique for collecting data by distributing questions to respondents. In this research, the data analysis technique used the Statistical Package for the Social Sciences (SPSS) version 21 for Windows. The results of this research showed that, (1) Students' listening skills in English subjects taught using audio-visual media have an average arithmetic score of 80,44, (2) The average listening skill of students in English subjects taught only by listening media (speakers) was 77,31, (3) Students' Listening skills in English subjects taught using the audio-visual media were higher than students' Listening skills in English subjects taught using listening audio (speaker), with a value of Sig. $0.000 < 0.05$. The results showed that English students experienced a significant effect in listening skills after learning by video.

Keyword: Listening skills, Audio-visual Media, Learning Media

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Alhamdulillah all praise be to Allah SWT, the single power, the lord of the universe, for all blessings, and mercies, the researcher was able to finish this thesis entitled: " The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill at Eleventh Grade SMAN 9 Jambi."

The researcher is sure that this thesis would not be completed without help, supports, and suggestion from several sides. Thus, the researcher would like to express the deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis.

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The author is aware that the conclusions are imperfect. Therefore, comments and critiques are required in order for the author to create an improved and more valuable work.

Jambi, March 13th 2023
The Researcher

Aprilia Eroza
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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Finocchiaro (1964:8) Language is each system of spoken characters that allow all people about a particular culture, or others who have studied the cultural structure, to communicate or interact. Pei & Gaynor (1954:199) define language as a structure of communication involving sound, namely a system of speaking and listening among people in a particular group or community, using vowel characters that have arbitrary and conventional meanings. So language is a communication structure involving sound, or a system of talking and hearing among people in a certain group to learn a cultural structure.

English is the official language of many Commonwealth countries and is widely understood and communicated. English is spoken in more countries and more than any other language in the world. One of the benefits of learning English is that it increases your chances of getting a more comprehensive range of jobs. You can also pursue an international career if you are proficient in English.

English is one of the basic student requirements that students need during this period. There are four English learning materials that need to be learned: listening, reading, writing, and speaking. Listening is the most essential skill for language learning and has been shown to facilitate the development of

other language skills. According to Nunan (1997), listening to a second language is a complex process, very important for language development. Listening activities require students to be able to process what they hear along with additional information they already know and interpret what they hear by integrating it with pre-existing data in their brain (Helgesen, 2013).

Teachers stated that there were several reasons why they did not teach listening too often, such as lack of teaching materials, lack of school facilities, speakers in recorded material speaking too fast, and lack of vocabulary that students understood. Therefore, teachers should have engaging educational media to keep students interested during listening practice. According to Semenderiadi (2009, p. 68) Audiovisual media plays an important role in the educational process, especially when it is widely used by teachers and children. Audiovisual media gives children many thing stimuli, because of its nature (sound, image). They enrich the learning environment, foster exploration, experimentation, and discovery, and encourage children to develop their speech and express their thoughts. One of the learning media considered to improve the understanding and motivation of students is audiovisual media. The use of audiovisual media is closely related to learning, especially for students who do not yet understand the lesson. In this case, audiovisual media can be used as tools to illustrate concepts, clarify learning messages, and provide more concrete explanations. In addition, audiovisual media can also improve students' comprehension. Because students can see more types of material than just hear the material displayed.

Researcher has conducted interviews with several students regarding listening material. It turns out that there are still many students who do not really understand English material, especially listening material that has been taught by the teacher. This problem has several factors that hinder the teaching and learning process, namely the responsiveness of students who are still lacking Teachers at Senior High School 9 Jambi City stated that the average student in class XI was < 60, so that the teacher cannot do much to teach the material to be delivered and cannot make innovations that support the teaching and learning process. Then, the teacher's lack of knowledge about technology in the operation of audio-visual media, the teacher only uses audio media when learning English. The students tend to get bored easily and easily forget the material they have heard. This is because if students do not understand what is heard, then students will not have good listening skills to respond to what is heard. Therefore, given the benefits of using audiovisual aids, researchers would like to study "The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill At Eleventh Grade SMAN 9 Jambi".

1.2 The Identification of The Problem

Based on the above research background, several things can be determined:

1. Learning English is still monotonous without using interesting learning media.

2. A variety of learning media is needed because learning with audio media can be very boring for students.

3. Motivation to listen to English texts is still low.

4. The use of Audiovisual media is rarely implemented in SMA Negeri 9 Jambi.

1.3 The Limitation of The Problem

Delineate the boundary of the problem so that the research is targeted and the discussion will not be too broad. Based on the above research identification, the researchers narrowed down the research questions as follows:

1. Effect students' listening skill through audiovisual media.

2. Effect students' listening skill through audiovisuals in learning English on student learning outcomes.

1.4 The Formulation of The Research

The researcher formulates a research question based on the title " Is there any Significance Effect of Using Audiovisual Media Toward Students' Listening Skill at Eleventh Grade of SMA N 9 Jambi?"

1.5 Objective of the Research

The purpose of this research is to find out significance effect of using audiovisual media toward students' listening skill of class XI of SMA Negeri 9 Jambi.

1.6 The Significance of The Research

Theoretically, this research is for the theory of reading comprehension. Partially the significance of this study is as follows: (1) For students of SMA Negeri 9 Jambi, students can understand listening skills. They can apply listening skills to reduce their difficulty in understanding audio-visual English, (2) For English teachers at SMA Negeri 9 Jambi, this research is expected to provide information about appropriate methods to effect learning, especially in listening skills, (3) For principals of SMA Negeri 9 Jambi, to effect teacher competence in teaching listening skills, (4) For other researchers, as a reference for conducting further research with the same subject in various topics in different contexts.

1.7 Definition of key Terms

1. Listening skills

    Listening is a skill that the author uses to measure students' listening in the research of SMA N 9 Jambi.

2. Videos

    Video is a research tool for measuring students' listening skills.

3. Short films

    The short film is a video medium tested by the author to understand the listening skills of the eleventh-grade IPS 1 and IPS 3 students of SMA N 9 Jambi in this research.
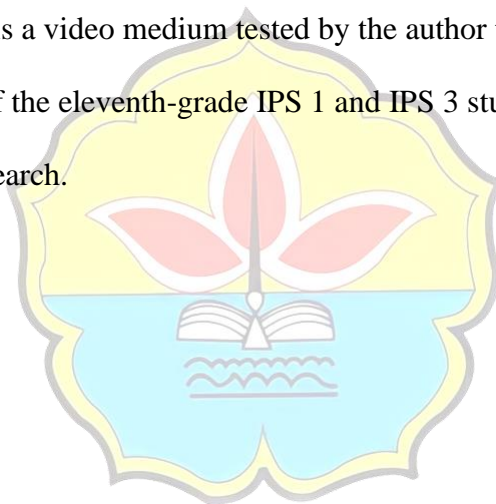
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Listening

2.1.1 Definition of Listening

Listening is a complex problem-solving skill, not just hearing sounds. Listening involves understanding the meaning of words, phrases, clauses, sentences, and related discourse. Oxford (1993:206). Further Nunan (2003:24) "Listening is an active, goal-oriented process of making sense of what we hear." This means that meaning is interpreted through what we hear, so listening is an active skill.

Russell and Russell (1959) defined listening as a listening activity accompanied by complete understanding, attention, and appreciation. Listening is listening to verbal symbols with due attention, comprehension, appreciation, and interpretation in order to obtain information, grasp the content or message, and understand the meaning of the speech or spoken communication conveyed by the speaker. process. In inclusion, listening is an important teaching material in English, so students should practice listening to texts and conversations in English a lot. This allows the student to correctly and correctly perceive and understand the words they hear.

2.1.2 The Purpose of Listening

The purpose of listening according to Logan (1994:56) is as follows.

a. Listening to learn, namely obtaining knowledge from the material presented by the speaker.

b. Listening is the pleasure of listening. That is, listening with an emphasis on enjoying some of the material being spoken, heard, or shown.

c. Listening to judge, namely listening with the intention of being able to judge what is heard (good and bad, beautiful and ugly, logical and illogical, and so on).

d. Listen to appreciate audio material. People listen to enjoy themselves and appreciate what they enjoy (e.g. story reading, poetry reading, music and singing, dialogue, panel discussion, debate).

e. Listen to communicate your thoughts. People listen with the intention of communicating their ideas, thoughts, and feelings to others fluently and accurately. Many examples and ideas can be obtained from the presenters, all of which are important resources for the classroom.

f. Listening distinguishes sounds accurately. People listen with the intention of being able to correctly distinguish which sounds are meaningful and which are not. This is usually seen only by a person who is learning a foreign language and is addicted to hearing the language of his native speaker.

g. Listen to creative problem-solving and analysis. By listening to a speaker, one can get many valuable inputs to solve problems.

h. Listen to convince yourself of questionable issues or opinions, especially listen persuasively.

It can be concluded that the purpose of listening skills is to listen to instructions or orders; get information; obtain messages, news, and stories conveyed orally; to assess listening material; to communicate ideas, feelings to others; and to be able to distinguish sounds precisely

2.2 The Concept of Media

2.2.1 Definition of Media

The word media is of Latin origin and is the plural form of the word media, which can literally be interpreted as 'mediator'. Jones (1977). Print and audiovisual formats for communications and equipment. Media must be manipulated, viewed, heard and read. Kemp and Dayton (1985:3), argues that the role of media in the communication process is that of the sender (sender) tool that transmits messages from the sender (thunder) to the receiver, message, or information (receiver).
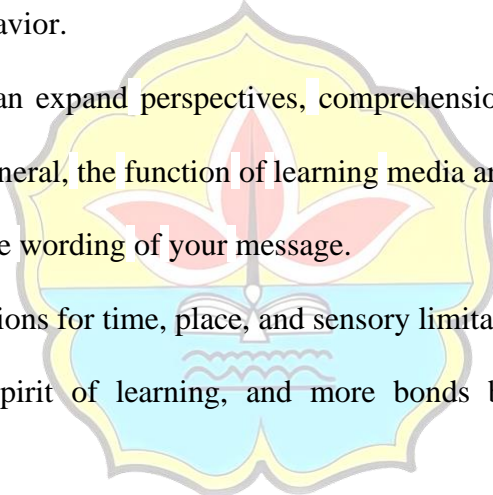
From this, it can be concluded that media survive an integral part of the teaching and learning process to achieve educational goals in general and learning goals in schools in particular. Educational media in the teaching and learning process can arouse new desires and interests, generate motivation, stimulate learning activity, and even have a psychological impact on students.

2.2.2 The Function of Learning Media

"In general, media has the following uses: clarify messages so they are not verbal overcome limitations of space, time, energy and sensory power generate enthusiasm for learning more direct interaction between students and learning resources the same that empowers children generate stimulation, same experience, the same perception.".

Odera (2011:32) Media also integrate learners into the learning experience in a representative yet meaningful way, describe and illustrate professional content and competencies, and provide opportunities for self-analysis of individual performance and behavior.

Learning media can expand perspectives, comprehension, understanding, and human opinion. In general, the function of learning media are:

a. De-verbalize the wording of your message.

b. Providing solutions for time, place, and sensory limitations.

c. Growing the spirit of learning, and more bonds between students and educators.

Based on this description, various functions of using media for learning activities can be summarized:

1) The use of media can simplify the presentation of theories, principles, or philosophies in teaching and learning activities and develop more diverse teaching methods.

2) Exposure to learning media promotes student attention and compact in learning activities.

3) The concepts in learning can be explained more easily by using learning media.

2.2.3   Media Type

Classification of learning media generally falls into three main components: audio, visual, and motion. According to Bretz (1971), he has seven classifications of learning media. (2) Silent Audiovisual Media. (3) Semi-motion audio. (4) moving visual media; (5) Silent Visual Media, (6) Audio Media, (7) Print Media.

While Schramm (1973) classifies the media with distinguish between modern media (large media) and simple media (small media). Major media categories include computers, films, slides, and video programs. Meanwhile, some media include pictures, simple relays, sketches, charts, posters, and others. Classes divide learning media as follows: (1) visual media; (2) audio media; (3) the "look" of the media; (4) real experience and simulation; (5) print media; (6) programmed learning; (7) learning through computers or often known as Computer Assisted Instruction (CAI) and computer-based learning or Computer Based Instruction (CBI).
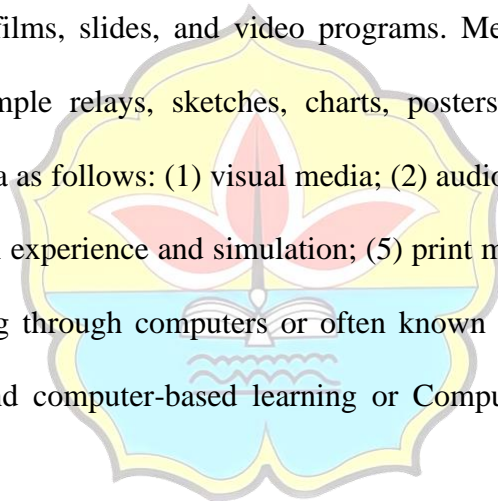
2.3 The Concept of Audiovisual

2.3.1 Definition Audiovisual

Audiovisual learning media is one-way teachers provide materials during the teaching and learning process in the classroom. Audio-visual learning media is an example of media or tools used to make it easier for teachers to add material so that students can understand well what the teacher is giving when teaching, but there are several obstacles encountered in using audio media. Researcher have

collected related data about the supports and obstacles in the role of audio-visual media.

According to Anderson (1994: 99), audiovisual media is a sequence of electronic images with audio-sound elements, including image elements cast on videotape. A series of electronic images are played on a device such as a video recorder or a video player. Meanwhile, (Miarso, 1994: 41) Audiovisual media claim to be methods of producing and distributing materials using mechanical and electronic devices to present audiovisual messages.

From this, we can conclude that audiovisual media are media that help students more easily understand the material presented in their research. This research uses audiovisual media by showing movies/videos/movies related to the material presented. Intermediate media is ingested through sight and sound to create the conditions that enable students to acquire the knowledge, skills, or attitudes used to achieve learning objectives.
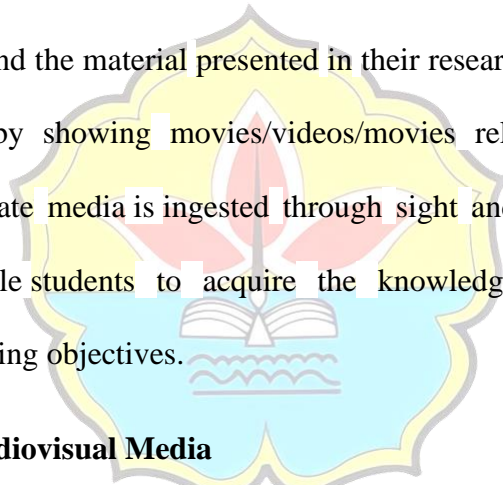
2.3.2 Benefits of Audiovisual Media

According to Dale (1954), technology in the world of education offers several advantages. Specifically, we are developing technology for the development of more specific educational media, that is, audiovisual media.

1. Foster greater empathy and understanding among students.

2. Bring about notable adjustments in student conduct.

3. Showcase a second connection between the needs and interests of students and the material they are studying in order to improve student motivation.

4. Provide newness and variety to students of various abilities.

5. Increase the relevance of learning outcomes for different learner abilities.

6. Encourage students to be creative and actively participate in the learning process to make materials meaningful and improve learning outcomes.

7. Give pupils any essential feedback that will allow them to assess their level of learning.

2.3.3 The Function of Audiovisual Media

Levie & Lentz, (1982) proposes four media features, specifically visual media:

1. The Function of Attention

   Functionality of visual media focuses on purpose at the core. It is about drawing and directing the student's attention to the course content in relation to the visual meaning of the text presented or accompanying the course material. Students often fail to pay attention at the beginning of lessons because they are not interested in the material, or because they are one of their favorite teenage friends. Images in visual media, especially those shown in overhead projectors, help calm students and keep them focused on the skill they are learning. As a result, students are more likely to learn and remember the material.

2. The Function of Affective

   The affective function of visual media use can be measured by how much students enjoy learning (or reading) subtitles. Images or visual symbols can evoke emotions and attitudes in students, such as messages about social or racial issues.

3. The Function of Cognitive

   The cognitive function of visual media can be gleaned from research showing that visual symbols and images facilitate the goal of understanding and remembering the information and messages contained in images.

4. The Function of Compensatory

   The compensatory function of learning media research suggests that visual media that provide context for understanding text can help students with dyslexia organize and retain textual information. In other words, educational media help to accommodate learners who are weak and slow to accept and understand the content of educational content presented in text or orally.

2.3.4 Kinds of Audiovisual

This media is divided into two namely:

1. Moving Audiovisual Media

Movable media, namely media that can produce messages or images that can move, for example: live or moving images seen in images in films, images on video, or television. Motion audio-visual media is the most complete media because it uses audio-visual and motion capabilities. Examples include sound films, videotapes, TV movies, and holography.

Sadiman, et al (2011:67), explained that audio-visual media can be in the form of:
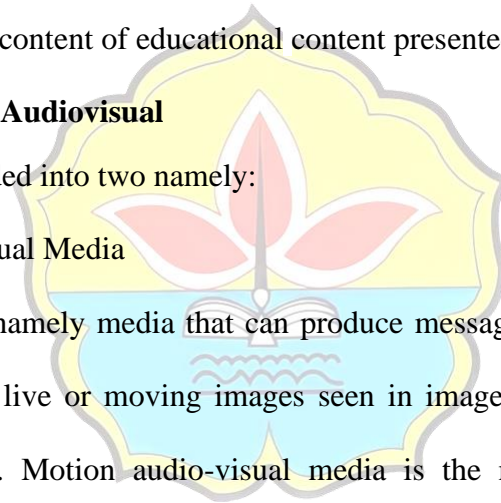
A. Movies

The film is medium that can greatly support the teaching and learning process. According to Arsyad (2016:50) movies alternate quickly to provide visual continuity. The film's ability to present lifelike images and sounds gives it a special charm. These media can present information, explain processes, explain complex concept, convey skills, shorten or extend time, and influence attiudes.

B. Television (TV)

In increasing to the film, television is an audiovisual medium with an element of movement that conveys learning messages. Currently, television has become so widespread in society. Television is not only used as a medium of entertainment. But also as a learning medium. With television students become aware of the latest events.

C. Video

Video and Video Compact Disc (VCD) media can display motion pictures with sound elements. Similar to audio media, broadcast video programs are often used as a means of delivering learning materials in distance learning institutions. Videos can convey a message of fact (important events/events, news) or fiction (stories, etc.) and can be informative, educational, or informative.

Video has several features that are very useful for use in the learning process. One of these features is slow motion where the movement of certain
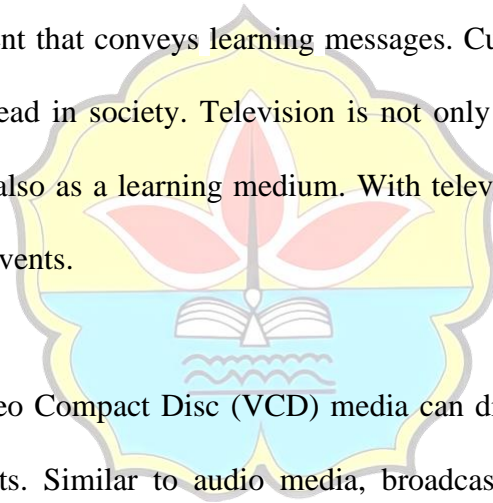
objects or events that take place very quickly can be slowed down so that it is easy for learners to learn.

2. Silent Audiovisual Media

Silent media, namely messages obtained from the media, are just silent, not moving. This media is conveyed in a visual form meaning that it can only be seen, that's why this media can also be called silent visual media which is a type of media that has the ability to convey information visually, but cannot display sound or motion. Which includes the classification of this type of media, for example: images from film slides, images from transparent on OHP, film series of printed pages, video files, and microform.

2.4 Previous Studies

Studies related to this research have been carried out by other researchers who focus on face-to-face learning. Namely: The first research is "*The effects of Audiovisual Media on Students' Listening Skills*". It was performed by Pham Thi Thuy Dung (2021). The purpose of this article is to explain how you can use audiovisual media to improve your students' listening skills. The main purpose of this study is to know the application of sound learning to sound development to improve hearing and comprehension in English learners who have learned to use visual media. This review is quantitative. Samples were used for data analysis, percentages, and point t-tests. The results showed that students in English schools significantly improved their comprehension after learning with videos, and students showed a positive attitude towards using videos while listening.

The second previous research was "*Utilization of Audiovisual Media to Improve Students' Listening Skills*". That was done by Rosita Giri Pramesti (2021). The purpose of this research was to determine the extent to which the use of audiovisual media improves students' listening comprehension. This search is a class action search (CAR). The types of data used in this study are quantitative and qualitative. The investigative procedure for this class action lawsuit was conducted in one cycle with the following steps:

(1) planning, (2) taking action, (3) observing, and (4) reflecting. The results showed that students' listening skills improved after participating in learning with audiovisual media. This can also be seen from the listening test results. The student scored 61.38 in the pre-test cycle and 88.61 in the post-test cycle 1. Students listening skills before using audiovisual media are declining as indicated by the average scores during the pretest. In inclusion, the use of audiovisual media helps students appear enthusiastic and engaged in learning, especially in listening activities with opinionated and heard material.

The third previous research was "*Effects of audiovisual media on L2 listening comprehension: A preliminary study in French*".That was done by Shannon R. Becker and Jessica L. Sturm (2017). The purpose of this research was to determine whether integrating online audiovisual materials into listening lessons for L2 French learners has a measurable impact on their listening comprehension development. Students in the two intact French sections of the second semester were tested for listening comprehension before and after the four-week study period. During this period, the treatment group received listening training via audiovisual material, while the control group worked on

a separate listening task without the audiovisual material. Pretest results showed that the two groups started the study with approximately the same level of hearing. The test group subsequently improved listening skills on immediate and delayed follow-up tests, achieving significantly higher values than the control group. showed positive results for the group. This research provides preliminary evidence that activities involving online audiovisual materials can have a positive impact on the acquisition of listening comprehension skills.

There are similarities between the explanation of the use of audiovisual media to improve listening skills, finding out sound development, and improving students' listening and understanding of students' skills in learning English with visual media, using quantitative methods. However, this study differs from others in that it makes use of the SPSS software 2021 version and a different research object, SMA 9 Jambi City.

2.5 Conceptual Framework

This research focuses on audiovisual media on student listening skills. The first way to observe this survey is to present the video to the students. Students are then given a test at a specific time in class. Generally, they stick to lesson length. This is 2 x 45 minutes for 3 sessions. The researcher then rates each student's response. This will be discussed together in class in the form of a concrete score. Then, the researcher analyzed the data generated through the test. From the results obtained quantitatively, the researcher will explain the

findings in the form of answers to find and conclude The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill. The research framework is described in the schematic below.

Figure 1

Conceptual Framework

Media Audiovisual

$\downarrow$

Listening Skill

$\downarrow$

Listening Test

$\downarrow$

The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill At Eleventh Grade SMAN 9 Jambi City
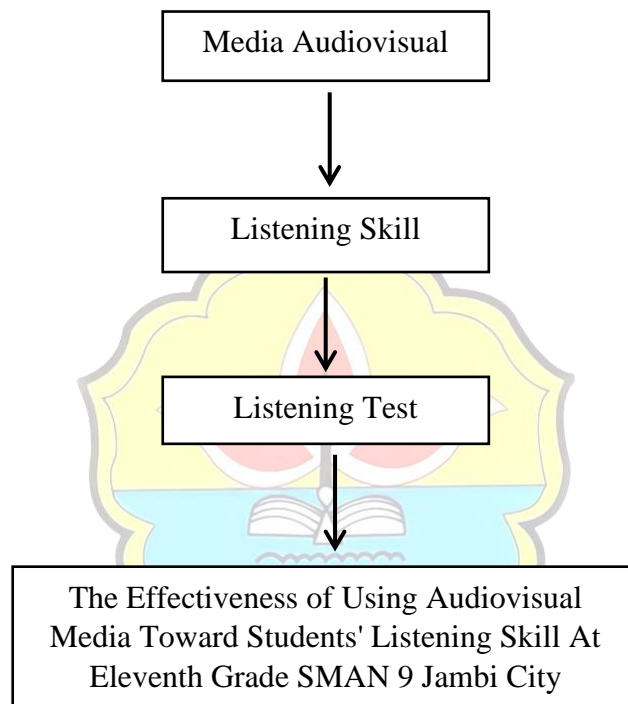
2.6 Hypothesis

Suggests that a hypothesis is a statement in quantitative research that makes predictions or inferences about the outcome of relationships between attributes or specific traits (Creswell 2015). The hypothesis in this research is:

H_0: There is a significant The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill.

H_1: There is no significant The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research uses quantitative research to test hypotheses against data collected by previous theories and concepts. Cresswell (2014:32), Quantitative research is a method of studying the relationship between variables and objective theories. These variables can then be instrumentally measured to provide numbered data that can be examined using statistical techniques. Matthews & Ross (2010) state that quantitative research methods are widely applied to the collection of structured, numerically representable data.

The research method used is the experimental method. Gay (1992:298) defined experimental methods are the only methods of research that can truly test hypotheses about causality.The experimental method can be interpreted as a research method used to find the effect of specific treatments. The research design uses a form of experimental research method, namely a quasi-experimental design. Quasi-experiment is defined as an experiment that has treatment, impact measurement, and experimental units but does not use random assignment to create comparisons in order to conclude changes caused by treatment (Cook & Campbell, 1979).

The *quasi-experimental design* used in this study is *a pre-test post-test control group design*. In this design, there is a control group and an experimental group that is randomly selected. The scheme of this research design is as follows.

Table 1.

Research Design Scheme

Group	Pre-test	Treatment	Post-test
Class Ips 1	O_1	X	O_2
Class Ips 3	O_1		O_2

Description:

Class Ips 1 : Experimental group

Class Ips 3 : Control group

O_1 : Pretest skills to listen to stories of the experimental group and control group

X : Treatment (learning to listen using audio-visual media)

O_2 : Post-test listening skills

3.2 Population and Sampel

3.2.1 Population

According to Creswell (2014), a population is a group of individuals (or groups of organizations) with some common characteristic that researchers can identify and study. The population of this research is the eleventh grade students of

SMA N 9 Jambi City in academic year 2022/2023. There are classes on the eleventh grade class made up of students from each classes

Table 2

Population of The Research

NO	Class	Population
1	XI IPS 1	33
2	XI IPS 2	31
3	XI IPS 3	36
4	XI IPS 4	33
Total		133

Source: Administration of SMA N 9 Jambi City

3.2.2 Sampel

According to Creswell (2014), a sample is a group of target populations that researchers wish to research in order to generalize about the target population. For example, when the population is large and the study does not examine all of the population. Due to limited resources, effort, and time, studies can use samples from the population. Based on the established population and number of samples, the sampling technique performed by the authors is cluster sampling. According to Burke and Christensen (2014:359) For cluster sampling, single-unit items (such as individuals, students, teachers, etc.) are randomly selected.

The cluster sampling technique was used because the researchers randomly came from a large population. first, the researcher draws a lottery to determine which class will be sampled. then, the researcher withdrew one of the papers for the control class and the experimental class. it turned out that the researcher got class XI IPS 3 as the control class and XI IPS 1 as the experimental class.

This sample data collection technique is taken deliberately. This means that the researcher determines the sample himself because there are certain considerations, namely the sample The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill. Then the researcher in this study selects and determines the population because not all populations will be studied, so the sample is:

Table 3

Sample of The Research

No	Class	Classification	Total
1	XI IPS 1	Experiment	33
2	XI IPS 3	Control	36

Source: Administration of SMA N 9 Kota Jambi.

3.3 Data Source

3.3.1 Primary Data

According to Sugiyono (2016: 225) Primary data is the data source that feeds the data collector directly. Primary data sources were obtained through interviews with study subjects and field observations or direct observations. The primary data in this study is data from direct field observations of 133 students at SMAN 9 Jambi City.

3.3.2 Secondary Data

According to Sugiyono (2018: 456) Secondary data are data sources that do not provide data directly to the data collector. For example, we provide data through other people. In this research, sources of secondary data were books, literature, articles, journals, and his website on the Internet related to the research conducted.

3.4 Instrument of The Research

A research instrument is a tool for collecting, measuring, and analyzing data on a subject related to a research subject. This research will test the means of data collection. The test is in the form of 3 short listening videos, which last 09:30 minutes. This test is designed to measure a student's listening comprehension. In this case, students are asked to select the correct answer to a multiple-choice question based on a given topic. Each student then selects the correct answer for each test.
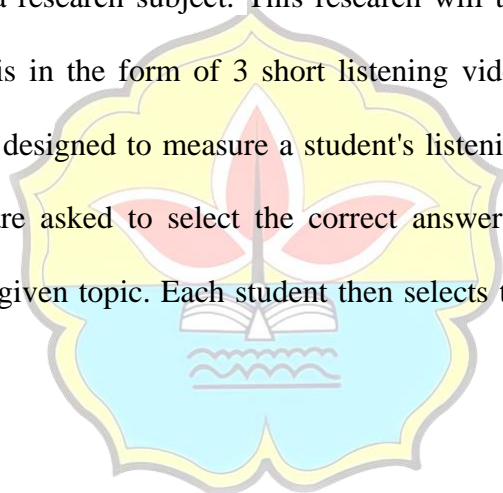
3.5 Data Collection Techniques

Here are the steps for researchers to retrieve research data:

3.5.1 Pre-test

Before giving treatment, the researcher gave students a pre-test to determine their listening skills when learning English. The test typically consists of multiple-choice questions. Researcher asked students to answer a test based on their knowledge. The researcher then analyzes whether the student is able to answer the researcher questions.

3.5.2 Treatment

In giving treatment, Researcher applied the use of audiovisual media to listening skills for classroom experiments and listening-based learning models for classroom controls. The researchers wanted to know if the audiovisual media in the experimental class affected the students' listening compared to the untreated control class. The researcher will provide repetition of playback on audiovisual media 3 times.

3.5.3 Post-test

After giving the treatment, the researcher conducted a post-test to examine the outcome of the treatment and measure students' listening skills when learning English through audiovisual media. Researcher administered the same test as the pretest, and students used their knowledge to answer written questions.

3.6 Test of Validity and Reliability

3.6.1 Test of Validity

According to Creswell (2012: 159), "According to Cresswell (2012:159), "Validity is the development of robust evidence to show that the interpretation of a test (the judgment about the concept or structure that the test is believed to measure) is consistent with its proposed use. This research investigated the effectiveness of measures using the person product moment technique. The formula for Pearson r is:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right]\sum Y^2 - \left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

Description:

X = any score

$\sum$ = sum of; add them up

$\sum X$ = the sum of all the scores

N = total number of subjects

(Gay, 1981)

The research used the SPSS program version 21 for Windows to test the validity of questions on the following criteria:

1. If the Corrected Item-Total Correlation value is positive or different from the r_{table} at a significant level ($\alpha = 0.05$), then the item is declared valid.

2. If the Corrected Item-Total Correlation value is negative or smaller than the r_{table} at a significant level ($\alpha = 0.05$), then the item is declared invalid

To interpret the validity level, the correlation coefficients are classified according to the following criteria:

Table 4

Interpretation of Correlation Coefficient (r)

Coefficient Interval	Relationship Level
0.01-0.09	Trival or none
0.10-0.29	Low to medium
0.30-0.49	Moderate to significant
0.50-0.69	Significant to very strong
0.70-0.89	Very Strong
0.90-0.99	Almost perfect

Source: De Vaus, 2002

3.6.2 Test Reliability

Reliability is a measure of how reliable or trustworthy a measuring instrument. Creswell (2012: 159) states that reliability means that scores from an instrument are stable and consistent. Researchers can use the instrument multiple times at different times and the results should be similar. Additionally, the values should be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way.

Question reliability testing can be used with the following formula:

$$r_{xx} = \frac{K}{K-1}\left(\frac{S_x^2 - \sum pq}{S_x^2}\right)$$

Description

r_{xx} = Overall test reliability

K = Number of test items

S_x^2 = Variance of results across tests (square standard deviation)

p = Correct answer rate for a single item

q = Incorrect answer rate for the same item
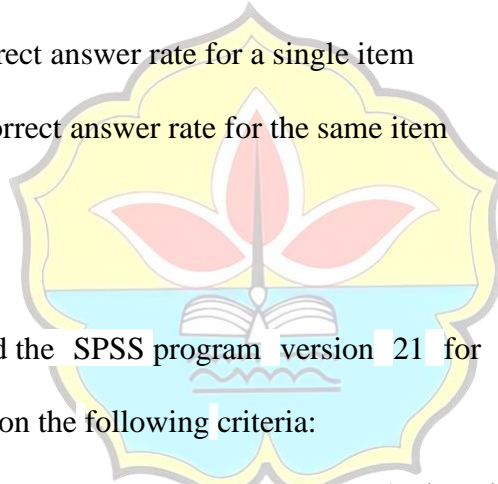
(Ary et al., 2010)

The research used the SPSS program version 21 for Windows to test the validity of questions on the following criteria:

1. If $r_{count} \geq r_{table}$ at a significant level ($a = 0.05$), then the question is declared reliable.

2. If $r_{count} < r_{table}$ at a significant level ($a = 0.05$), then the question is declared unreliable.

Table 5

Reliability Index Classification

Reliability Index	Indicator
0.90-1.00	Very High
0.70-0.89	High
0.30-0.69	Moderate
0.00-0.30	Low

Source: Brymen & Cramer (1999)

3.6.3 t Test

The test is useful to find out whether there is an effect. Partial given free variable (X) to variable bound (Y). this test means proving what is hypothesis is The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill.

1) If the significance values is less than 0,05 or tcount > ttabel then there is effect of variable X on variable Y

2) If the sig value > 0,05, or tcount < ttable the there is no effect of variable X on variable Y. After obtaining the result of the ttable count, then see distributed table tcount.

3.7 Technique of Data Analysis

After collecting the data, the researcher performed data analysis to determine procedures for evaluating student work. To obtain quantitative results, the pretest and posttest scores are calculated as follows:

$$score = \frac{students' answer}{maximum\ score} x\ 100$$

(Gay, 1981)

After the researcher has calculated the results, several steps must be taken for data analysis. These steps are:

1. Calculate the average (mean) score with the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Description:

$\bar{X}$ = The mean or arithmetic average of scores

ΣX = The sum of all the scores

N = The general quantity of students
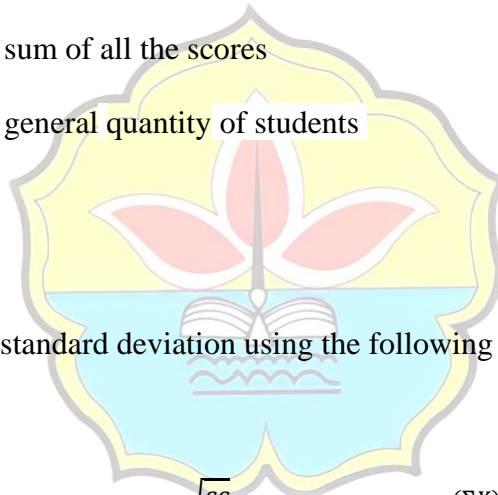
(Gay, 1981)

2. Calculate the standard deviation using the following formula:

$$SD = \sqrt{\frac{SS}{N}} \text{ or } SS = \Sigma x^2 - \frac{(\Sigma X)^2}{N}$$

Description:

SD   = Standard deviation

SS   = The sum of square

N   = The number of students

Σx^2 = The sum of all squares

$(\Sigma X)^2$ = the sum of squares of total scores

(Gay, 1981)

3.7.1 Normality Test

A normality test is a test performed as a prerequisite to performing data analysis. This will be done before the data are processed based on the proposed research model. A normality test aims to determine whether the data are normally distributed. In this research, the Kolmogorov-Smirnov test is used to perform the normality test. The Kolmogorov-Smirnov test is a hypothesis testing method used to determine whether two samples of data come from the same distribution. The Kolmogorov-Smirnov test can be used with the following formula:

$$D = m\{(F0 - F)\}$$

$$x^2 = \frac{4D^2(n_1\, n_2)}{(n_1 + n_2)}$$

(Vásquez et al., 2015)

This research uses the SPSS program for Windows version 21 to perform normality tests. The judgment criteria are:

1. If the value of Sig. Kolmogorov-Smirnov test > (α = 0.05), then the data is normally distributed.

2. If the value of Sig. Kolmogorov-Smirnov test < (α = 0.05), then the data is not normally distributed.

3.7.2 Homogeneity Test

Homogeneity tests are used to show that two or more sample data sets come from populations that exhibit the same variation. A homogeneity test is applied to the post-test outcome data from the experimental and control groups. The F-test formula is used to measure the homogeneity of variance between two data sets.

$$F = \frac{variance\ between\ sample}{variance\ within\ sample}$$

(Kothari, 2004)

This research uses the SPSS program for Windows version 21 to perform normality tests. The judgment criteria are:

1. If the value of Sig. Based on Mean > (0.05), with a 95% confidence level, the data used is homogeneous.

2. If the value of Sig. Based on Mean < (0.05), with a 95% confidence level, then the data used is not homogeneous.

3.7.3 Hypothesis Test

Hypothesis testing provides evidence in the form of data so that evidence in the form of data can be gathered to decide whether to use statements or assumptions used in judging a student's listening skills in English taught in audiovisual media. intended to provide. The media can be known through hypothesis testing. A t-test formula is used:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Description:

t = Significance test

$\bar{D}$ = Mean difference score (X1-X2)

$\sum D$ = The sum of total scoring differences

D = The cumulative difference score squared

N = The total number

1 = Number of variable

(Gay, 1981)

This research uses the SPSS program for Windows version 21 to perform normality tests. The judgment criteria are:

1. If the value of Sig. < (α = 0.05), then the H_a is accepted.

2. If the value of Sig. ≥ (α = 0.05), then the H_o is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Pretest Results

Students were given a pre-test at the beginning of the learning process. It was bound in class XI IPS 3 as a control class and in class XI IPS 1 as an experimental class. This can be seen in the table below:

Table 6

Pretest Results

Experimental class (Class XI IPS I)			Control class (Class XI IPS 3)		
Interval Class	Frequency	Percentage (%)	Interval Class	Frequency	Percentage (%)
0-34	3	9,1	53-58	5	13,9
35-43	4	12,12	60-65	10	27,8
45-53	8	24,24	68-73	12	33,3
55-63	10	30,30	75-80	9	25
65-73	8	24,24			
Total	**33**	**100**	**Total**	**36**	**100**

Based on the results of grouping scores, the researcher found that the results of students' scores in this study revealed that the Likert scale in this pretest ranged from poor to good. for the experimental class there are "less" criteria, namely 7 students, for "enough" criteria, namely 18 students, and for "good" criteria, namely 10 students. Obtained 5 groups in the experimental class. for grades 0-34 there are 3 students, for grades 35-43 there are 4 students, for grades 45-53 there are 8 students, for grades 55-63 there are 10 students, and for grades 55-63 there are 10 students, and for groups of grades 65-73 there are 8 students. Meanwhile, for the control class, the researcher found that the results of student scores in this study revealed that the Likert scale in this pretest ranged from fair to very good. there are "enough" criteria, namely 15 students, for "good" criteria, namely 12 students, and for "very good" criteria, namely 9 students. For groups of grades 53-58 there are 5 students, for groups of grades 60-65 there are 10 students, for groups of 68-73 there are 12 students, and for groups of grades 75-80 there are 9 students.

This propose that the mean learning score of the control class (pretest) is higher than the mean learning score of the experimental class (pretest), and the mean learning score of the control class (pretest) is 68,22, whereas the mean learning score of (pre-test) can be concluded to be high 54,06 in the experimental clas.

4.1.2 Posttest Results

The student's post-tests concluded at the end of the lesson with class XI IPS 1 as the control class and class XI IPS 3 as the experimental class, as shown in the table below:

Table 7

Posttest Results

Experimental Class (Class XI IPS 1)			Control Class (Class XI IPS 3)		
Interval Class	**Frequency**	**Percentage (%)**	**Interval Class**	**Frequency**	**Percentage (%)**
63-71	6	18,18	71-79	25	69,44
75-83	17	51,52	83-92	11	30,56
88-96	10	30,30			
Total	**33**	**100**	**Total**	**36**	**100**

Based on the results of grouping scores, the researcher found that the results of students' scores in this study revealed that the Likert scale in this posttest ranged from fair to very good. for the experimental class there are "enough" criteria, namely 8 students, for "good" criteria 15 students, and for "very good" criteria 10 students. For the 63-71 grade group there were 8 students, for the 75-83 grade group there were 15 students, and for the 88-96 grade group there were 10 students. Whereas for the control class there were "good" criteria, namely 25 students, and for "very good" criteria, 11 students. For groups of grades 71-79 there are 25 students, and for groups 83-92 there are 11 students.

Thus, it can conclude that the average learning outcomes of the experimental classes (post-test) are higher than those of the control classes, where the average learning outcome (post-test) for the experimental class is 80,44 and the average learning outcome (post-test) for the control class is 77,31.

4.1.3 Classical Assumption Test

4.1.3.1 Normality Test

The purpose of the normality test is to find out if the data is normally distributed. In this research, the 1-sample Kolmogorov-Smirnov test at a significance level of 0.05 (5%) was used as a normality test. If Sig. Kolmogorov-Mirnov value > α (α = 0.05), data are normally distributed also a signature. Kolmogorov-Smirnov test and lt; α (α = 0.05), data not normally distributed. The following table shows the results of the one-sample Kolmogorov-Smirnov test for this research:

Table 8

Experimental Class Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		33
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.16246767
Most Extreme Differences	Absolute	.119
	Positive	.100
	Negative	-.119
Kolmogorov-Smirnov Z		.683
Asymp. Sig. (2-tailed)		.739

a. Test distribution is Normal.
b. Calculated from data.

Table 9

Control Class Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.39132229
Most Extreme Differences	Absolute	.136
	Positive	.136
	Negative	-.115
Kolmogorov-Smirnov Z		.817
Asymp. Sig. (2-tailed)		.517

a. Test distribution is Normal.

b. Calculated from data.

Based on the above table it can be concluded that Asymp. Sig. experiment class (2-tailed) is 0.739. > 0.05 and control class 0.517 > 0.05. Thus, it can be concluded that the research data is normally distributed.

4.1.3.2 Homogeneity Test

Homogeneity tests are used to show that two or more sample records come from populations with the same variation. Data are consistent if Sig. Levene's statistic > α (α = 0.05). In the same way that Sig. levene statistics are and lt;1. At α (α = 0.05), the data are not homogeneous. The results of Levene's statistical test for this study are shown in the table below:

Table 10

Homogeneity Test Result

Test of Homogeneity of Variances

RESULT

Levene Statistic	df1	df2	Sig.
.802	1	67	.374

Based on the table above it can be concluded that Sig. Levene's statistic is 0.374 > 0.05. Thus, it can be concluded that the research material is homogeneous.

4.1.3.3 Hypothesis Test

The purpose of the hypothesis test was to examine whether English subjects taught using audiovisual media show improved student performance in relation to learning outcomes. Hypothesis testing was performed using t-tests with the SPSS for Windows version 21 program. The t-test results for this research are shown in the table below:
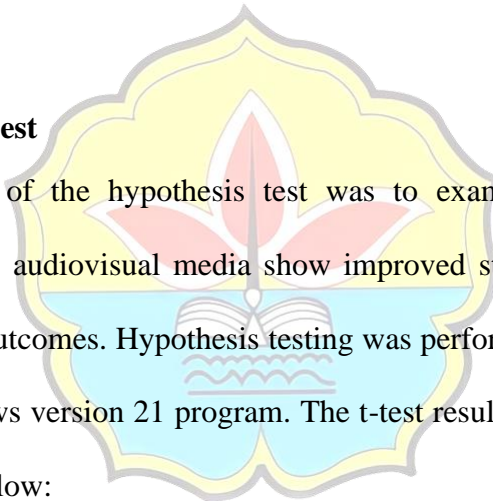
Table 11

Hypothesis Test Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	77.463	5.145		15.057	.000
	Used Audiovisual	.065	.091	.128	.720	.477

a. Dependent Variable: Listening Skills

Based on the table above it can be concluded that the t_{count} is 15,057 and Sig. its value is 0.000. Therefore, the value of Sig. 0.000 < 0.05 then H_o is rejected. This means that there is a significant improving students' listening skill through audiovisual media at SMA Negeri 9 Jambi City.

4.2 Discussion

4.2.1 Listening Skills of Class XI IPS 1 English Students at SMA Negeri 9 Jambi City are taught using Audiovisual Media.

The listening skills of English students in class XI IPS 1 SMA Negeri 9 Jambi City taught using audiovisual media are known to have an average (mean) learning outcome (pretest) of 54,06 for the experimental class. On the other hand, based on data processing in Appendix 10, the listening skills of students in English class XI IPS 1 taught with audiovisual media are known to have an average (mean) learning outcome (post-test) of 80.44. From this, it can be concluded that the students' listening improved from 54.06 to 80.44 in learning outcomes. This equates to an improvement of approximately 26.38%

4.2.2 The Effectiveness of Using Audiovisual Media Toward Students' Listening Skill in English students learning

Listening is the cornerstone for all other abilities to be established and the primary medium by which students develop original interaction with their target language and culture. Listening skill is one of the abilities to make us focus when listening to speakers, understand the message or information that is obtained, and able to answer questions appropriately. the benefits that can be obtained from this ability are; Making it easier to understand something. Considered someone who wants to listen and pay attention. Facilitate the application of knowledge or information obtained (Dornyei, 2001: 89). Reddy (2008:26) states that "audiovisual education consists of the uses of interactional devices such as film projectors, radio, television, charts, poster, models, field trips and etc". Besides, audiovisuals are important in learning because they can stimulate learners and encourage them to learn a foreign language. Based on the data processing in Appendix 10 it is known that the average (mean) learning outcome (post-test) for the experimental class taught with audiovisual media is 80,44. On the other hand, from the data processing in Appendix 11, it is known that the average (mean) of the learning outcomes (post-test) for the control class taught with audio media only is 77,31. From the theory above, it can be concluded that student learning outcomes are higher in English subjects taught with audiovisual media than in English subjects taught with audio media only.

This research supports by Pham Thi Thuy Dung (2021) who conducted a study entitled "The Influence of Audiovisual Media on Students' Skills Skills". The main purpose of this research is to determine the application of phonetic learning

to speech development to improve listening and listening comprehension in English learners after learning how to use visual media. Talk about listening skills. So, according to research results, a student's performance in learning English improves significantly after learning to use the video in her listening skills, resulting in clearer comprehension.

Overall, using Audiovisual media makes it easier to present learning material, increases student learning motivation, and overcomes students' space and time limitations. besides it encourages teaching and learning process and makes it easier and interesting. Audiovisual media is the best tool to make effective teaching and best knowledge dissemination.
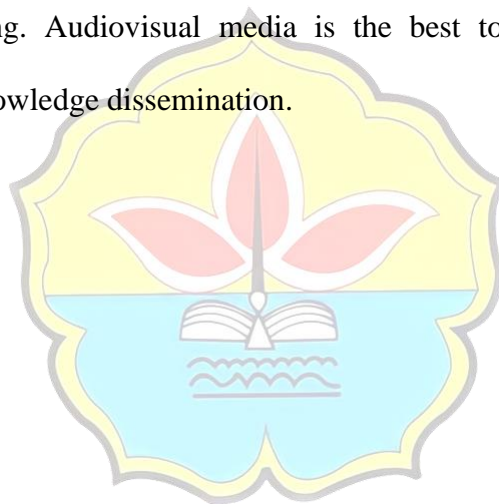
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research results obtained by the researcher, the following conclusions can be drawn:

1. The listening skills of the students in English language subjects taught with the help of audio-visual media received a pre-test score of 54,06 and a post-test score of 80,44. So the average number (mean) is 80,44.

2. The listening skills of the students in the English language department, which is taught only by listening to media (speakers), receives a pre-test score of 68,02 and a post-test score of 77,31. So, the average count (mean) is 77,31.

3. Listening skills of students in English subjects taught through audio-visual media were higher than in English subjects taught through listening (speaker), with a value of Sig. $0.000 < 0.05$.

5.2 Suggestion

Based on the conclusions above, the researcher provides the following things suggestion:

1. Teacher

The results of this research reflect student competence, teaching teachers need to be more certain of their student's understanding of the various methods available to them. Teachers play a key role in ensuring that students understand what they are learning.

2. Students

For students, the results obtained in this research can be used as reflection material to exercise self-approval and understand other shortcomings. Researchers hope that students will recognize their own weaknesses and have the courage to find ways out of these problems.

3. Future Researcher

For future researchers, this research is limited to finding students' comprehension difficulties (titles). Additionally, future researchers can find the source of the difficulties sought in this research.
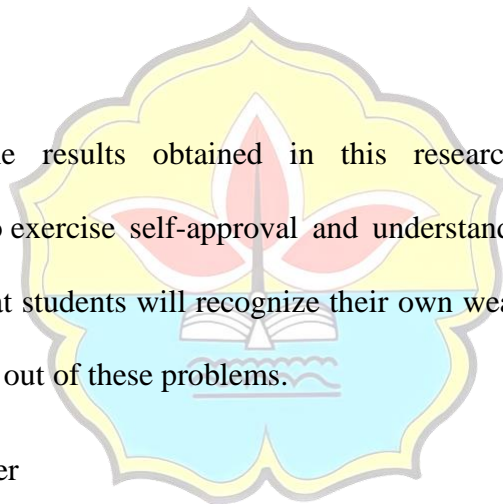
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APPENDICES

APPENDIX 1

Lesson Plan

Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 x 45 Menit

A. Competency Standard : Listening

    1. Understanding the meaning of short functional texts and monologues in the form of reports, in the context of daily life and accessing knowledge

B. Basic Competency

  1.2 Responding to the meaning of monologue texts that use a variety of spoken language accurately, fluently and acceptable in the context of spoken language accurately, fluently and acceptable in the context of everyday life in the form of: **a text report**.

C. Competency Achievement Indicator

    1. Expressing the main ideas of the report text heard

    2. Identify the characteristics of an object/phenomena

D. Learning Objectives

    At the end of Learning students can:

    1. Identify the main idea of the report text heard

    2. Identify the characteristics of an object/phenomena

E. Learning Materials

    1. Script report text (terlampir)

    2. Generic Structure of report text

        A. Social function

           to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment.

B. Generic Structure
- Generic classification: tells what the phenomenon under discussion is
- Description: tell what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviors, if living: uses, if non-natural.

F. Learning Method
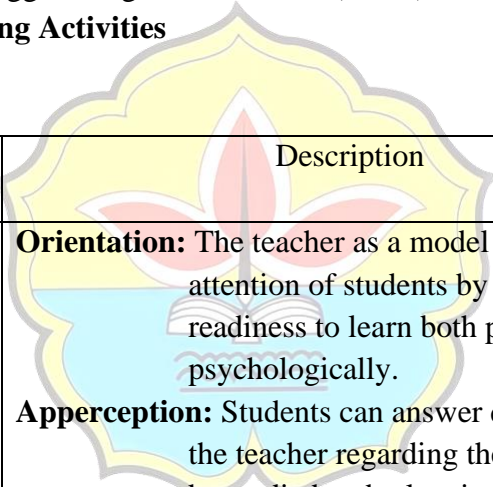
Approach   : Scientific Approach

Model   : Presentasi, Penugasan

G. Learning Media

C. Media: Videos, PPT slides, Youtube

D. Tools: White Board, Laptop, Infocus, Speaker

E. Learning Resources: Internet, Youtube, English Language Package Book Erlangga Straight Point Series (ESPS).

H. Steps of Learning Activities

1ˢᵗ Meeting

Activity	Description	Time Allocation (90 minute)
Preliminary Activities	**Orientation:** The teacher as a model focuses the attention of students by showing readiness to learn both physically and psychologically. **Apperception:** Students can answer questions from the teacher regarding the material to be studied and relate it to previous material. **Motivation:** The teacher explains the benefits of studying listening material in a report text. **Giving Reference:** The teacher explains that the subject matter is listening report text.	10 Minute

Core Activities	- Students observe the teacher giving material about report text. Students try to find information provided by the teacher about report text. - Students read and provide explanations on the discussed power points. - Understand the meaning, function, and structure of the text contained in power point about report text. - The teacher presents Listening in the form of a conversation about report text to students. - The teacher will repeat Listening up to 3x - The teacher directs students to answer questions about the main idea and characteristics of an object/phenomenon from listening to the report text that is heard through the speaker. - Make questions on HVS paper in the form of multiple choices regarding the report text heard. - Ask students to answer questions in writing.	70 Minute
Closing Activities	- Reviewing the learning material that has been studied. - Asking students mastery of the material regarding report text. - The teacher gives independent assignments to students - The teacher conveys information about the activity plan for the next meeting.	10 Minute

2nd Meeting

Activity	Description	Time Allocation (90 Minutet)
Preliminary Activities	**Orientation:** The teacher as a model focuses the attention of students by showing readiness to learn both physically and psychologically. **Apperception:** Students can answer questions from the teacher regarding the material to be studied and relate it to previous material. **Motivation:** The teacher explains the benefits of studying listening material in a report text. **Giving Reference:** The teacher explains that the subject matter is listening report text.	10 Minute
Core Activities	- Students analyze the conversational text according to the context of the report text (Individual). - Students understand the video that is shown according to the context of the text report (Individual). - Students are able to answer what type of conversation is shown according to the context of the text report. (Individual) - Learners are able to make and analyze appropriate sentences according to the elements and generic structure report text (Individual) - Students complete and write according to the elements in the text report	70 Minute

| Closing Activities | - Reviewing the learning material that has been studied.
- Asking students mastery of the material regarding report text.
- The teacher gives independent assignments to students
- The teacher conveys information about the activity plan for the next meeting. | 10 Minute |

3rd Meeting

Activity	Description	Time Allocation (90 Minute)
Preliminary Activities	**Orientation:** The teacher as a model focuses the attention of students by showing readiness to learn both physically and psychologically. **Apperception:** Students can answer questions from the teacher regarding the material to be studied and relate it to previous material. **Motivation:** The teacher explains the benefits of studying listening material in a report text. **Giving Reference:** The teacher explains that thesubject matter is listening report text.	10 Minute
Core Activities	- Students work on exercise activities in the Package Book - Students fill out the Package Book activities carefully. - Students are able to answer questions based on the Package Book material. - Together with their partners, students correct together in class.	70 Minute

Closing Activities	- Reviewing the learning material that has been studied. - Asking students mastery of the material regarding report text. - The teacher gives independent assignments to students - The teacher conveys information about the activity plan for the next meeting.	10 Minute

I. Evaluation

1. Appraisal Type   : Listening
2. Test Form   : Written
3. Instrument   : Intruction or Command

-Listen to the report carefully and fill in the blank below.

Score = $\dfrac{\text{Total Score Acquisition}}{\text{Maximum Score}}$ x 100
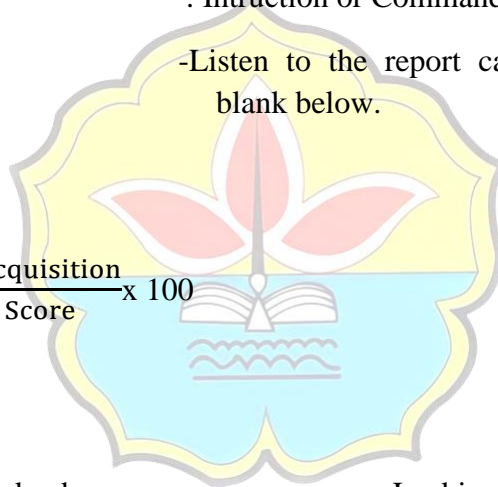
Acknowledged, Teacher	Jambi, February 2023 Researcher

Ronald F. Gultom, S.Pd **NIP. 197304241998021002**	Aprilia Eroza **NIM. 1900888203026**
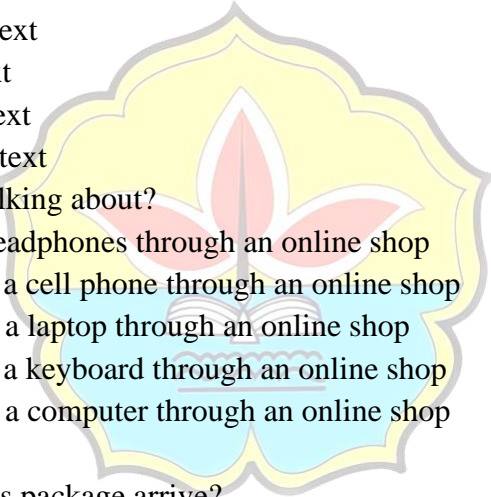
APPENDIX 2

Question Validity

Nama :

Class :

Listen to the report carefully and fill in the blank below!

1. What kind of conversation above?
   a. Report text
   b. Descriptive text
   c. Narrative text
   d. Expository text
   e. Explanatory text
2. What are they talking about?
   a. Lucy buys headphones through an online shop
   b. Amy bought a cell phone through an online shop
   c. Lucy bought a laptop through an online shop
   d. Amy bought a keyboard through an online shop
   e. Lucy bought a computer through an online shop

3. When will Lucy's package arrive?
   a. Today
   b. Tomorrow
   c. Yesterday
   d. The day after tomorrow
   e. Next week

4. Who received the package?
   a. Lucy
   b. Her brother
   c. Her boyfriend
   d. Amy
   e. Her parents

5. Where did lucy buy the headphones?
   a. Amazon
   b. Target
   c. Amaze
   d. Lotte
   e. Shopee

6. Can the AMAZE application send goods to all countries?
   a. AMAZE can deliver goods throughout the country
   b. AMAZE cannot deliver goods to all countries
   c. AMAZE can only be delivered to cities
   d. AMAZE can only be sent to provinces
   e. AMAZE can only be delivered to certain places

7. What is the condition of the package box that Lucy received?
   a. The box is in good condition
   b. The box is bad
   c. The box has been bitten by mice
   d. The box was well packed
   e. The box was not wrapped properly

8. How did Lucy pay for the headphones?
   a. BCA
   b. DBS
   c. VISA
   d. CIMB
   e. HSBC Holdings

9. How to use the headphones that lucy bought?
   a. Using bluetooth
   b. Not using bluetooth
   c. Using a cable
   d. Don't use cable
   e. Cable only
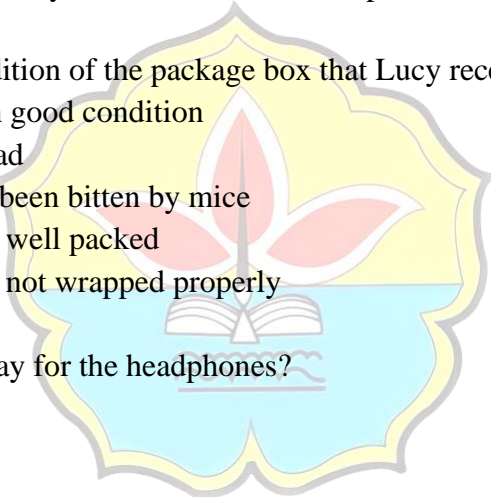
10. How long did lucy wait for the item she bought to arrive?
    a. A week
    b. Two weeks
    c. Three weeks
    d. Four weeks
    e. Five weeks

11. Do the headphones lucy bought work properly?
    a. Headphones cannot connect to Bluetooth
    b. Headphones can connect Bluetooth
    c. Headphones can only use cables
    d. Headphones cannot use cables
    e. Headphones are not connected

12. What is the synonym of "shoddy"?
    a. Fair
    b. Pretty
    c. Attractive
    d. Ugly
    e. Chic
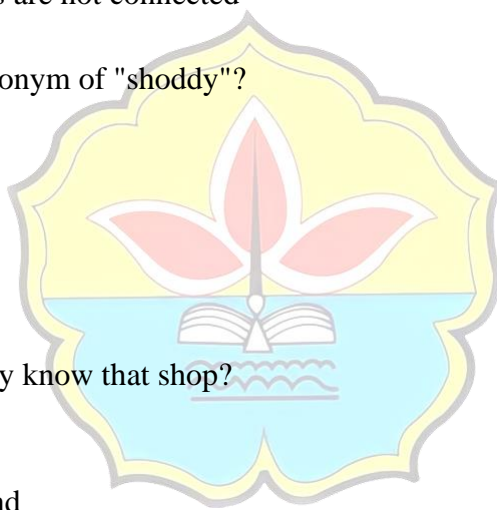
13. Where does lucy know that shop?
    a. Her brother
    b. Her parents
    c. His girlfriend
    d. His sister
    e. Her friend

14. What do friends often buy?
    a. Computer
    b. Keyboards
    c. Tablet
    d. Mouse
    e. Hardware

15. Does the online store reply to lucy's complaint message?
    a.   The store quickly responds to complaints messages
    b.   The store was slow to reply to complaint messages
    c.   The store is on holiday
    d.   The store replied to the complaint message
    e.   The store does not reply to complaint messages

16. How much discount did Lucy buy on headphones?
    a. 10%
    b. 20%
    c. 30%
    d. 40%
    e. 50%

17. The word "that" in Amy's conversation "how was it" refers to?
    a.   Cellphone
    b.   Laptops
    c.   Headphones
    d.   Notebooks
    e.   Tablet

18. When did Lucy buy the headphones?
    a.   Amaze Day
    b.   Shoppe Day
    c.   Amazon Day
    d.   Target Day
    e.   Umber Day

19. What does amaze day mean?
    a.   It's a sale event on the Umber website.
    b.   It's a sale event on the Amaze website.
    c.   It's a sale event on the Target website.
    d.   It's a sale event on the Shoppe website.
    e.   It's a sale event on the Amazon website.
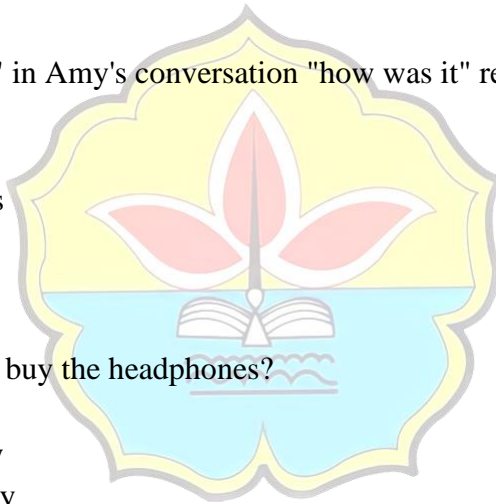
20. How much rating will Lucy give to the headphones?
    a. two stars
    b. three stars
    c. four stars
    d. five stars
    e. one star

21. The spoken text is categorized as report because….
    a. It describes in details one specific walrus
    b. It describes the walrus as species in general
    c. It report what a group of walruses do
    d. It report what the speaker sees and hears
    e. It gives an account of what the speaker does

22. It said that the walrus use the ice for …..
    a. Hunting for food
    b. Socializing
    c. Giving birth
    d. Mating
    e. Feeding

23. The ice has to be thick enough. Why?
    a. Walruses are busy animals
    b. Walruses are naughty
    c. Walruses are so active
    d. Walruses like to jump
    e. Walruses can be heavy

24. How heavy can walrus be?
    a. 5000 pounds
    b. 4050 pounds
    c. 4000 pounds
    d. 4500 pounds
    e. 400 pounds
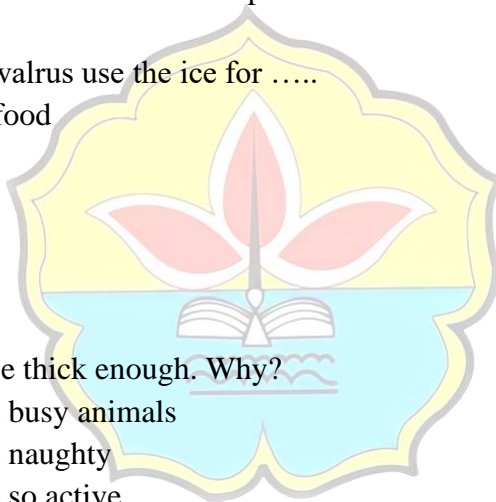
25. What does the blubber do according to the speaker?
    a. It stores energy
    b. It supports the body
    c. It helps the walrus walk
    d. It gives more strength
    e. It helps find food

26. One role of the tusk is?
    a. To fight with other walruses over food
    b. To help them walk on the ice
    c. To tear food into pieces
    d. To defend against predators
    e. To socialize with other walruses

27. The speaker says that the main role the tusk is?
    a. To show dominance
    b. To gather food
    c. To attract a mate
    d. To stand stable
    e. To help eat food
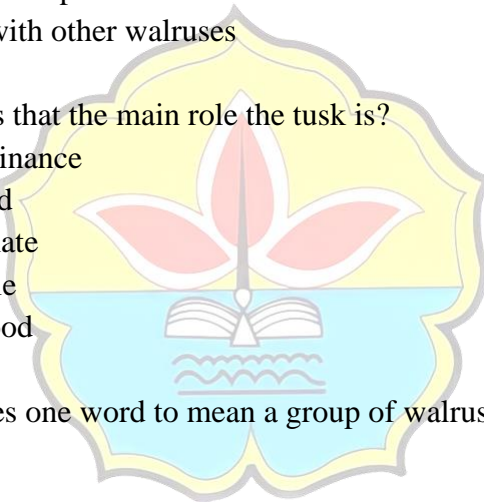
28. The speakers uses one word to mean a group of walruses. What word is it?
    a. Class
    b. Team
    c. Bunch
    d. School
    e. Herd

29. What is the Latin name for walrus?
    a. Ursus maritimeus
    b. Ailuropoda melanoleuca
    c. Ursus arctos
    d. Orcinus Orcas
    e. tooth-walking sea horse.

30. Where are walruses found?
   a. Arctic Ocean
   b. Indian Ocean
   c. Pacific Ocean
   d. Atlantic Ocean
   e. Antarctic Ocean

31. The plant is considered valuable because of its … .
   a. Roots
   b. Leaves
   c. Vitamin
   d. Origin
   e. Nutrition

32. The following parts of the shrub are useful, except its … .
   a. Fruit
   b. Seeds
   c. Stems
   d. Roots
   e. Leaves
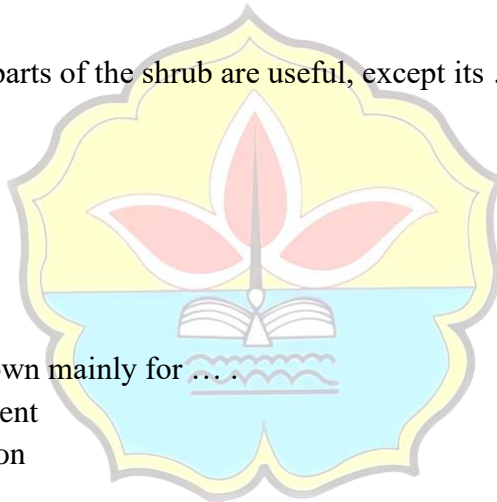
33. The plant is grown mainly for … .
   a. Amusement
   b. Decoration
   c. Food
   d. Drink
   e. Flour

34. Where is the plant grown?
   a. Most parts of the world
   b. The United States
   c. The Himalayas
   d. Pakistan
   e. Hawaii

35. The Moringa Oleifera is rich in … .
    a. Food
    b. Zinc
    c. Vitamin B
    d. Protein
    e. Minerals

36. What is the highest temperature the plant can tolerate?
    a. 40 degrees Celcius
    b. 49 degrees Celcius
    c. 46 degrees Celcius
    d. 120 degrees Celcius
    e. 12 degrees Celcius

37. A lot of researches about the plant are done in … .
    a. India
    b. The US
    c. Hawaii
    d. The Himalayas
    e. Puerto Rico

38. You will probably not find the plant in … .
    a. Dry and humid areas
    b. Areas with high rainfall
    c. Excessively freezing areas
    d. High moisture places
    e. Cold areas

39. Why can't plants in winter?
    a. Because the plant prefers sandy soil
    b. Because plants live in winter
    c. Because plants do not like soil in the sand
    d. Because the plant likes peat soil
    e. Because the plant does not like peat soil
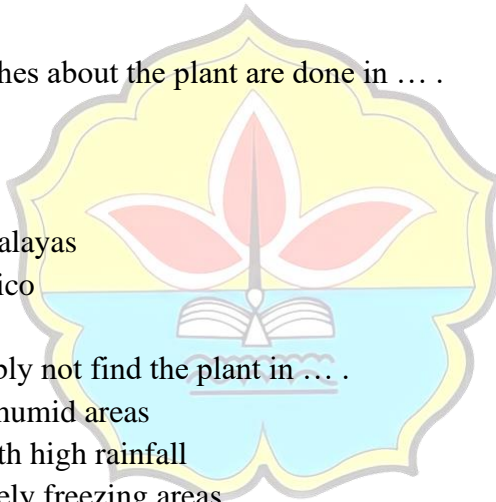
40. How many Fahrenheit does the plant last?
    a. 125
    b. 120
    c. 115
    d. 110
    e. 100

Tabulation of Validity Test

Control Class (Pretest)

No.	Number of Items																																								SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
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Experiment Class (Pretest)

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	SUM
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3	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	15
4	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	1	0	1	1	0	0	1	1	0	0	1	0	1	0	1	17
5	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	16
6	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	19
7	0	1	0	0	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	1	0	0	0	0	1	0	0	1	1	19
8	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	0	1	0	1	21
9	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	1	21
10	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	21
11	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	1	0	1	0	0	0	21
12	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	1	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	0	1	1	21
13	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	1	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	1	0	0	1	1	1	23
14	1	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	0	1	1	1	24
15	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	24
16	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	21
17	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	1	1	1	24
18	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	22
19	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	23
20	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	0	0	0	1	0	0	1	0	1	25
21	1	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	1	1	1	0	0	0	0	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	23
22	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	25
23	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	1	1	23
24	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	1	0	0	1	0	0	24
25	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	29
26	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	1	0	1	0	1	0	0	1	1	1	1	27
27	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	1	1	1	1	26
28	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	29
29	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	1	0	1	0	1	27
30	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	0	0	0	29
31	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	28
32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Σ	26	32	30	29	33	17	14	37	33	40	26	26	32	31	23	45	46	48	43	36	24	27	24	42	34	42	33	51	58	48	40	41	45	38	56	51	44	60	56	67	708

Control Class (Posttest)

NO	Number of Items																								SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	18
2	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	18
3	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	17
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	17
5	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	17
6	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	18
7	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	18
8	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	0	0	17
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	18
10	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	0	17
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	19
12	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	18
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	18
14	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	17
15	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	16
16	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	18
17	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	0	1	18
18	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	17
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	0	18
20	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
21	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	21
22	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	20
23	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	18
24	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	16
25	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	19
26	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	20
27	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	18
28	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	22
29	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	21
30	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	17
31	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	16
32	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	1	18
33	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	18
34	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	0	17
35	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	20
36	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	20
Σ	36	36	35	36	32	36	34	35	36	11	30	22	35	35	6	36	33	13	34	21	26	7	17	16	658

Experiment Class (posttest)

NO	Number of Items																								SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
2	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22
3	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	16
4	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	17
5	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	21
6	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	15
7	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	1	15
8	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	20
9	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	19
10	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	19
11	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21
12	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	21
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	21
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23
15	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	19
16	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	20
17	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	18
18	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	19
19	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	20
20	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	1	1	0	0	15
21	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	0	0	1	1	0	16
22	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	21
23	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	18
24	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	19
25	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	18
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	20
27	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	18
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	23
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	15
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	15
32	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	20
33	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	20
Σ	33	33	33	28	15	33	31	28	32	31	26	33	28	29	16	29	27	23	20	4	25	29	27	18	631

APPENDIX 4

Validity and Reliability Test Result

Pretest

Case Processing Summary

		N	%
Cases	Valid	69	100.0
	Excluded[a]	0	.0
	Total	69	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.822	40
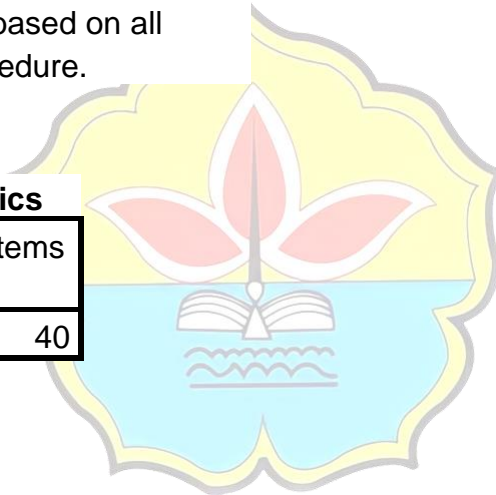
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	23.64	33.823	.188	.821
X2	23.49	33.165	.690	.813
X3	23.57	33.043	.456	.814
X4	23.91	34.169	.071	.826
X5	23.52	32.900	.624	.812
X6	24.06	33.497	.193	.822
X7	24.16	33.665	.182	.822
X8	23.51	33.077	.630	.813
X9	23.67	32.931	.364	.816
X10	23.57	33.396	.359	.817
X11	23.86	32.332	.402	.814
X12	23.81	33.332	.228	.820
X13	23.65	32.260	.525	.811
X14	23.74	32.225	.464	.812
X15	23.84	31.607	.541	.809
X16	23.51	33.548	.453	.816
X17	23.55	33.251	.426	.815
X18	23.49	33.283	.639	.814
X19	23.61	32.653	.486	.813
X20	23.96	32.836	.303	.818
X21	24.41	34.715	.034	.823
X22	24.03	32.234	.418	.814
X23	24.28	33.291	.318	.817
X24	23.70	32.480	.439	.813
X25	23.88	32.780	.316	.817
X26	24.13	35.174	-.100	.831
X27	24.35	34.818	-.020	.825
X28	23.68	32.838	.374	.816
X29	23.55	33.339	.401	.816
X30	23.74	32.519	.405	.814
X31	24.25	34.600	.016	.826
X32	24.32	35.662	-.231	.830

X33	23.86	32.655	.343	.816
X34	24.00	32.529	.360	.816
X35	23.97	33.940	.110	.825
X36	23.99	33.662	.159	.823
X37	23.90	31.828	.488	.811
X38	23.77	33.504	.205	.821
X39	23.97	33.264	.228	.821
X40	23.67	33.990	.140	.822

Posttest

Case Processing Summary

		N	%
	Valid	69	100.0
Cases	Excluded[a]	0	.0
	Total	69	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.074	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	18.00	3.206	.000	.075
X02	18.00	3.206	.000	.075
X03	18.01	3.279	-.201	.101
X04	18.07	3.009	.142	.035
X05	18.32	3.456	-.269	.211
X06	18.00	3.206	.000	.075
X07	18.06	3.055	.116	.046
X08	18.09	3.022	.105	.043
X09	18.01	3.250	-.135	.092
X10	18.39	2.977	-.008	.085
X11	18.19	2.979	.053	.055
X12	18.20	2.899	.103	.031
X13	18.12	2.751	.328	-.046[a]
X14	18.07	2.951	.209	.015
X15	18.68	2.485	.338	-.114[a]
X16	18.03	3.176	.003	.075
X17	18.12	3.016	.077	.049
X18	18.48	2.636	.194	-.035[a]
X19	18.19	3.567	-.347	.218
X20	18.65	3.760	-.421	.282
X21	18.10	3.122	-.008	.079
X22	18.52	2.959	-.004	.083
X23	18.29	2.709	.192	-.023[a]
X24	18.41	2.833	.077	.037

APPENDIX 5

T Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-25.36364	20.15071	3.50779	-32.50877	-18.21851	-7.231	32	.000

It is known that the value of sig. (2-tailed) of 0.000 < 0.05, it can be concluded that

there is a significant difference between the results of listening learning scores in the

pretest and posttest data.
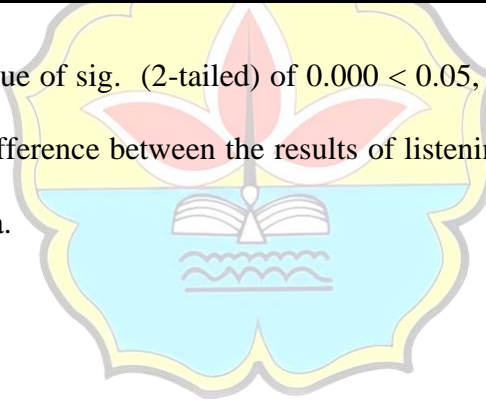
APPENDIX 6

Research Instrument

Name:

Class:

Listen to the report carefully and fill in the blank below!

1. What are they talking about?
    a. Lucy buys headphones through an online shop
    b. Amy bought a cell phone through an online shop
    c. Lucy bought a laptop through an online shop
    d. Amy bought a keyboard through an online shop
    e. Lucy bought a computer through an online shop

2. When will Lucy's package arrive?
    a. Today
    b. Tomorrow
    c. Yesterday
    d. The day after tomorrow
    e. Next week

3. Where did lucy buy the headphones?
    a. Amazon
    b. Target
    c. Amaze
    d. Lotte
    e. Shopee

4. Can the AMAZE application send goods to all countries?
    a. AMAZE can deliver goods throughout the country
    b. AMAZE cannot deliver goods to all countries
    c. AMAZE can only be delivered to cities
    d. AMAZE can only be sent to provinces
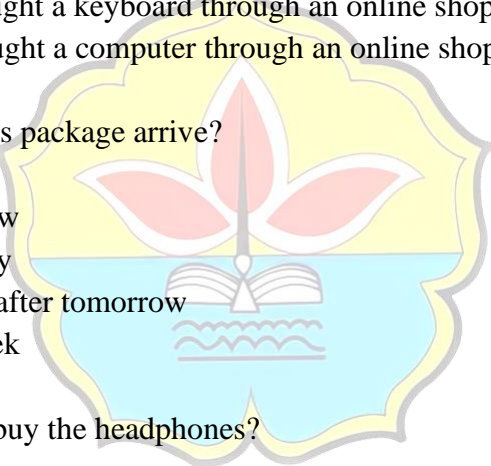
      e. AMAZE can only be delivered to certain places

5. What is the condition of the package box that Lucy received?
    a. The box is in good condition
    b. The box is bad
    c. The box has been bitten by mice
    d. The box was well packed
    e. The box was not wrapped properly

6. How did Lucy pay for the headphones?
    a. BCA
    b. DBS
    c. VISA
    d. CIMB
    e. HSBC Holdings

7. How to use the headphones that lucy bought?
    a. Using Bluetooth
    b. Not using Bluetooth
    c. Using a cable
    d. Don't use cable
    e. Cable only

8. Do the headphones lucy bought work properly?
    a. Headphones cannot connect to Bluetooth
    b. Headphones can connect Bluetooth
    c. Headphones can only use cables
    d. Headphones cannot use cables
    e. Headphones are not connected

9. Where does lucy know that shop?
    a. Her brother
    b. Her parents
    c. His girlfriend
    d. His sister
    e. Her friend
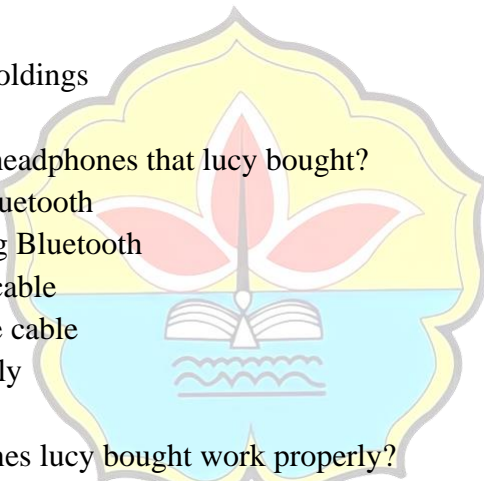
10. What do friends often buy?
   a. Computer
   b. Keyboards
   c. Tablet
   d. Mouse
   e. Hardware

11. Does the online store reply to lucy's complaint message?
   a. The store quickly responds to complaints messages
   b. The store was slow to reply to complaint messages
   c. The store is on holiday
   d. The store replied to the complaint message
   e. The store does not reply to complaint messages

12. What does amaze day mean?
   a. It's a sale event on the Umber website.
   b. It's a sale event on the Amaze website.
   c. It's a sale event on the Target website.
   d. It's a sale event on the Shoppe website.
   e. It's a sale event on the Amazon website.

13. How much rating will Lucy give to the headphones?
   a. two stars
   b. three stars
   c. four stars
   d. five stars
   e. one star

14. It said that the walrus use the ice for …..
   a. Hunting for food
   b. Socializing
   c. Giving birth
   d. Mating
   e. Feeding
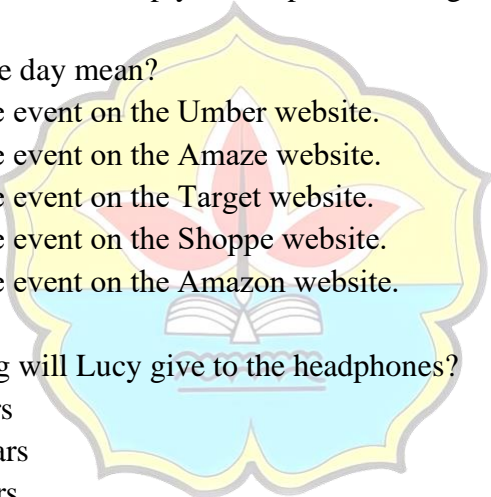
15. The ice has to be thick enough. Why?
    a. Walruses are busy animals
    b. Walruses are naughty
    c. Walruses are so active
    d. Walruses like to jump
    e. Walruses can be heavy

16. How heavy can walrus be?
    a. 5000 pounds
    b. 4050 pounds
    c. 4000 pounds
    d. 4500 pounds
    e. 400 pounds

17. What does the blubber do according to the speaker?
    a. It stores energy
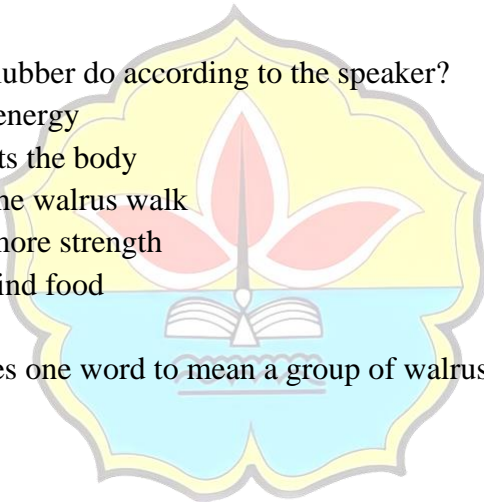   b. It supports the body
    c. It helps the walrus walk
    d. It gives more strength
    e. It helps find food

18. The speakers uses one word to mean a group of walruses. What word is it?
    a. Class
    b. Team
    c. Bunch
    d. School
    e. Herd

19. Where are walruses found?
    a. Arctic Ocean
    b. Indian Ocean
    c. Pacific Ocean
    d. Atlantic Ocean
    e. Antarctic Ocean

20. The following parts of the shrub are useful, except its … .
   a. Fruit
   b. Seeds
   c. Stems
   d. Roots
   e. Leaves

21. The plant is grown mainly for … .
   a. Amusement
   b. Decoration
   c. Food
   d. Drink
   e. Flour

22. Where is the plant grown?
   a. Most parts of the world
   b. The United States
   c. The Himalayas
   d. Pakistan
   e. Hawaii

23. A lot of researches about the plant are done in … .
   a. India
   b. The US
   c. Hawaii
   d. The Himalayas
   e. Puerto Rico

24. Why can't plants in winter?
   a. Because the plant prefers sandy soil
   b. Because plants live in winter
   c. Because plants do not like soil in the sand
   d. Because the plant likes peat soil
   e. Because the plant does not like peat soil
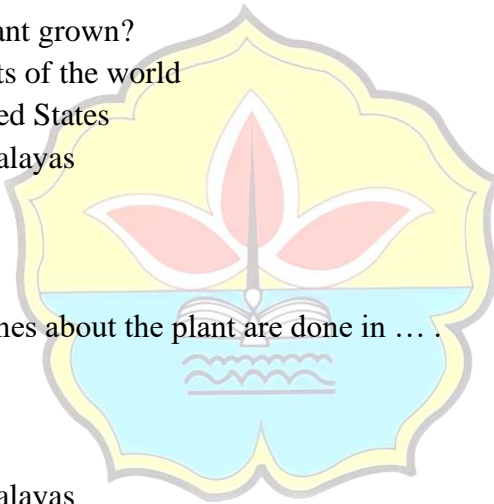
APPENDIX 7

Pretest Results

NO	Pretest of Experient Class		No	Pretest of Control Class	
	Score	Total		Score	Total
1	27	68	1	21	53
2	14	35	2	21	53
3	15	38	3	21	53
4	17	43	4	23	58
5	16	40	5	31	78
6	19	48	6	23	58
7	19	48	7	24	60
8	21	53	8	25	63
9	21	53	9	25	63
10	21	53	10	25	63
11	21	53	11	26	65
12	21	53	12	26	65
13	23	58	13	28	70
14	24	60	14	28	70
15	24	60	15	26	65
16	21	53	16	26	65
17	24	60	17	26	65
18	22	55	18	27	68
19	23	58	19	27	68
20	25	63	20	27	68
21	23	58	21	26	65
22	25	63	22	28	70
23	23	58	23	28	70
24	24	60	24	28	70
25	29	73	25	29	73
26	27	68	26	29	73
27	26	68	27	29	73
28	29	73	28	30	75
29	27	68	29	30	75
30	29	73	30	31	78
31	28	70	31	32	80
32	0	0	32	32	80
33	0	0	33	32	80
			34	30	75
			35	31	78
			36	28	70

APPENDIX 8

Posttest

NO	Posttest of Experient Class		No	Posttest of Control Class	
	Score	Total		Score	Total
1	22	92	1	18	75
2	21	88	2	18	75
3	16	67	3	17	71
4	17	71	4	18	75
5	21	88	5	17	71
6	15	63	6	18	75
7	15	63	7	18	75
8	20	83	8	17	71
9	19	79	9	18	75
10	19	79	10	17	71
11	21	88	11	18	75
12	21	88	12	18	75
13	21	88	13	18	75
14	23	96	14	17	71
15	19	79	15	17	71
16	20	83	16	18	75
17	18	75	17	18	75
18	19	79	18	17	71
19	20	83	19	18	75
20	15	63	20	22	92
21	16	67	21	21	88
22	21	88	22	20	83
23	18	75	23	18	75
24	19	79	24	16	67
25	18	75	25	19	79
26	20	83	26	20	83
27	18	75	27	18	75
28	23	96	28	21	88
29	23	96	29	21	83
30	15	63	30	19	79
31	15	63	31	16	67
32	20	83	32	18	75
33	20	83	33	18	75
			34	17	71
			35	20	83
			36	20	83

APPENDIX 9

Frequency of Experimental Class Pretest Result

Statistics

Experimental Class Pretest Results

N	Valid	33
	Missing	0
Mean		54.06
Std. Error of Mean		2.974
Median		58.00
Mode		53
Std. Deviation		17.082
Variance		291.809
Range		73
Minimum		0
Maximum		73
Sum		1784

a. Multiple modes exist. The smallest
value is shown
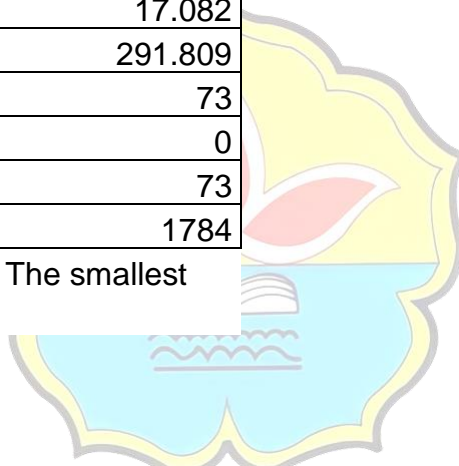
Experiment Class Pretest Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	6.1	6.1	6.1
	35	1	3.0	3.0	9.1
	38	1	3.0	3.0	12.1
	40	1	3.0	3.0	15.2
	43	1	3.0	3.0	18.2
	48	2	6.1	6.1	24.2
	53	6	18.2	18.2	42.4
	55	1	3.0	3.0	45.5
	58	4	12.1	12.1	57.6
	60	4	12.1	12.1	69.7
	63	2	6.1	6.1	75.8
	68	4	12.1	12.1	87.9
	70	1	3.0	3.0	90.9
	73	3	9.1	9.1	100.0
	Total	33	100.0	100.0	
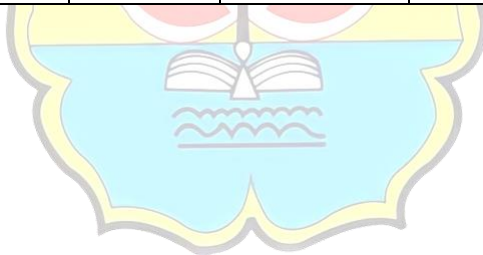
Frequency of Control Class Pretest Result

Statistics

Control Class Pretest Result

N	Valid	36
	Missing	0
Mean		68.22
Std. Error of Mean		1.274
Median		69.00
Mode		65[a]
Std. Deviation		7.642
Variance		58.406
Range		27
Minimum		53
Maximum		80
Sum		2456
a. Multiple modes exist. The smallest value is shown		
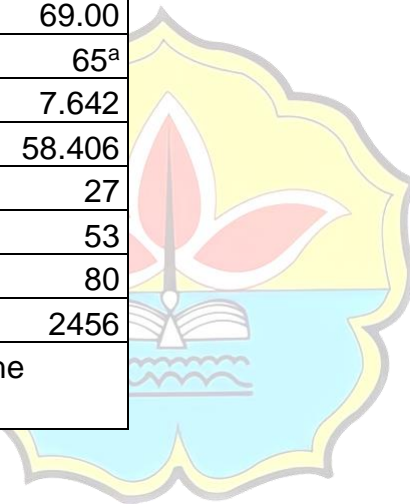
Control Class Pretest Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	3	8.3	8.3	8.3
	58	2	5.6	5.6	13.9
	60	1	2.8	2.8	16.7
	63	3	8.3	8.3	25.0
	65	6	16.7	16.7	41.7
	68	3	8.3	8.3	50.0
	70	6	16.7	16.7	66.7
	73	3	8.3	8.3	75.0
	75	3	8.3	8.3	83.3
	78	3	8.3	8.3	91.7
	80	3	8.3	8.3	100.0
	Total	36	100.0	100.0	
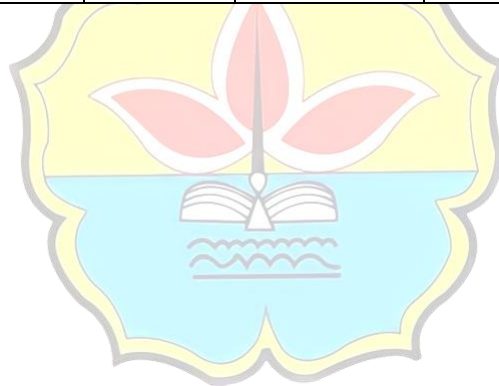
APPENDIX 11

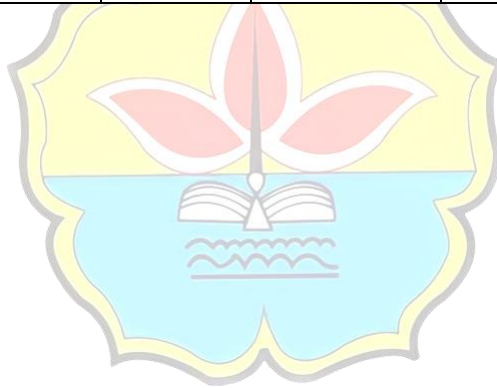## Frequency of Experimental Class Posttest Result

Statistics

Experiment Class Posttest Result

N	Valid	36
	Missing	0
Mean		80.44
Std. Error of Mean		1.432
Median		81.00
Mode		83
Std. Deviation		8.594
Variance		73.854
Range		33
Minimum		63
Maximum		96
Sum		2896
a. Multiple modes exist. The smallest value is shown		
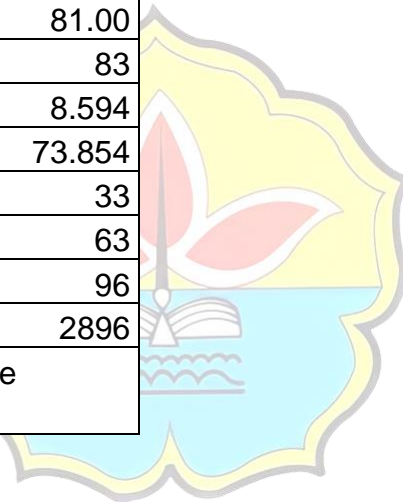
Experiment Class Posttest Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	2	5.6	5.6	5.6
	67	1	2.8	2.8	8.3
	70	1	2.8	2.8	11.1
	71	3	8.3	8.3	19.4
	75	5	13.9	13.9	33.3
	78	1	2.8	2.8	36.1
	79	5	13.9	13.9	50.0
	83	8	22.2	22.2	72.2
	88	6	16.7	16.7	88.9
	92	1	2.8	2.8	91.7
	96	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Frequency of Control Class Posttest Result

Statistics

Control Class Posttest Result

N	Valid	36
	Missing	0
Mean		77.31
Std. Error of Mean		.951
Median		75.00
Mode		75
Std. Deviation		5.706
Variance		32.561
Range		21
Minimum		71
Maximum		92
Sum		2783

a. Multiple modes exist.
 The smallest value is shown

Control Class Posttest Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71	9	25.0	25.0	25.0
	75	13	36.1	36.1	61.1
	79	3	8.3	8.3	69.4
	83	8	22.2	22.2	91.7
	88	2	5.6	5.6	97.2
	92	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

DOKUMENTASI