

THE EFFECT OF TED TALKS VIDEO AS MEDIUM TO ENHANCE LISTENING SKILL

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



Arranged by:

RIZQI AMALIA KININGSIH

Student Number :1803046076

**ENGLISH DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2022**

THESIS STATEMENT

I am students with the following identity :

Name : Rizqi Amalia Kiningsih
Student Number : 1803046076
Department : English Language Education

Certify that this thesis :

THE EFFECT OF TED TALKS VIDEO AS MEDIUM TO ENHANCE LISTENING SKILL

Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 28 May 2022

The Researcher

A handwritten signature in black ink, appearing to be 'Rizqi', with a long, sweeping horizontal stroke extending to the left.

Rizqi Amalia Kiningsih
1803046076

RATIFICATION

The thesis with the following identification :

Title : **The Effect of TED Talks Video as Medium to Enhance Listening Skill**

Name of Students : Rizqi Amalia Kiningsih

Student Number : 1803046076

Department : English Language Education

Had been retified by the board of examiner of and can be receive as one of Education and Teacher Training Faculty of Walisongo State Islamic University. Any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 15 Juni 2022

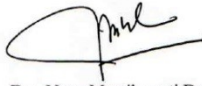
THE BOARD OF EXAMINER

Chair Person,



Dr.H. Nafi Annury, M.Pd.
NIP. 197807192005011007

Examiner I,



Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141002032001



Secretary,



Nadiah Ma'mun, M.Pd.
NIP. 197811032007012016

Examiner II,



Dra. Hj. Ma'rifatul Fadhillah, M.Ed.
NIP. 196208031989032003

Advisor,



Nadiah Ma'mun, M.Pd.
NIP. 197811032007012016

ADVISOR NOTE

Semarang, 27 May 2022

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **THE EFFECT OF TED TALK VIDEO
AS MEDIUM TO ENHANCE LISTENING
SKILL**

Name of the Students : Rizqi Amalia Kiningsih

Students Number : 1803046076

Department : English Language Education

Field of of Study : English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Advisor 1



Nadian Ma'mun, M.Pd.

NIP:197811032007012016

ABSTRACT

Title : **The Effect of TED Talks Video as Medium to Enhance Listening Skill**
Name : **Rizqi Amalia Kiningsih**
Students' Number : **1803046076**

This research aim to know and to show the effect TED Talk Video as medium to enhance students' listening skills. This research conducted at the eleventh grade of Madrasah Aliyah Tayu, Pati in the academic year 2022/2023. This research has the background whereas the students of eleventh grade of Madrasah Aliyah Tayu having the problem understanding English learning process especially in listening skills. When they try to listen to and understanding English audio, they often feel likethey don't quite understand of what the peoples' talking about. The design of this study was quasi experiment, which was carried in two classed as the sample, namely experimental class and control class. The class whi taught by TED Talk video stand as the exprimental class, and the class which not taught by TED Talk video stand as the control class. Before conducting the pre and post test, the author conducted try out test to test the instruments that would be used in the pre and post test later. After doing some test like try out, pre test, and post test, then the author analyzed the data by several analyzes such as validity, reliability, index of difficulty and discriminating power. The formula that used for the average analysis were paired sample test and independent sample test. From the data analysis it was found that the result of average score in experimental class is 57.60 and the control class is 56.40. Meanwhile, the post test score is 84.73 and the ontrol class is 82.40. Meanwhile the results of paired sample test in the experiment classobtained signification of 2-tailed 0.000, this indicates that there is difference signification between students who are taught by usig TED Talk video and who are not taught by using TED Talk video. While in control class obtained the signification of 2-tailed 0.000, it showed that there is signification in the control class. For the independent test results, the results 0.319, which means H_0 accepted and H_a rejected,

this shows that there is no significant difference in listening achievement between students who are taught by using TED Talk video and who are not taught by using TED Talk video. Although the results obtained from the Independent Sample Test showed that there is no significant difference between the experimental class and the control classes.

Keywords : *TED Talk, Listening Skill, Teaching Listening*

ACKNOWLEDGEMENT

All praise and gratitude I pray to God The Almighty who has given grace and guidance me as the author of this research because he has been given the strength to me to be able to complete this thesis. And shalawat and salam to Our Prophet Muhammad SAW who will give us his intercession on the last day.

Alhamdullilah, the researcher has successfully completed the research paper as a requirement for obtaining the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang. Hence, the researcher would like to express the deepest gratitude to :

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang, Dr. Hj Ahmad Ismail, M.Ag.
2. The Chief of English Education Department of Walisongo State Islamic University (UIN) Semarang, Sayyidatul Fadlilah, M. Pd
3. Nuna Mustika Dewi, M. Pd as the Secretary of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.
4. Thanks to Nadiah Ma'mun, M. Pd as my advisor, who gives good guidance, correction, suggestion, motivation and patience for this graduation paper from beginning until the end. May Allah SWT bless you.
5. Thanks to all lecturers Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang. Especially the

lecturers of English Language Education Department of Walisongo State Islamic University (UIN) Semarang.

6. Thanks to headmaster of Madrasah Aliyah Tayu, Ahmad Rofi'i who has given permission for doing the research.
7. Thanks to all English Teacher of Madrasah Aliyah Tayu who has given permission for doing research.
8. Again and always thanks to my beloved parents Mr Muhamad Solikin and Mrs Sutarningsih who always give me love, support, and pray for my succesful life. May Allah SWT always give blessing health and happiness for you.
9. Thanks to my dearest sisters, Amanda Dwi Cahyani and Khayyarah Fairuz Khalisa who always support and help me. May Allah SWT always give health for you all.
10. Thanks to all of my friends of English Language Education department (PBI B'18) for all this semester..
11. In addition, thanks to Win Metawin, Bright Vachirawit, and Gulfkanawut Traipipattanopang because your handsome face always cheer me up when i did this research.

Semarang, 27 May 2022

The writter,

Rizqi Amalia Kiningsih

MOTTO

“Never regret a day in your life. Good days bring you happiness and bad days give you experience.”

TABLE OF CONTENT

	Halaman
COVER.....	i
THESIS STATEMENT.....	ii
.....	iii
ADVISOR NOTE.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vii
MOTTO.....	ix
TABLE OF CONTENT.....	x
LIST OF TABLE.....	xv
CHAPTER 1.....	1
INTRODUCTION.....	1
A. Background of The Research.....	1
B. Research Question.....	8
C. Research Objective.....	9
D. Significance of Study.....	9
1. Theoretically.....	9
2. Practically.....	9
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE.....	11
A. Previous Research.....	11
1. Ted Talks Video and Students' Listening Skills.....	11
2. Implementing TED Talks as Authentic Video to Improve Taiwanese Students Listening Comprehension in English Language Learning.....	12

3. The TED Talk videos and the Listening Skill.....	13
4. Using TED Talks as Authentic Video to Enhance Students’ Listening Comprehension and Motivation.....	14
5. Mastering Listening Comprehension at ESP Classes Using TED Talks.....	15
B. Literature Review.....	16
1. Basic Concepts of Teaching English as L2.....	16
2. Listening Comprehension.....	18
a. Definition of listening.....	18
b. Various of Listening.....	20
c. Purposes of Listening.....	21
d. The Benefits of Listening.....	22
e. Listening Achievement.....	23
f. Aspect of Listening.....	24
3. Ted Talks.....	25
a. Basic Concept of TED Talks.....	25
b. The procedure of TED Talk.....	28
c. The Advantages and Disadvantages of Using TED Talk.....	29
4. Media.....	31
CHAPTER III.....	34
RESEARCH METHOD.....	34
A. Research Design.....	35

B. Location and Time of The Research.....	37
C. Population and Sample.....	37
1. Population.....	37
2. Sample.....	37
D. Research Variable.....	38
1. The Independent Variable (X).....	38
2. The Dependent Variable (Y).....	38
E. Technique of Collecting Data.....	38
F. Techniques of Data Analysis.....	40
1. Try Out Test.....	40
a. Validity.....	40
b. Reliability.....	41
c. Degree of Test Difficulty.....	42
d. Discriminating Power.....	43
G. Techniques of Data Analysis.....	44
a. Normality Test.....	44
b. Homogeneity Test.....	45
c. Test of Average.....	46
CHAPTER IV.....	49
RESEARCH FINDINGS AND ANALYSIS.....	49
A. Finding The Study.....	49

1. The Description of Data.....	49
2. Statistical Analysis of The Test.....	50
a. Validity of Instrument.....	50
b. Reliability.....	52
c. Degree of Test Difficulty.....	53
d. Discriminating Power.....	54
e. Normality Test.....	54
f. Homogeneity Test.....	56
g. Paired Sample Test.....	58
h. Independent Sample Test.....	60
3. Discussion.....	61
4. Limitation of The Research.....	62
CHAPTER V.....	64
CONCLUSION AND SUGGESTION.....	64
A. Conclusion.....	64
B. Suggestion.....	65
REFERENCES.....	66
Appendix 1: The Instrument of the test.....	70
Appendix 2: Answer Key.....	76
Appendix 3 : Subject List of Try Out Class.....	77
Appendix 4 : Subject List of Experimental Class.....	78
Appendix 5 : Subject List of Control Class.....	78
Appendix 6 : Try Out Score.....	80
Appendix 7 : Pre Test Score Between Experimental Class and Control Class.....	81

Appendix 9 : The Result of Validity.....	83
Appendix 10 : The Result of Reliability.....	89
Appendix 11 : The Result of Degree of Difficulty.....	90
Appendix 12 : The Result of Discriminating Power.....	91
Appendix 13 : The Result of Normality of Pre-Test in Experimental and Control.....	96
Appendix 14 : The Result of Normality of Post-Test in Experimental and Control Class.....	98
Appendix 15 : The Result of Homogenety of Pre Test between Experimental Class and Control Class.....	100
Appendix 16 : The Result of Homogenety of Post Test between Experimental and Control Class.....	101
Appendix 17 : The Result of Paired Sample Test in Experiment Class.....	102
Appendix 18 : The Result of Paired Sample Test in Control Class.....	103
Appendix 19 : The Result of Independent Sample Test.....	104
Appendix 20 : Lesson Plan for Experimental Class.....	105
Appendix 21 : Lesson Plan of Control Class.....	116
Appendix 22 : Pre-Test	
Appendix 23 :Post-Test	
Appendix 24 :Documentation	
CURRICULUM VITAE	

LIST OF TABLE

Halaman

CHAPTER 1

INTRODUCTION

A. Background of The Research

The advancement in technology makes an aspect of human life compatible with it. Our sophisticated modern lives, make what we do involve technology in it. Indeed, the use of technology-based learning media is already widely used by several education units. Because as the world grows and progresses, the use of the learning media should also be constantly innovating for better exposure. The use of learning media based technology would make it easier for one to learn, since the study is an individual's duty, and God requires that each human must take a study as described in the Qur'an, al Mujadalah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۚ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا ۚ يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ ۚ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

*O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.*¹

¹ English Translation Of the Holy Quran, Surat Al Mujadalah.

The learning media is a teaching facility used by an educator to provide different and relevant teaching. Well-designed and relevant learning media serves to be able to bring information (knowledge) from the source (teacher) to the receiver (student). The use of good learning media will be able to make students more interactive, motivated and enthusiastic when following the learning process. The use of digital-audio based learning media such as daily conversation audio in general creates no variation in learning process, because the audio only contains sounds and there are visuals or images that cover the media. This thing of course will makes students get bored easily and do not have the enthusiasm to learn because there is no variations in the learning process.

Monotonous learning process makes learners easily bored, and they lose the desire to learn. When learners are bored with the learning during the learning process, it is not possible if the child will not pay attention to it. And as a result, the child will disregard what has been explained by the teacher and the material acquisition becomes lacking because of the lack of variety that occurs during the learning process.

The using of an authentic learning media can provide stimulus and motivation for learners to always remember what has been learned in class. An authentic learning media is also intended for learners to actively give bait and responses during the learning process, if learners give bait or response it

has the sense that learners have an interest in the learning. In addition, the use of good and functional learning media is also necessary for the educator to determine what learners need. Good learning media also has an important characteristic that during the learning process, students not only notice the lesson but also must have interactions when the learning process takes place.² English stand as the secnd language and not as the first language in our country, when learning English there are many difficulties facedwhen learning English, especially for Indonesian students. Most of them are not interested to this lesson, some of tem don't even pay attention to what the teacher teahes in the class. They were though that learning English is difficult to learned.

Communicaton is something that humans use every day to communicate with one another and to understand one another's purposes. Communication is a process of presenting information, ideas, emotions, messages, and expertise through the use of symbols such as words, pictures, numbers, and so forth to connect with others and the environment.³ Thus, when humans can communicate fluently, it will be possible to assist them in speaking out their thoughts. One of the tools used for communicating was of course a language. We cannot

² D. Tarigan and S. Siagian. (2015). Pengembangan Media Pembelajaran nteraktif Pada Pembelajaran Ekonomi, Jurnal Teknologi Informasi dan Komunikasi dalam Pendidikan. Vol. 2 (2), p. 2407-7488.

³ F Sa'atuzzamani. 'MK. Pengantar Ilmu Komunikasi Sub Pokok Bahasan: Definisi Komunikasi Dan Organisasi', *Academia.Edu*

communicate with someone if we do not know the language. The language we use serves as a communication device. Indonesians generally only use and master L1, but over time a child will learn L2 because of some matter, whether it is for academic purposes, or indeed their environment that supports the use of L2.

English is a language that is quite different from the everyday one we are used to. English is a second language and is not our main language, it also has a distinct structure and order from English, and its pronunciation is very different because it has its grammar code. Therefore, it is necessary for more attention when a person listens or speaks a sentence in English. For Indonesian students, differences in Indonesian rules of structure with English often present a challenge when understanding the intent of an opponent's speech. Hence, listening to an English speech requires earnestness in doing so. Because if you don't, then that gives rise to a misinterpretation when listening to an English word or phrase.

One of the skills must possess if they want to understand well a foreign language, especially English is to have good listening skills. The essential and fundamental elements of listening can understand what others are saying.⁴ To be able to listen successfully to what a person has said, a

⁴ Hayati, N., & Wijaya, M. (2018). *Pengelolaan Pembelajaran Melalui Blanded Learning Dalam Meningkatkan Receptive Skill Peserta Didik di Pondok Pesantren*. Vol. 6(2), p.1-18.

listener needs to be able to try or interpret what the speaker means when they use certain words in specific ways, and it is not easy to understand the words themselves. For a person to grasp the language message orally, it is not enough to understand the words themselves, but the voice that comes needs to be processed and involves the available signals such as what the person is doing, where he/she is coming from, and whether or not he or she has the accent that comes from, all of that is necessary so that the listener can shape the meaning of what he/she has heard.

Listening has an essential role in the learning process of a learner. Attentive skills are one form of receptive language skills.⁵ It means that when a person engages in such an activity, then he or she automatically activates his mind to identify the sounds of language, then understand them, and interpret their meaning to be intercepted by the message the speaker has given.⁶ This skill learning process will dominate student activity rather than any other skill because it requires several processes while performing. A learner would not be able to learn a foreign language well if he could not listen

⁵ Samaneh Serraj and Noreen Bt Noordin " Relationship Among Iranian EFL Students' Foreign Language Anxiety, Foreign Language Anxiety and Their Listening comprehension", *English Language Teaching*, (Vol. 6, No. 5, tahun 2013), p. 1-12.

⁶ Deniz Melanlioğlu. "Impacts of Authentic Listening Tasks Upon Listening Anxiety and Listening Comprehension", *Educational Research and Review*, Vol. 8 (14) tahun 2013, p. 1177-1185.

well. Good listening ability is essential to possess, so we can easily capture the message or purpose of the speaker or others that are interacting with us.⁷

When we have higher listening skills we will be able to directly elaborate understanding acquired through both speaking and writing skills. The reason why good listening ability is so important to learners is according to Gilakjani and Ahmadi, 2011, the listening ability has taken the role of a total of about 40-50% communication, then there is speaking 25-30%, reading 11-16% and writing about 9%.⁸ Therefore the first thing if we want to learn English well is to master the listening skill first.

As we go through the listening process, especially listening to the TED Talks, we are not only presented with the subject under discussion, but we are also indirectly analyzing the accent used by each speaker and can train our sensory capabilities. Since each speaker is from a different country it will certainly train our listening ability when listening to the material. Not only that, but we will also gain knowledge from the subject in the video. It is a very varied subject that will certainly enhance learners' knowledge as they watch it. The video's contents are packed with interest,

⁷ Foulke, E. (1968). Listening Comprehension as a Function of Word Rate. *Journal of Communication*, Vol. 18 (3), p. 198-206.

⁸ Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, Vol. 2 (5), p. 88.

information, and actuals. The video is between 2-18 minutes, depending on the topic being discussed. It also contains a transcript that could be used as an aid to someone who wants to know the content of the video and it can be downloaded free to anyone.

The learning process at Madrasah Aliyah Tayu still uses digital based audio where after the audio playback ends students are asked to answer several questions based on the audio that has been played before. Such a learning process turned out to be less effective in improving students' listening skills. They feel that there is no progress in English language skill, especially listening skills, as well as a lack of motivation or desire to learn again after doing the learning process with the media. Therefore, the use of authentic media such as TED Talks video is expected to motivate students to learn and can provide more interesting visualizations during the learning process, so as to increase students' abilities in the learning English, especially listening skills. And authentic video material were expected to provide real situations, intonations and real pronunciation also allow students to have an exposure to the real context.

This research is motivated by the research gap in the previous studies. The difference between the current research and the previous research is in the subjects selected in the research conducted by Jefferson Javier Poveda Taipei. The subjects used were university students while in this research using high school students. Then in the analysis there was no

paired sample test analysis that functions to analyze paired subjects while in this research using paired sample test.

As it began, the authors were encouraged to raise a research title entitled **“THE EFFECT OF TED TALKS VIDEO AS MEDIUM TO ENHANCE LISTENING SKILL”**. The contribution from this research hoped that the student will get a different and more enjoyable variety of learning process and increase their learning motivation especially in the learning listening skill. Also it will gain the knowledges for students because the contents were very insightful and came from various speakers around the world.

B. Research Question

Based on the background above it can be drawn the research question “Is there a significant difference in the listening achievement of students who are taught by using TED Talk video and taught without using TED Talk video?”

C. Research Objective

The objective of this research is to find out the significant difference between the students who are taught by using TED Talk video using TED Talk videos and the students who are not taught by using TED Talk videos.

D. Significance of Study

1. Theoretically

Theoretically, the expectation result from this research is to gain insight into listening learning especially by using digital learning media such as TED Talk videos. Specifically, this study is also expected to contribute to different and fun learning alternatives.

2. Practically

a. For Teacher

- 1) Developing more professional and varied teaching methods following advances in technology in the 21st century.
- 2) Growing knowledge and ability in teaching listening using technology.
- 3) Teachers can further develop teaching methods and combine them with media video authenticity.
- 4) Teachers will have a deeper teaching insight and a broad insight because they will also be involved in the giving of various helpful learning videos.

b. For Students

- 1) The use of video conferencing will make disciples identify a variety of sounds and different ways of enunciating so that it will bring them together with a variety of voice characters, especially when the people in the video start talking.
- 2) Will provide pleasant learning experiences and differ from conventional learning.
- 3) Through this video, students will have global, creative thinking skills and capabilities that can be implemented in their daily lives.
- 4) Comparative material videos have become a more accessible and inexpensive learning resource so that anyone can practice their listening skills wherever and whenever.
- 5) Learning media use with TED Talk can increase students' learning motivation so that they can pay attention to the learning materials.
- 6) Can control student learning speeds.

c. For Researcher

Can enhance capabilities and create an innovative-new-technology-based learning design for learners especially in improving listening skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present previous research and theoretical review

A. Previous Research

There are some researches done and related to this topic, those are :

1. Ted Talks Video and Students' Listening Skills

By Tryanti Abduraman(2018) Asysafi'iyah Islamic University.¹ The purpose of this study is to investigate how the use of Ted Talks influences university students listening skills, improves their new vocabulary, and increases their learning motivation. The researcher used a mixed-method since the data used pre-post tests, questionnaires, interviews, and student journals as an instrument to collect data. This research focused on how Ted Talks will impact learners listening ability. The result of this study showed that there is a positive impact in using Ted Talks to improve students of Asy-Syafi'iyah Islamic University. From the finding of the research, it was found that: 1.) The result of pre and post-test data indicated that the using of Ted Talks to teach listening can give an impact on students' listening achievement. 2.) Most students thought that learning with Ted Talk is more engaging than any other learning materials and improved their vocabulary as well as knowing the culture. 3.) The

¹ Tryanti Abdulrahman, "TED Talks as Listening Teaching Strategy in EAP Classroom", *The Asian ESP Journal*, (Vol. 14, Issue 6, November 2018), p. 60-80.

students enjoy the game given in the pre-activity because they feel more enthusiastic about the learning material. The similarity of the thesis is the research discusses the learning media (Ted Talks video) used to improve learners listening ability. The difference between this thesis with the researcher is in the subject of the study. The subject of this study is student of Madrasah Aliyah Tayu. Thus, from previous research, the researcher was motivated to prove the effect of ted talk videos as a medium to improve students' listening skills.

2. Implementing TED Talks as Authentic Video to Improve Taiwanese Students Listening Comprehension in English Language Learning

By Chia Pei Wu (2020) in University in China. The purpose of this research is to input the authentic online videos as teaching listening media in the college level English classrooms with private and comprehensive at university in Southern Taiwan.²This is quantitative research since the researcher used an experimental study. The participants of the study were 82 students of Business Administration and Industrial Management at a university in Taiwan. Ted talks, questionnaires, and interviews are used as an instrument to collect data. The data is analyzed using SPSS 18 for Windows. The finding was found that firstly most students mention that after learning with Ted Talks they felt that they

² Chia Pei Wu. (2020). "Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning", *Arab World English Journal (AWEJ)*, (Special Issue on CALL (6)), p. 24-37.

improved their listening skills. Secondly, according to the questionnaire, since the Ted Talks videos were diverse, indicated that there are no significant differences in content familiarity in their Ted Talk videos. Lastly, the use of Ted Talk videos makes their listening comprehension getting better and increases their acquainted with vocabulary. There is a similarity between my current research with the previous ones in having research focus and aim. The difference is the research subject and how to collect data. In collecting data, previous research used a questionnaire because ted talk has been used on the subject, while in the current study, ted talk has not been used on the research subject. For this reason, previous research has contributed to the researcher testing the effect of ted talks on listening skills by using different data collection methods which is pre and post-test.

3. The TED Talk videos and the Listening Skill

The empirical study or the closest research from this research is based on the research conducted by Javier Poveda Taipe (2020).³ This study is to analyze how the use of activity-based TED talk videos will facilitate the development of listening skills. The participant of this research were 29 students from sixth semester of the Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros of the Universidad Técnica de Ambato. This study used mix method (qualitative-quantitative method). Qualitative is

³ Jefferson Javier Poveda Taipe, "The TED Talk videos and the Listening Skill", (Universidad Técnica De Ambato: Facultad De Ciencias Humanas Y De La Educación Carrera De Idiomas, 2020), p.1-30.

used to describe the difficulties faced by the student when learning with this media. Quantitative is used to test the hypothesis. Pre-post test and questionnaires were used as an instrument to collect data. The research finding was found that first, based on the result of the pre-post test that the use of Ted Talks video was effective to develop and enhance learners' listening ability also this learning media motivated them to enhance their vocabulary, pronunciation, contraction, speed and speech time as well since the video presented by a native speaker. There is a similarity between the current research and the previous ones in having the focus of research. And the differences are in subject research and the method used. The current study does not use the mixed method because it only focuses on quantitative data in the form of pre and post-tests to measure the effect of ted talks on listening skills.

4. Using TED Talks as Authentic Video to Enhance Students' Listening Comprehension and Motivation

A study was done by Sandy El Haj Hassan and Zeinab Haj Hassan(2018).⁴This study is to explore the use of authentic video material in EFL learning and the benefits when using it in teaching-learning. This study using mix method. The participant of this study were 30 students of Air Force School in the Lebanese Army. The researcher used experimental and control groups. The experiment group used authentic video and the control group used

⁴ Sandy El Haj Hassan and Zeinab Haj Hassan. "Using TED Talks as Authentic Videos to Enhance Students' Listening Comprehension and Motivation", *ACE Action Research of Oregon University*, (2018), p.131-145.

inauthentic video. The instrument of this research was the teacher's checklist, survey questionnaire, interview, and TED Talks videos. The research finding was found that first, the use of TED Talks make the more engagement and useful in the learning process, second, the use of TED Talks video can stimulate their self and be enjoyed and get involved in the learning process, and lastly, from interviewing it can take those students are more motivating and inspirational when they learned using authentic materials such TED Talks videos. The similarity of this research is that they both focus on analyzing the effect of ted talks on listening skills. However, the difference is that previous research added the motivation variable as the dependent variable. In addition, the method used is also different, the previous study used an experimental with one group, while the current study used an experimental with control group.

5. Mastering Listening Comprehension at ESP Classes Using TED Talks

A study done by Iryna Humeniuk, Oksana Kuntso, Nadiia Popel, Yuliia Voloshchuk (2021)⁵. This study is to analyzed how the use of TED Talks will impact university students' listening and speaking skills. This research used a mix-methods approach. Since this research compared two activities, experiment and control group are needed in this research. The participant in this

⁵ Iryna Humeniuk, Oksana Kuntso, Nadiia Popel, Yuliia Voloshchuk. (2021). "Mastering Listening Comprehension At Esp Classes Using Ted Talks", *Advanced Education*, (Special Issue 17, 2021), p. 27-34.

research were 100 students majoring in Agrarian Engineering and majoring in Electrical Engineering and Energy. Since this research compared two groups, control and experiment were used in this research. Test and questionnaires were used as an instrument and gathering data as well. The research finding was found that first, from comparing both the result of the test it can be said that TED Talks videos have a considerable effect on enhancing student's language abilities such as listening as well as speaking. Secondly, the students also feel that using TED Talks makes them more engaged, enjoyed, and motivated because the content of the video relates to the current life and can make students think critically and lead them to discuss the content of the video as well. The similarity of this research is that they both focus on analyzing the effect of ted talks on listening skills. However, the difference is that previous research added the speaking skill variable as the dependent variable. In addition, the methods used are also different, the previous research used a mix-methods approach, while the current study used a quantitative experimental with two groups.

B. Literature Review

1. Basic Concepts of Teaching English as L2

Language is a structured system of communication used by humans. According to Walija, language is a means of communication and also a powerful and effective instrument for

delivering messages, feelings, intentions, ideas, and opinions to others.⁶ We can figure out from that statement, that language is the process of obtaining the meaning as the result of interaction between two or more people, and also the purpose is to deliver messages, feelings, and ideas that can be understood by the listener.

In Indonesia, English is the second language and not as the first language of the country. English became a foreign language and its use was not compulsory for use in Indonesian life. Because our country's main language is Indonesian, English only used as L2. Stated by Shobriyah that learning English has turned a new language into a language of choice to a greater extent than learning a second language.⁷ Nowadays, English has become the language studied at the Indonesian institution of education, from primary level to higher levels such as a university. The use of English at educational institutions becoming more and more massive as it seems to follow the growing age. Well-known activist and writer from the USA, Rita Mae Brown, has said that language is the road map of a culture. It tells you where the people come from and where they are going. It means that language

⁶ Im Rifky. (2018). "The Indonesian Subtitle Of Capitan Salazar's Utterances In Pirates of The Caribbean: Dead Men Tell No Tales", Thesis (Yogyakarta:Undergraduate Thesis Sanata Dharma University of Yogyakarta, 2021), p.1.

⁷ Shobriyah Nikmah. (2020). "The Influence of Using Ted Talk Toward Students Listenig Comprehension At Eleventh Grade Of SMA Yadika Bandar Lampung", *Disertation* (Lmpung: UIN Raden Intan Lampung, 2020), p.10.

becomes an identity in the community.⁸ The language spoken by people tells us where they come from. For example, when the Japanese spoke Japanese, the person who heard them learned that the person was from the Japanese country. Not only that, there are some Japanese who speak English as identity that he is from the Japanese country because there is a noticeable accent when he/she speaks, or false English grammar that suggests that they are not a native speaker. When a person misuses English, sometimes the other person does not understand what have been saying.

2. Listening Comprehension

a. Definition of listening

Listening is language expertise that people perform daily. Doing so will enable us to commune well and have knowledge that we did not have before. In everyday life, we are always engaged in such activities, such as listening to a conversation among people.⁹

Listening is a process aimed at listen to a sound of a language composed of identification, interpretation, and action on the meaning contained in the word. Listening also interpretation as of special-matter systems such as conception, analysis, and synthesis.¹⁰

⁸ A Siregar, *Metode Pengajaran Bahasa Inggris Anak Usia Dini*, (Medan: Lembaga Penelitian dan Penulisan Ilmiah Aqli, 2018).

⁹ Larry Vandergrift., and Christine C. M. Goh, *Teaching and Learning Second Language Listening*, (New York: Routledge, 2012), p.44.

¹⁰ Garry Buck. *Assessing Listening*, (New York: Cambridge University Press, 2011), p.1.

Kurniawati (2016) stated that human must master the four language skills which are compose of listeing, speaking, reading and writing.¹¹ Listening is a skill that first humans have. When they were born, the first thing humans did was listen to something around them.

When the children goes through the growing stage they will learn to listen first, then they will begin to speak, and next they will be able to read and eventually write. When the students want to learn a language thay have to paying attention first, paying attention is the first foundation when a person wants to learn a language. Tarigan also stated that when a person tries to improve their listening ability as a result they also will improve their speaking quality.¹²

Russell and Russell claim that listening is an activity for understanding, mindfulness, and appreciation.¹³ That was also revealed by Drs. Hanapi Natasasmitha that listening is a peculiar and concentrated process of the object being considered.¹⁴

¹¹ Dewi Kurniawati, 'The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skills in The Early Acquisition of Language', *English Education*, (Vol.9 (1) , 2016), p.33.

¹² Dewi Kurniawati, 'The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skills in The Early Acquisition of Language', *English Education*, (Vol.9 (1) , 2016), p.33.

¹³ Michael Rost, *Teaching and Researcher Listening*, (Harlow: Pearson Education Limited, 2011) p. 2-4.

¹⁴ Mohammad Nurul Islam, "An Analysis on How to Improve Tertiary EFL Students` Listening Skill of English", *Journal of Studies in Education*, (Vol. 2,2, 2017), p. 206.

From the understanding of the experts above may conclude that listening is a process of paying attention in which listen attentively to the sounds of language to get the point or purpose of what a person says.

b. Various of Listening

According to Peraino, there are two kinds of listening¹⁵:

- a. Extensive Listening: Extensive listening is a free-range activity of a common subject or speech, such as a student being left to listen to a vocabulary they had never heard and being left to handle difficulties according to his capabilities. In extensive listening there are two different varieties:
 - 1) Social Listening: It is paid attention to a community in a public place such as a market, a hospital, or another public place.
 - 2) Passive Listening: A listening activity that is carried on unconsciously.
- b. Intensive Listening: Intensive listening is an activity for specific information. In this activity attention is needed and a full focus on what is being listened to. Intensive listening is divided into several kinds:
 - 1) Critical listening: it is a listening activity to look for things that are correct or incorrect in speech.

¹⁵Judith Peraino. (2016). Listening to the Sirens, Listening to the Sirens California: University of California Press, p. 56.

- 2) Concentrative listening: is a listening activity related to the search for information, ideas, and facts stored in the material in the middle.
- 3) Creative listening: listening creatively is a listening activity that has the purpose of awakening a listener's imagination and creativity.
- 4) Exploratory listening: is a listening activity to investigate something more direct and narrow.
- 5) Interrogative listening: intensive listening activity requiring more concentration and selection, attention monitoring, and timing of the grains of the speaker's speech, since the questioner would be asking a lot of questions.
- 6) Selective listening: a listening activity done by accommodating the aspirations of the speaker or speaker by selecting and comparing the output with what is relevant.

c. Purposes of Listening

Generally listening to the activity has the purpose of obtaining information and catching the intent of the person speaking. Sutari explains that the main purpose of paying attention is to acquire information, analyze, and evaluate information and ideas, inspire, acquire entertainment, and

compose personalities.¹⁶ While, according to Brown, the purposes of listening are¹⁷:

- 1) To learn or gain knowledge from what was spoken by the speaker.
- 2) To evaluate or assess listening material.
- 3) To appreciate what is being listened to.
- 4) To express ideas.
- 5) To discern sounds
- 6) Can solve problems realistically and creatively.

Meanwhile, Saddhono and Slamet, mention that purpose of listening is to capture, understand, or internalize messages or ideas found in listening material.¹⁸ So the purpose of listening generally is to get information, get a message, and understand the intent or purpose that a speaker will send out.

d. The Benefits of Listening

Listening is one of four linguistic skills that need to be enhanced, therefore learning this skill will do much good, according to faithfulness. Petra Poelmans states that the benefits of listening are as follows¹⁹:

¹⁶ Jack Croft Richards, *Moving Beyond the Plateau*, (New York: Cambridge University Press, 2018), p. 17.

¹⁷ H Douglas Brown, *Language Assessments Principles and Classroom Practice*. (San Fansisco: Longman, 2014), p.120.

¹⁸ Kundharu Saddhono and Slamet, *Pembelajaran Keterampilan Berbahasa Indonesia Teori dan Aplikasi*. (Yogyakarta: Graha Ilmu, 2014), p. 34.

¹⁹ Petra Poelmans, *Developing Second-Language Listening Comprehension: Effects of Training Lower-Order Skills Versus Higher-*

- 1) Adding science and valuable life experiences to humanity because listening attentively has the informative value of providing certain input that makes us more experienced.
- 2) Increase intellect and deepen the application of science and knowledge.
- 3) Enrich the vocabulary, add to the vocabulary with correct expressions, and be refined and poetic.
- 4) Broaden insights, increase appreciation of life, and cultivate openness and objective qualities.
- 5) Promote sensitivity and social care.
- 6) Promote an artistic image when it is noted for content and a refined language.
- 7) Stimulate creativity and inventive zeal for speech and self-involved writings. If we pay attention a lot, we get bright and fresh ideas and valuable life experiences. All of that will encourage us to be industrious and creative.

It may be concluded that the general value of paying attention is having insight, and being open-minded and objective, can cultivate an appreciative attitude in one as well.

e. Listening Achievement

To know if students had progressed over what they had learned, it needed evidence of that achievement. After performing the learning process, teachers need to give students a learning evaluation to measure the level of

Order Strategy, (Netherlands: LOT, 2012), p. 3.

understanding of what they have learned. According to Milestones, the achievement is the result of a person in the learning activities.²⁰ The same statement was mentioned by Nation and Jonathan, the achievement is the expanse that a person has achieved.²¹

It means an output or result produced by a person after going through the process of learning. That output is called achievement. And then to get the output, would require a measuring device. Here the use of a test is required to measure a student's skills after undertaking the learning process.

We can conclude that students listening skill achievement in the listening course can be obtained through a test score. This test score is obtained after students have been involved in the listening learning. A student has the attraction of learning by listening if they can understand the meaning of the text and do tests until they get a good test score.

f. Aspect of Listening

When a person wants to find the meaning of an information by focusing on what a speaker has been said then that is the definition of listening. Some aspects are follow in

²⁰ Milestones, *The Teaching of Listening Comprehension*, (Paris: Goethe Institute Colloquium, 2009), p. 124.

²¹ I S P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Taylor and Francis e- Library, 2008) p. 154.

the listening skills. According to Steven Brown (2006) in the listening skill there are 3 aspects of listening skill, those are²²:

1) Listening for main ideas

Has the goal that someone wants to understand the general idea of what the speaker is saying.

2) Listening for details

Which aim to getting information about specific information.

3) Listening and making inferences

This aspect aims to listen implicitly from what the speaker is saying, and listeners must listen carefully with "listen between the lines"

We can sum up that in order to get information from the speaker, first thing the listener need to do is to show and having the details for main ideas, and also listen to make inferences.

3. Ted Talks

a. Basic Concept of TED Talks

Multimedia use in the development of the learning process and plays a key role in advancing teaching systems in every educational institution. After all, it is the ever-expanding world in which usage is increasingly used and is

²² Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006), p.6.

always innovating. Educators are currently required to operate teaching media for better learning. One of the science-and technology-based video developers which is Ted Talk gave a huge role in the evolution of digital learning. Ted (technology, entertainment, and design) talk is an organization of media and communications that focus primarily on distributing videos of studies or talks and audio-visual discussions.²³

The ted talk was founded in February 1984, which at the beginning was the only annual conference. As the Ted Talks grew and resulted in a variety of presentations ranging from business, academic, and cultural, to scientific topic and many other topics. The Ted Talk also has its website www.ted.com, but we can also find it on other platforms such as youtube. Ramadhika in Duzer (1998) and Martinex (2002)²⁴, found that authentic video materials that is applied in listening learning will provide the real situations, intonation, and real pronunciation and allow students to have exposure to actual context. This is also supported by Ramal (2006) that using video material in the ESL classroom can motivate students since students experience real feeling to accomplish

²³George Veletsianos., et al., "Public Comment Sentiment on Educational Videos: Understanding the Effects of Presenter Gender, Video Format, Threading, and Moderation on YouTube TED Talk Comments", (PLoS ONE, 13.6, 2019), p. 78.

²⁴Ramadhika, B. Improving Students Listening Skills Using Animation Videos for The Eight Grade Students of SMPN 6 Magelang in Academic Year of 2013/2014. *Unpublished Undergraduate Thesis*, Universitas Negeri Yogyakarta, (2014), Yogyakarta, p.4.

their understanding about the context of the video. According to Krashen, the importance of comprehensible input for foreign learners that should be a little beyond the capabilities of the students back then.²⁵

The theory of experiential learning was developed by David Kolb in 1984. According to Kolb (1984: 41) “Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience.²⁶ Knowledge results from the combination of grasping and transforming experience”. Learning was a process in which knowledge is created from the experience of transformation. And knowledge is the result of a combination of understanding and transforming experience.

From the opinion of David Kolb, it may also be concluded that students who are not native speakers need to be given authentic or original English materials that have visuals. So, that the students can understand and experience how a native speaker speaks English and analyze it by themselves in order they will be more motivated to increase their listening ability because it has visual learning material. Furthermore, This learning is contextual in which students

²⁵ U Zuhdi. "Penggunaan TED Talk Dalam Meningkatkan Skor Listening Mahasiswa PGSD Unesa", *Jurnal Review Pendidikan Dasar*, (Vol. 9, (2), 2020), p. 56.

²⁶ Kolb, DA, “Experiential Learning: Experience as The Source of Learning and Development”, *Englewood Cliffs*, N.J:Prentice-Hall, (1984) p.41

have the opportunity to implement the learning process in more tangible situations and in accordance with daily life.

b. The procedure of TED Talk

According Maria, et al., they divides how to use TED Talk for listening activities into several steps. These steps includes²⁷:

- 1) At the pre-watching step the students will be introduced first and they will be prepared to listen to the material that will be delivered.
- 2) The next activity is activity such as brainstorming, word-searching, and crossword, will be given which serves to enrich vocabulary.
- 3) Then begin to play the video.
- 4) While viewing the video, the students will engage in the activity of taking notes to find out the unknown words.
- 5) The used of language is required either in writing or orally which aims to develop activities.
- 6) Then planned activities in the form of small groups consisting of 5-6 people in each group, which aims to analyze and discusses what they has seen and who is in the video. It has the purpose to encourage the to share their opinions.

²⁷ Martinez Hernandez Maria, et al., "TED Talk as an ICT Tool to Promote Communicative Skills in EFL Students", *English Language Teaching*, (Vol. 11, (12), 2018), p. 111.

- 7) The teachers who are acts as facilitators directs students and giving help if they encounter the problems during the learning process.
- 8) Lastly, in the post test the students do the exercise in order to evaluate their understanding about the material.

Therefore, here the researcher will use the proceeds of the TED Talk as follows:

- a. The teacher gives the pre-test to students to know their initial condition of students.
- b. Then, the teacher asks the students to prepare themselves to listen to TED Talk.
- c. The teacher introduced the TED talk.
- d. The teacher invites a brief discussion about the material.
- e. Then the teacher plays the first playback without using subtitles.
- f. The teacher asks students if there are some vocabulary or topic they didn't know.
- g. In the second video playback, the teacher plays the video using subtitles.
- h. Then after finishing watching the video, the teacher asks brief to students related to the topic of the video
- i. The teacher asks the students about what they watch, who is the presenter, why they give the speech, etc.
- j. The teacher and the students conclude the materials and the video from TED Talk.
- k. The teacher then gives the post-test.

c. The Advantages and Disadvantages of Using TED Talk

- 1) The Advantages of using TED Talk

According to Samayoa, several benefits are found when using TED Talk videos as authentic material.²⁸ Firstly, it can be said that TED Talk video content is interesting and knowledgeable, since its consists of technology, entertainment, design, business, science, and global issues. The ted talk also has subtitles in each video. That can help students in understanding the video well.

TED Talk videos are sharable and searchable since the videos are available in the website or you can search on Youtube as well. It will be easier to share the videos through social media, WhatsApp, or any other platform. In addition, it is easier to find the video you are willing to watch because you can search by short of title, the most popular watch, or the speaker as well.²⁹ Ted Talks also can be accessed whenever and wherever you are as long as you have an internet access.

According to Yingxia Li et al., when learning TED Talk videos students are not to get bored easily because the content of TED Talks are interesting and that will attract students' interest and attention.³⁰ Additionally,

²⁸ Priscilla Samayoa, "The Extent of Influence that Genre Convention Have on TED Talks", *Stylus*, (Vol. 8, 2017), p. 46.

²⁹ Frank Romanelli., et all., "Should TED Talks Be Teaching Us Something", *American Journal of Pharmaceutical Education*, (Vol. 6 (2), 2014), p. 1.

³⁰ Yingxia Li., et all., "To Speak Like a TED Speaker-a Case Study of TED Motivate English Public Speaking Study in EFL Teaching", *Higher Education Studies*, (Vol. 6 (2), 2015) p.54-55.

those videos will motivate students to learn and will help to improve students listening skills. Bradbury mentions that the use of authentic materials will stimulate real-life input features like hesitations, surround, false starts, and long and structured sentences, and it wouldn't exist in the written conversation.³¹

2) The Disadvantages of TED Talk

Several disadvantages are using TED talks³²:

- a) “TED Talk” the video and contents are no longer than 18 minutes in length and provide different topics and the speakers that match the ideas which always echoed “worth spreading”
- b) TED Talk videos are unstructured and no longer than 18 minutes. Which means a teacher must adapt the learning material when they want to deliver material using TED Talk videos.

4. Media

The word media came from latin word which means middle, introduction or intermediate. The plural of media derieved from the word medium, ethymologically it means introduction or intermediary. According to Arsyad(2002:4) the form of media are al forms of intermediaries used by humans to convey opinions or

³¹ Neil A Bradbury. (2016). Attention Span During Lectures. North Chicago: Chicago Medical School, Rosalind Franklin University, p.509.

³² Frank Romanelli, et.al. (2014). Should TED Talks Be Teaching Us Something?. American Journal of Pharmaceutical, p.1.

ideas, in order that opinions can be conveyed to the right people. In the field of education, contextually Gerlach & Ely (in Arsyad, 2022:3) stated that media the form of media in genral can be took as human, material or even events that build a situation in which connects students to acquire knowledge, abilities or attitudes. The definition of learning media in the learning process specifically defines as pictures, photography, or even electronics devices that useful for capture, process, and shorting the information as well visually or verbally. To sum up, the functio of media stands as tool to convey information to the recipient and everything that can be used to transmit messages from the sender to the recipient which aims to stimulate the thoughts, feelings of concern for the effectiveness and efficiency of communication.

In this 21 century, media technology become an important thing since brings a good way of communication. It can be seen from all of ages that used media to help their daily activities. According to David (2003), the technology has the important role for all modern humans since the notion of technology itself.. Media that serves as the center of all human needs in everyday life.³³ Media is also a factor in influencing teaching effectiveness and listening learning factors. . Chapelle (2003 in Priajana, 2011), reviewes several theories about the using of technology as the

³³ Mohammadian, A., Saed, A., & Shahi, Y. "The effect of using video technology on improving reading comprehension of Iranian intermediate EFL learners" *Advances in Language and Literary Studies*, 9(2) (2018), p.17-23.

second language learning.³⁴ He was mentioned that technology has been implicated in being the most widely used tool in language teaching. So it can be said that from above understanding the use of technology as a teaching medium has the aim of improving the teaching process to be more motivating and interesting for students. This is also in line with Duzer (1998) and Martinex (2002), which stated that video material that applied to listening learners will provide the actual situations, intonations, and show the real pronunciation and also give students the opportunity to learn in real situations. This stated was also supported by Ramal (2006) who stated that the use of video material in ESL classes can motivate students to have actual experiences in order to achieve an understanding of the content of the video. The use of technology can be useful as medium for teaching and learning, such as TED Talk video. Ted talk video are chosen because provide the real situations and more interesting than audio media which provide only sounds.

C. Hypothesis

The hypothesis is a tentative statement taken by a researcher. Where statements made were then done testing or experimentation.³⁵

³⁴ Srirejeki, N. L. K. G., & Darmayanti, P. S, " Increasing Students Listening Skills Through Song And Authentic Video", *Yavana Bhasha: Journal of English Language Education*, 2(2), p.64-69.

³⁵ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.219

The comparative hypothesis is a conjecture in the value of two or more samples. A comparative hypothesis constitutes one of the various hypotheses. There are 2 kinds of hypotheses :

1. Working Hypothesis (H_a)

The first hypothesis stated that there is significant difference of students listening achievement between students who are taught by TED Talk video and the students who are not taught by TED Talk video..

2. Null Hypothesis (H_0)

The second hypothesis stated that there is a significant difference of the students listening achievement between the students who are taught by TED Talk video and students who are not taught by TED Talk video.

CHAPTER III

RESEARCH METHOD

This chapter will discuss the research method used in this research. In this chapter also contains of location and time, population, sample, the data collection of technique, and data analysis as well.

A. Research Design

Research design is an important thing in research. For research to be consistent with guidelines and to avoid deviating. Research design is one of the most viable strategies. Research design can make the goal of research easier to reach. According to Sugiyono, experimental design is divided into four, those are pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi-Experimental Design.¹

In this research, the researcher using quasi experimental design. quasi experimental design is a research design where the outer variables affecting the way of experiments can be controlled by researchers. According to Sugiyono, quasi experimental design has a control group, but it can not function fully to control external variables that effect the implementation of the experiment.² So the conclusion that can be told is that a quasi experimental design takes samples from the total population the experimental group and control group. According to Sugiyono, true experimental design is divided into two, Time Series Design and Nonequivalent Control Group Design.

Table 3.1 The Research Design

Group	Pretest	Treatment	Posttest
4	O ₁	X	O ₂
5	O ₃	-	O ₄

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), p. 109.

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), p. 75.

(Creswell, 2012)

Notes :

4 : Experimental Class

5 : Control Class

O₁ : Pretest on experiment class

O₂ : Posttest on experiment class

O₃ : Pretest on control class

O₄ : Posttest on control class

X : Treatment to experimental class teaching listening using Ted Talks video

- : Treatment to control group teaching listening using conventional audio-based.

Based on the research design that was explained, the researcher was willing to test two groups. The pretest is given to the control group and experimental group to know the early condition of listening learning before treatment is given. Then the experimental group was treated by learning to listen using Ted Talks video, while the control group used conventional audio-based. After that, both groups are given a post-test. After both groups had run a post-test, then paired sample test and t results of the test are both compared. Significant differences in results would indicate the impact of treatment.

B. Location and Time of The Research

The research conducted at Madrasah Aliyah Miftahul Huda Tayu and located at Ratu Kalinyamat Street No.51, Kauman, Tayu Wetan, Pati, Central Java. This research was conducted from 4th until 28th April 2022, in the academic year 2022/2023.

C. Population and Sample

1. Population

The population represents the whole or amount of an object to be studied. The population of this study is the 11th grader of Madrasah Aliyah Miftahul Huda Tayu in the academic year 2022/2023. The class 11th is made up of 5 classes with 30 students in each class.

2. Sample

The sample as part of the number and characteristics possessed by a population.³ In this study, the researcher uses an quasi experiment research approach. So, the writer will need two classes as a sample of control and experiment classes from the eleventh grader population of Madrasah Aliyah Tayu. As a sample, the researcher took a sample from the eleventh grade of students XI IPS 4 as the experimental class that consists of 30 pupils and IPS 5 as a control class that consists of 30 students in the academic year 2022/2023.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), p. 62

D. Research Variable

In this study took two types of variable; those are (1) Using the TED Talk video as X variable and (2) Student listening skills as Y variable. The writer then took two classes among classes which stand as control and experiment class. The data were taken by using the pre-post test. Then, the experimental class was treated by using a TED Talk video and the control class by using conventional audio-based.

1. The Independent Variable (X)

An Independent (free) variable is a variable which expected effects or influences another variable. The effect of the TED Talks video in teaching students listening skills as become independent variable in this study.

2. The Dependent Variable (Y)

A dependent (bound) variable is variable that affect results because of the presence of other variables. The EFL learners listening skills has become dependent variable in this study. In this variable there are indicators as follows :

- a. Main idea
- b. Recognize Grammatical words
- c. Vocabulary
- d. Implicit meaning
- e. Explicit meaning

E. Technique of Collecting Data

When we do research, it requires data and information on the subject being researched. And then to get the data would require a

device called a research instrument. According to Sanjaya, a research instrument was a tool that could be used to collect data or information for research.⁴ Hence, the composition of research instruments is of great importance whether for qualitative or quantitative research.

To make the research run smoothly and according to the researchers' expectations, then the researcher uses an instrument for obtaining data, such instruments include:

1. Pre-Test

Before treatment the researcher gave pre-test, the purpose by giving a pre-test was to know the students' earliest skill regarding the lesson to be given. In this experiment, the researcher wanted to know the earlier of listening skill of Madrasah Aliyah Miftahul Huda Tayu before giving the treatment using TED Talks videos. The allocation pre-test was 40 minutes and monitored by the researcher.

2. Post-Test

The post-test is given after the students get treatment. It was to know the significant difference between the students' listening skills before and after applying TED talks in learning process. The allocation post-test was 40 minutes and monitored by the researcher.

But before giving the pre and post-test to both groups. The author gave a tryout test for other class that aimed to analyze and

⁴ Sanjaya Ade. *Model-Model Pembelajaran*. (Jakarta: Bumi Aksara, 2011), p. 84.

measure its the validity, reliability, index difficulty, and discriminating power of test difficulty.

F. Techniques of Data Analysis

There are three kinds of tests are needed to hold experimental research. These are a try-out test, pre-post test, and hypothesis test.

1. Try Out Test

a. Validity

According to Basrowi and Suwandi⁵, validity test means a test which aims to measure something that must be measured and in accordance with the proposed criteria. Validity means the accuracy of a measurement in measuring data. In this research, the researcher uses SPSS 25. To analyze the validity of the instrument, the researcher used Bivariate Correlation with Pearson Product Moment, the formula as follows⁶:

$$r_{ix} = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Notes:

r_{ix} = Coefficient. r. Pearson correlation

i = Item of score

x = Total of score

n = Number of subject

⁵ Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2010), p. 17.

⁶ Arikunto, Suharsimi, *Manajemen Pendidikan*, (Yogyakarta: Aditya Media, 2012), p. 283.

b. Reliability

Referring Basrowi and Suwandi, reliability test is a test that will create results and conditions that remains the same when it has been stated repeatedly.⁷ Reliability results are considered reliable if the measurements show the same results. In line with this statement, reliability test is always produced the same results consistently regardless of differences in any circumstances or opportunities, the results given are always the same. To examine the reliability, the test items are measured by using Cronbach Alpha. The Alpha method is very suitable for use on scores in the form of a scale (eg 1-4, 1-5) or a ranged score (eg 0-20, 0-50), the formula as follows⁸:

$$r_{11} \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right)$$

Notes :

r_{11} = Reliability coefficient alpha

k = The number of test items

$\sum \sigma^2 b$ = Total variance item

$\sigma^2 t$ = Total variance

⁷ Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2010), p. 29.

⁸ Suharsimi Arikunto, *Manajemen Pendidikan*, (Yogyakarta: Aditya Media, 2012) p. 184.

To determine the reliability of the test item, the researcher used the table below:⁹

Table 3.2 The Reliabilities Level

Coefficient (r11)	Criteria
< 0.20	Lowest reliability
0.20 – 0.40	Low reliability
0.40 - 0.60	Medium reliability
0.60 – 0.80	Strong reliability
0.80 - 1.00	Very strong reliability

c. Degree of Test Difficulty

A good test is not too easy or too difficult. The difficulty index shows the difficulty and the ease of a question, the magnitude of the index difficulty ranged from 0.00 to 1.0. Problems with a difficulty index of 0.0 show that the question is too difficult, an index of 1.0 indicates that the question is too easy. To test the level of difficulty of the test can be done using the application SPSS 25 in this multiple choices, to know the level of difficulty the researcher used the formula as follow :¹⁰

$$P = \frac{B}{JS}$$

Notes :

P = The level of difficulty

⁹Suharsimi Arikunto, *Manajemen Pendidikan*, (Yogyakarta: Aditya Media, 2012), 276

¹⁰ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, p. 208.

B = The total of item who answered correctly by the students

JS = The total number of students

To classify the level of difficulty of the questions, the interpretation level is used as the following :

Table 3.3 Criteria of Test Difficulty

" $0.00 < P \leq 0.30$ "	Very Difficult
" $0.31 < P \leq 0.70$ "	Medium (Sufficient)
" $0.71 < P \leq 1.00$ "	Easy

d. Discriminating Power

Discriminating Power is how to measure the difference between the students who have a good capability and those with low ones. To measure the index of discriminating power used the formula as follows:¹¹

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Notes :

J_A = The tota of students in the upper group.

J_B = The total of students in the lower group.

B_A = The total of students in the upper group who answered the item correctly.

B_B = The total of students in the lower group who answered the item correctly.

D = Discriminating power of each item of the test

¹¹ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, p. 208.

Meanwhile, to see if the discriminatory power is poor, enough, good, and excellent, it can be seen in the table below:

Table 3.4 The Criteria of Discrimination Power

Criteria	
“0.00 – 0.20”	Poor
“0.21 – 0.40”	Enough
“0.41 – 0.70”	Good
“0.71 – 1.00”	Excellent

Source: Arikunto, S. (2010: 232)

G. Techniques of Data Analysis

The data obtained from the test were analyzed after each cycle was done. To analyze the data, the researcher used descriptive analysis. In this case, the researcher interpreted the data and changed it into a long description based on the results of the instruments. Data analysis is used to know the impact of ted talk's on students listening skills. It consists of a normality test, homogeneity test, paired sample test, and Independent Sample Test:

a. Normality Test

According to Arikunto (2010), the normality test aims to determine whether each of the variables normal distribution or not.¹² Normality test is necessary because to perform the tests other variables, assuming that the value of the residuals follow a normal distribution. The researcher tested normality

¹² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, p. 298

of test by using kolmogorov smirnov and saphiro wilk. The criteria for acceptance of the testing as follow:

- 1) If the value of sig (significance) > 0.05 then Ho accepted
→ the data is normally distributed.
- 2) If the value of sig (significance) < 0.05, then Ho rejected –
> the data is not normally distributed.

b. Homogeneity Test

The homogeneity test was conducted to determine the control and the experimental groups. It was given before the researcher gave the treatment to both the experimental and control groups. There were 14 test items in the form of multiple-choice questions. The students were given 15 minutes to finish the test. In this research, the researcher used a statistical computation test by using SPSS. If probability > 0.05 it means the data is normally distributed. Conversely, if the value is < 0.05 then the data is not normally distributed. The criteria for acceptance or rejection of the homogeneity test are as follow:

- 1) If the significance is < 0.05, then the data comes from the variance that is not homogeneous (not the same).
- 2) If the significance is > 0.05, then the data comes from a homogeneous (same) variance.

The homogeneity test is used following the formula below:

$$F_{hitung} = \frac{\text{highest variant}}{\text{lowest variant}}$$

With

$$s^2 = \frac{\sum (x - \bar{x})^2}{n-1}$$

c. Test of Average

1) Paired Sample Test

This different test model is used to analyze the research model before and after treatment. According to Widiyanto (2013:35), paired sample test is one of the testing methods used to assess the effectiveness of the treatment, marked by differences in the average before and after treatment. The paired sample test aims to determine the difference between the pretest and posttest scores in the experimental and control classes. To do the paired sample test, the data used must be normally distributed, so that the hypothesis can be analyzed using the paired sample test. The formula used is as follows :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Notes :

\bar{X}_1 = The average score before treatment

\bar{X}_2 = The average score after treatment

S_1 = Standard deviation before treatment

S_2 = Standard deviation after treatment

n_1 = The total number of the sample before treatment

2 = The total number of the sample after treatment

The hypothesis of paired sample test is as follows:

- a) If the significance (2-tailed) < 0.05 , H_0 rejected and H_a accepted, it means there is a significant difference.
- b) If the significance (2-tailed) > 0.05 , H_0 accepted and H_a rejected, it means there is no significant difference.

2) Independent Sample Test

Independent sample t-test is a parametric test used to determine whether there is a difference in the mean between two independent groups or two unpaired groups with the intention that the two data groups come from different subjects. The basic assumption of using this test is that observations or research for each pair must be in the same conditions. The mean difference must be normally distributed. The independent sample test aims to determine the difference in posttest scores of both classes. The formula is as follows:¹³

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Notes:

t : the value of t-calculated

¹³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), p. 84

n_1 : the number of the sample in experimental group

n_2 : the number of sample in control group

X_1 : the mean of score experimental group

X_2 : the mean of score control group

SS_1 : the variance of experimental group

SS_2 : the variance of control group

The hypothesis of independent sample test as follow :

- a).If the significance (2-tailed) < 0.05 , H_0 rejected and H_a accepted, it means there is significance difference.
- b).If the significance (2-tailed) > 0.05 , H_0 accepted and H_a rejected, it means there is no significance difference.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. Finding The Study

1. The Description of Data

In this chapter, the researcher presents the data that got from the subject of the study. In this research, the subject was 60 students in the eleventh grade of Madrasah Aliyah Tayu. The data got from students' scores before and after being taught using TED Talk video in the experimental class and the listening score in the control class by using the conventional way.

The research purpose was to find out is there any significant difference when using the TED Talk video in teaching English listening skills and also is there any difference in listening achievement between students who are taught by using the TED Talk video and by conventional way.

In this research, the data are presented descriptively. Descriptive statistics are statistics that give a general description of the characteristics of each study variable as seen from average values (mean), minimum, and Max. Descriptive analysis is the statistic used to analyze data by describing or describing the data that has been collected under it, with no intent to make conclusions that apply to general or generalization (Sugiyono, 2018:147). The analysis is used to describe the data in this study, which consists of pretest and post-test data in experiment and control class, which came to the following results:

Table 4.1 Descriptive Statistical Analysis

Descriptive Statistics								
	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviat ion	Variance
Pretest Experiment	30	36,00	40,00	76,00	1728,00	57,6	11,15	124,248
Posttest Experiment	30	24,00	72,00	96,00	2542,00	84,73	7,49	56,133
Pretest Kontrol	30	36,00	40,00	76,00	1692,00	56,40	11,43	130,593
Posttest Kontrol	30	24,00	72,00	96,00	2484,00	82,80	7,42	55,062
Valid N (listwise)	30							

Source: SPSS 25

Based on the chart, it can be known that there is a difference in the average student achievement in the experimental and control class. The highest score of the experimental class after being given the treatment of teaching listening using TED Talk video obtained an average score of 84.73, while the lowest score was in the pretest score of the conventional way listening learning control class which obtained an average score of 56.40. Based on the table above, showed that there is an increase from the pre-test score to the post-test score in both classes.

2. Statistical Analysis of The Test

a. Validity of Instrument

The instrument of the research try-out was done before conducting the research. This is used to know or to show the extent of the measurement used in measuring what is being measured.

And also it is important to do because the test was used later for pre and post-test. This test was administered to the class which was not taken as the sample of research, this try-out test given to XI IPS 2 at Madrasah Aliyah Tayu. To know the validity of the instrument, the researcher used bivariate correlation with pearson product moment to analyze each item. The researcher gave 20 items, and from 20 items all of them are valid. It is known that the value of r_{table} for the data amount 30, hence the value of $df (n-2) = 30-2 = 28$ with the significance level of 5% an amount of 0.361, the table value comes from SPSS results. It is valid if $r_{count} > r_{table}$. And it is invalid is $r_{count} < r_{table}$. Because the results show that the r table is greater, then the index validity of item number was to be valid. The result of test validity analysis is in the table below :

Table 4.2 Validity Score

Item Test	R_{count}	R_{table}	Description
p1	.659	0,361	Valid
p2	.776	0,361	Valid
p3	.413	0,361	Valid
p4	.415	0,361	Valid
p5	.671	0,361	Valid
p6	.403	0,361	Valid
p7	.727	0,361	Valid
p8	.402	0,361	Valid
p9	.429	0,361	Valid
p10	.746	0,361	Valid
p11	.406	0,361	Valid
p12	.553	0,361	Valid
p13	.700	0,361	Valid
p14	.706	0,361	Valid

Item Test	R _{count}	R _{table}	Description
p15	.427	0,361	Valid
p16	.673	0,361	Valid
p17	.399	0,361	Valid
p18	.611	0,361	Valid
p19	.690	0,361	Valid
p20	.891	0,361	Valid

Source :SPSS 25

Based on the calculation of validity above, it can be known that all the item were valid.

b. Reliability

It was said that a good test must be valid and reliable. For instrument reliability testing, the closer a dependable coefficient with 1.0 will be the better. Generally, reliability less than 0.6 is considered bad, reliability in the range of 0.6 to 0.7 is acceptable, and more than 0.8 is good.

Table 4.3 Reliability Score

Item Test	<i>cronbach's alpha</i>	Description
p1	0.892	Reliable
p2	0.888	Reliable
p3	0.899	Reliable
p4	0.900	Reliable
p5	0.892	Reliable
p6	0.900	Reliable
p7	0.890	Reliable
p8	0.899	Reliable
p9	0.899	Reliable
p10	0.889	Reliable
p11	0.899	Reliable
p12	0.895	Reliable
p13	0.891	Reliable

Item Test	<i>cronbach's alpha</i>	Description
p14	0.891	Reliable
p15	0.898	Reliable
p16	0.892	Reliable
p17	0.900	Reliable
p18	0.894	Reliable
p19	0.891	Reliable
p20	0.884	Reliable

From the computation above, it was found that based on the table results of the reliability test show that all variables have a large enough alpha coefficient that is above 0.60 so it can be said that all variables from the items are reliable. All statements on the items are considered reliable because the Cronbach's Alpha value in each item is > 0.60 .

c. Degree of Test Difficulty

The level of test difficulty is the number of participants who answered the item correctly. When the test item is answered correctly by all learners, it will be very easy. On the other hand, when no one answered correctly, the test item was considered very difficult.

It is known that there are two items considered difficult items (10%) which is the number of 8 and 12. Then there are 3 items included easy items (15%), which is in the number of 15, 16, and 18. And, there are 15 items including medium items (75%).

Table 4.4 The Level of Difficulty

Criteria	Number of Question	Total
Easy	15, 16, 18	3
Medium	1,2,3,4,5,6,7,9,10,11,13,14,17,19,20	15
Difficult	8, 12	2

d. Discriminating Power

Discriminating Power is the ability of matter to be able to distinguish between capable students (high ability) with less capable students (low ability).

Table 4.5 Discriminating Power

Criteria	Number of Question	Total
Very Good	2,7,14,19,20	5
Good	1,3,5,10,11,13,15,16,18	9
Enough	4,6,8,9,12,17	6

Based on the criteria, the discriminating power of item number 1 was considered a good category, because the calculation result is 0,53 in the interval $0,40 \leq D \leq 0,70$. After computing 35 items of the try-out test, based on the computation result there were 5 items considered very good criteria. Then 6 items were considered enough, and 9 items were considered good.

e. Normality Test

Normality tests are used to tell the condition of data whether normal or not. The condition of data being normally distributed is a requirement to find the t-test. Testing of normality uses Kolmogorov Smirnov and Shapiro Wilk with the following test conditions :

- 1) If the significance is <0.05 , then H_0 is rejected, which means the sample comes from a population that is not normally distributed.
- 2) If the significance > 0.05 , then H_a is accepted, which means the sample comes from the population that is normally distributed.

Based on data processing, the normality testing results is as follows:

Table 4.6 Normality of Pre-Test in Experimental and Control

Tests of Normality							
	Perlakuan	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experiment -Control	pretest- experiment	,139	30	,145	,945	30	,127
	pretest- control	,136	30	,168	,939	30	,086

Source: SPSS 25

Based on the table, the results of the normality pre-test in the experimental and control class showed that the overall treatment had a significance value of Kolmogorov Smirnov and Shapiro Wilk >0.05 , this indicates that the data can be distributed normally in the entire class.

Table 4.7 Normality of Post-Test in Experimental and Control

Tests of Normality							
	Perlakuan	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.

Experiment -Control	posttest- experiement	,136	30	,163	,940	30	,090
	posttest- control	,125	30	,200*	,935	30	,067

Source: SPSS 25

Based on the table, the results of the normality post-test in experimental and control class showed that the overall treatment had a significance value of Kolmogorov Smirnov and Shapiro Wilk >0.05 , this indicates that the data can be distributed normally in the entire class.

f. Homogeneity Test

The homogeneity test is conducted to determine whether or not both data are homogeneous and have the same variance. Homogeneity test can be done using Levene tests, under the following conditions:

- 1) If the significance < 0.05 , then the data comes from the variance that is not homogenous (not the same).
- 2) If the significance > 0.05 , then the data comes from the homogenous variance (same).

Based on the data processing, there are the homogeneity test results, as follows:

Table 4.8 Homogeneity of Pre-Test in Experimental and Control

Test of Homogeneity of Variance				
	Levene Statistic	df1	df	Sig.
Based on	,048	1	58	,827

Mean				
------	--	--	--	--

Source :SPSS 25

Based on the homogeneity test in the experimental class using Levene statistic, obtained the result with signification 0.827, due to the significant result is $0.827 > 0.05$, it can be stated that the homogeneity of pretest in both class came from homogeneous (same) data variances.

Table 4.9 Homogeneity of Post-Test in Experiment and Control

Test of Homogeneity of Variance				
	Levene Statistic	df1	df 2	Sig.
Based on Mean	,004	1	58	,949

Source: SPSS 25

Based on the homogeneity test in the experimental and control class using Levene statistic, obtained the result with signification 0.949, due to the significant result is $0.949 > 0.05$, it can be stated that the homogeneity of post-test in both class came from homogeneous (same) data variances

From the results of the comparative test of pre-requisites and post-requisted test, it can be seen that the data are normally distributed and come from homogeneous population. So that further to determine to find out whether there is a difference in pretest and posttest scores in the experimental and control classes, parametric statistics are used with the paired sample test, while for the posttest test the

experimental and control classes use the independent sample test (t test).

g. Paired Sample Test

Paired sample Test is a different test of two paired samples. Paired samples are the same subject but experience different treatments. This different test model was used to analyze research models before and after. According to Widiyanto (2013:35), paired sample test is one of the testing methods used to assess the effectiveness of the treatment, marked by differences in the average before and after treatment. The basic assumption of using this test is observation or research for each pair should be in the same condition. Average differences should be given normal distribution. A variant of each variable can be the same or not. The purpose of paired sample Test is to know the different pre-test and post-test scores in the experimental and control classes. Based on the result data analysis then the results of the paired sample test in the experimental and control classes are obtained, as follows:

Table 4.10 Paired Sample Test of Experiment Class

Paired Samples Test							
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pair 1	Pretest Experiment - Posttest Experiment	-27.13333	8.89298	1.62363	-30.45403	-23.81264	-16.712	29	.000
--------	--	-----------	---------	---------	-----------	-----------	---------	----	------

Source: SPSS 25

Based on the table above, the results of the paired sample test in the experimental class, obtained a significant result of 0.000, because the significant result is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, this shows that there is a significant difference on students' listening achievement before and after being taught using TED Talks video.

Table 4.11 Paired Sample Test of Control Class

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 Control - Posttest Control	-26.40000	10.01241	1.82801	-30.13869	-22.66131	-14.442	29	.000

Source: SPSS 2022

Based on the table above, the results of the paired sample test in the control class, obtained a significant result of 0.000, because the significant result is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, this shows that there is a significant difference in students' listening achievement before and after being taught using learning conventional audio-based.

h. Independent Sample Test

Independent sample t-test is a parametric test used to determine whether there is a difference in the mean between two independent groups or two unpaired groups with the intention that the two data groups come from different subjects. The basic assumption of using this test is that observations or research for each pair must be in the same conditions. The mean difference must be normally distributed. The variance of each variable can be the same or not. The independent sample test aims to determine the difference in posttest scores of both classes. Based on the results of data processing, the results of the independent sample test were obtained, as follows:

Table 4.12 Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Data	Equal variances assumed	.004	.949	1.004	58	.319	1.93333	1.92523	-1.92043	5.78710

	Equal variances not assumed			1.0 04	57.9 95	.319	1.93333	1.92523	- 1.920 44	5.7871 1
--	--------------------------------------	--	--	-----------	------------	------	---------	---------	------------------	-------------

Source: SPSS 25

Based on the table above, the results of the Independent Sample test obtained a significant result of 0.319, due to the significant result of $0.319 > 0.05$, then H_0 is accepted and H_a is rejected, this shows that there is no significant difference in students' listening achievement between using TED Talk video compared to conventional audio-based learning.

3. Discussion

In this research, it showed that the experimental class (the class that received the treatment) obtained an average pre-test score of 57.60 with the highest score of 76.00 and the lowest score of 40.00, and the average score for the post-test was 84.73 with the highest score of 96.00 and the lowest score 72.00. While in the control class (the class that did not receive the treatment) the average pre-test score was 56.40 with the highest score of 76.00 and the lowest score of 40.00, and the average score for the post-test was 82.80 with the highest score being 96.00 and the lowest is 72.00.

So, it can be concluded that learning English listening activities using TED Talk videos has fairly good effectiveness than without using TED Talk videos. This can be shown from the results of the calculation of the average post-test value in the

experimental class which got a score of 84.73 while the average score for the control class was 82.80.

Furthermore, the results of the paired sample test in the experimental class, obtained a significant result of 0.000, because the significant result is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, this shows that in the experimental class there is a significant difference in students' listening achievement before and after being taught with using TED Talk videos. While the results of the paired sample test in the control class, obtained a significance result of 0.000, because the significance result is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted, this shows that there is a significant difference in students' listening achievement before and after being taught using audio-based learning.

Lastly, based on the results of the Independent Sample Test, a significance result of 0.319 was obtained, because the significance result was $0.319 > 0.05$, then H_0 was accepted and H_a was rejected, this shows that there is no significant difference in the listening achievement between students who are taught by TED Talk videos instead of conventional audio-based learning.

4. Limitation of The Research

When conducting this research, the researcher realized this research was not perfect and there were obstacles found in the process of conducting the research, some limitations of this research are as follows :

- a. This research was only conducted at Madrasah Aliyah Tayu and the sample taken was only class XI IPS 4 and XI IPS 5. So, when other researchers wanted to research this topic in other schools then a different result may be gained.
- b. The researcher realizes that there is still a lack of experience and knowledge when carrying out the research, which implements this research process less was less optimal. However, researchers have tried as well as possible to do this research.
- c. In this study, there was a time limitation which made the implementation process less than optimal. But, it was enough to fulfill all the research requirements.
- d. This study required data calculations because many formulas need to be calculated, therefore the researcher realizes that there is a lack of understanding in the statistical data processing. But, researchers have tried as maximal as possible to calculate and analyze this research. Based on those limitations, further research is needed in the future, to have optimal results.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the research, especially the suggestion to the teacher.

A. Conclusion

To sum up, that there is a significant difference between the experimental and control class, the results of the pre test in the experimental class obtained a score of 57.60 and a score of 84.73 in the post test. Meanwhile, the pre test score in the control class (the class did not receive treatment) obtained a score of 56.40 and a post test score of 82.40. This means that there is a significant difference in the ability of students to use TED Talk video. The achievement obtained in the experimental class is higher than the control class as proven by the pre and post test score. Meanwhile, the results for the post test in the experimental class which was only 82.80. This means that teaching English listening using TED Talk is better than using audio listening based. While the results for Independent Sample Test with a significant standard 0.05, the result is 0.319 because the results are $0.319 > 0.05$ then H_0 is accepted and H_a is rejected this means that

there is no significant difference in students listening achievement using TED Talk videos compared to audio based.

B. Suggestion

From the conclusion above, the writer would like to offer some suggestions based on the result of the research that has to be done. This suggestion address to the school, teacher, students, and for the next researcher.

1. For Schools

Schools are expected to provide good facilities to support teaching and learning equipments, the provision of good and appropriate learning media will help students receive good learning as well.

2. For teachers

Teachers are expected to continue teaching and learning based on media to attract students' attention when learning and listening to English according to the circumstances and conditions of students.

3. For students

Students are expected to improve their listening skills in English based on the materials provided by the school and various other learning resources, to produce learning outcomes.

4. For the Next Researchers

This research is expected to be a reference source for further research. This research still needs to be refined so that the learning process can run innovatively and also to always develop modern learning based on the use of digital media.

REFERENCES

- Abdulrahman, Tryanti. (2018). TED Talks as Listening Teaching Strategy in EAP Classroom. *The Asian ESP Journal*, Volume 14, Issue 6, November 2018.
- Ade, Sanjaya. (2011). *Model-model Pembelajaran*. Jakarta: Bumi Aksa.
- Arikunto, Suharsimi. (2012). *Manajemen Pendidikan*. Yogyakarta: Aditya Media.
- Basrowi dan Suwandi. (2010). *Memahami Penelitian Kualitatif*. Jakarta: Rineka Cipta.
- Bradbury, Neil A. (2016). *Attention Span During Lectures*. North Chicago: Chicago Medical School, Rosalind Franklin University.
- Brown, H Douglas. (2014). *Language Assessments Principles and Classroom Practice*. San Fansisco: Longman.
- Brown, Steven. (2006). *Teaching Listening*. New York: Cambridge University Press.
- Buck, Garry. (2011). *Assessing Listening*. New York: Cambridge University Press.
- Hassan, Sandy El Haj., and Zeinab Haj Hassan. (2018). Using TED Talks as Authentic Videos to Enhance Students' Listening Comprehension and Motivation. *ACE Action Research of Oregon University*.
- Humeniuk, Iryna., Oksana Kuntso., Nadiia Popel., Yuliia Voloshchuk. (2021). Mastering Listening Comprehension At Esp Classes Using Ted Talks. *Advanced Education*, 17, 2021, DOI: 10.20535/2410-8286.226733.

- Islam, Mohammad Nurul. (2017). *An Analysis on How to Improve Tertiary EFL Students` Listening Skill of English*. King Khalid University: Macrothink Institute TM.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, N. J.: Prentice-Hall.
- Kurniawati, Dewi. (2016). *The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skills in The Early Acquisition of Language*. *English Education*, Vol. 9.
- Khesari, N., and A Dwiyanto. (2015). *Hubungan Antara Penerimaan Kelompok Teman Sebaya Dengan Konsep Diri Pada Remaja*. Thesis Brawijaya University.
- Li, Yingxia., Ying Gao., and Dongyu Zhang. (2015). To Speak Like a TED Speaker-a Case Study of TED Motivate English Public Speaking Study in EFL Teaching. *Dalian University of Technology Canaian Centre of Science and Education*, Vol 6 (2).
- Nation, I S P., and Jonathan Newton. (2008). *Teaching ESL/EFL Listening and Speaking*. New York: Taylor and Francis e-Library.
- Peraino, Judith. (2016). *Listening to the Sirens, Listening to the Sirens*. California: University of California Press.
- Poelmans, Petra. (2012). *Developing Second-Language Listening Comprehension: Effects of Training Lower-Order Skills Versus Higher-Order Strategy*. Netherlands: LOT.
- Richards, Jack C. (2018). *Moving Beyond the Plateau*. New York: Cambridge University Press.
- Rifky, Im. (2018). *The Indonesian Subtitle Of Capitan Salazar's Utterances In Pirates of The Caribbean: Dead Men Tell No*

Tales.

https://repository.usd.ac.id/41212/2/174214125_full.pdf,
accessed 2022-02-19.

Romanelli, Frank, et.al. (2014). Should TED Talks Be Teaching Us Something?. *American Journal of Pharmaceutical*.

Rost, Michael. (2011). *Teaching and Researcher Listening*, (2nded). Harlow: Pearson Education Limited.

Sugiyono. (2017). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Saddhono, K., and Slamet. (2014). *Pembelajaran Keterampilan Berbahasa Indonesia Teori dan Aplikasi*. Yogyakarta: Graha Ilmu.

Samayoa, Priscilla. (2017). *The Extent of Influence that Genre Convention Have on TED Talks*. Florida: Megan Lambert's, p. 46.

Shobriyah, N. (2020). *The Influence of Using Ted Talk Toward Students Listenig Comprehension At Eleventh Grade of SMA Yadika Bandar Lampung*.
<http://repository.radenintan.ac.id/id/eprint/13720>, accessed 2022-01-06.

Siregar, A. (2018). *Metode Pengajaran Bahasa Inggris Anak Usia Dini*. Medan: Lembaga Penelitian dan Penulisan Ilmiah Aqli.

Taipe, Jefferson Javier Poveda. (2020). *The TED Talk videos and the Listening Skill*. Universidad Técnica De Ambato: Facultad De Ciencias Humanas Y De La Educación Carrera De Idiomas.

Vandergrift, Larry., and Christine C. M. Goh. (2012). *Teaching and Learning Second Language Listening*, (1st ed). New York: Routledge.

Veletsianos, George., et al. (2019). Public Comment Sentiment on Educational Videos: Understanding the Effects of Presenter Gender, Video Format, Threading, and Moderation on YouTube TED Talk Comments. *PLoS ONE*, 13.6 (2019).

Wu, Chia Pei. (2020). Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning. *Arab World English Journal (AWEJ)*, Special Issue on CALL (6). 24-37. DOI: <https://dx.doi.org/10.24093/awej/call6>.

Zuhdi, U. (2020). Penggunaan TED Talk Dalam Meningkatkan Skor Listening Mahasiswa PGSD Unesa. *Jurnal Review Pendidikan Dasar*, Vol. 9, (2), 2020.

Appendix 1: The Instrument of the test

The Rhythm of Life

Music has been a part of my life for as long as I can remember. I've played many instruments, but none quite as fascinating as the drums. I think they have the power to move a group of people. Native Americans would use huge drums sending signals and making announcements to neighboring villages miles away. Drummers in the army would create strong driving beats to send soldiers into battle risking their lives. Over the past months, I have explored what makes this instrument different. On the most basic level, the difference between drums and other instruments is that their pitch doesn't contribute to the melody, rather they play a rhythm behind it giving it strength. When you play the drums, it's common to give a little tap or riff to indicate when you're moving into a new section. This gives players who are lost the opportunity to get back into the piece and stay with it. In further exploration, I found that a similar concept applies to having a productive life. I found I compared my day to day to music and where drums fit into it. I found that we, like music, work best in rhythms. I rely on concrete patterns to separate a normal day from free-form jazz. Thank you.

Video downloaded at

https://www.ted.com/talks/david_oliver_rhythm_in_life/transcript?language=id

Listening Test

Choose the correct answer by crossing (x) a,b,c, or d!

1. What is the type of the video?
 - a. Procedure
 - b. Narrative
 - c. Report
 - d. Recount
2. Who is in the story?
 - a. a music lover
 - b. a man
 - c. a musician
 - d. a artist
3. The text above mainly discuss about ...
 - a. The writer's part of life
 - b. The writer's hobby
 - c. The writer's experience of music
 - d. The writer's feeling of music
4. What is part of the speaker's life?
 - a. Music
 - b. Drums
 - c. Instruments
 - d. Jazz
5. What is the most interesting musical instrument according to the speaker?
 - a. Rhythms

- b. Drums
 - c. Piano
 - d. Accoustic
6. What do Native Americans use big drums for?
- a. Sending signals
 - b. Making music
 - c. Playing
 - d. Neighboring
7. What is the function of the drum for the military?
- a. To stay
 - b. To move into a new section
 - c. To create power
 - d. To send soldiers into battle risking their lives
8. What is the fundamental difference between drums and other instruments?
- a. They have a different in arrangement
 - b. Their pitch doesn't contribute to the melody
 - c. They play a melody
 - d. They are strength
9. The speaker compares playing drums to what?
- a. Jazz music
 - b. The concept of life
 - c. The rhythm of life
 - d. Other instruments

Listen to the video carefully and choose the correct answer!

10. When you play.....
 - a. The drums
 - b. The beads
 - c. The dreams
 - d. The music
11. It's common to give or riff.
 - a. A top
 - b. The little
 - c. A little tap
 - d. pitch
12. This gives players who are lost to get back into the piece and stay with it.
 - a. Instrument
 - b. The opportunity
 - c. transcript
 - d. opportunity
13. I found that a similar concept applies to having life.
 - a. productive
 - b. The opportunity
 - c. transcript
 - d. blessing
14. I found I my day to day to music.
 - a. Compare

- b. Comparing
- c. Compares
- d. Compared

15. I _____ explored what makes this instrument different

- a. has
- b. have
- c. am
- d. was

16. What does the **antonym** word of *strenght*?

- a. Energy
- b. Power
- c. Weakness
- d. Firmness

17. What does the **synonym** word of *huge* ?

- a. Small
- b. Enormous
- c. Medium
- d. Little

18. What does the **synonym** word of *battle* ?

- a. Fight
- b. Peace
- c. Friendship
- d. Hostility

19. What does the **antonym** word of *similar*?

- a. Alike

- b. Identical
- c. Resemblant
- d. Unlike

20. What does the **antonym** word of *fascinating*?

- a. Charming
- b. Dazzling
- c. Irresistible
- d. Repellent

Appendix 2: Answer Key

1. D
2. A
3. A
4. A
5. B
6. A
7. D
8. B
9. D
- 10.A
- 11.C
- 12.B
- 13.A
- 14.D
- 15.B
- 16.C
- 17.B
- 18.A
- 19.D
- 20.C

Appendix 3 : Subject List of Try Out Class

No	Name
1	Adzra Tsania Safinatunnajah
2	Afiatul Jannah
3	Ahmad Subbanulyaum
4	Andriyani Melatisari Lathifa F.
5	Aditya Suwarsono
6	Arizona Firnanda
7	As Syifa Nailun Jannah
8	As Lina Wati
9	Ayu Puspita Sari
10	Ayu Widia Achmad
11	Azzah Nur Laila
12	Eka Septianingrum
13	Eva Lailatul Maghfiroh
14	Faqih Rasichul Ilmi
15	Ghazi Diarra Wahyudi
16	Iklila Abdiyatus Sholihah
17	Khanin Maghfiron Ni'mah
18	May Zhahara Insani Vara B.
19	Muhammad Asroqul Asyiqin
20	Muhammad Azid Zuhri
21	Muhammad Dhani Abqori
22	Muhammad Fahrur Rohzi
23	Naysyilla Ainun Najwa R.
24	Nila Maya Sari
25	Nor Azizah Naharil M.
26	Siti Nur Aini Hasanah
27	Siti Varikhatus Saniyah
28	Yunita Dwi Amalia
29	Zakiyya Nur Khuzaimah
30	Zakiya Muzayana Chariroh

Appendix 4 : Subject List of Experimental Class

No	Nama Siswa	CODE
1	Ahmad Inamul Muttaqin	E-1
2	Ahmad Rafli Prayoga	E-2
3	Ahmad Sauqi Fifatkur Rohman	E-3
4	Ahmad Yusuf Saputra	E-4
5	Aji Barokah Satrio Widodo	E-5
6	Arjun Nafi	E-6
7	Azrul Neeza Ar Rifqi	E-7
8	Danu Andrian Saputra	E-8
9	Dimas Arli Ardiansyah	E-9
10	Fitria Ummaya Haqi	E-10
11	Husnul Ma'rifah	E-11
12	Ibriza Iqda Sanaya	E-12
13	M. Ilham Sholih	E-13
14	Mohammad Ainur Ridho	E-14
15	Muh. Amnaan Muktafaa	E-15
16	Muhammad Nezral Hilmy Azza'imi	E-16
17	Muhammad Syaroful Minan	E-17
18	Muhammad Taufiq Nur Rohman	E-18
19	Najma Falihah	E-19
20	Nida Aimmatin Surayya	E-20
21	Qoniatun Afiyah	E-21
22	Shifa Hidayatus Shafira	E-22
23	Shifliya Mabruotin	E-23
24	Siti Maulidiyah	E-24
25	Suci Dwi Kartika	E-25
26	Tsania Safitri	E-26
27	Vani Faelasufa Ulya	E-27
28	Vina Faelasufa Ulya	E-28
29	Zaid Nidzom Alkindy	E-29
30	Zara Syifa Salsabila	E-30

Appendix 5 : Subject List of Control Class

No	Nama Siswa	CODE
----	------------	------

1	Akhilya Mar'atus Sholihah	C-1
2	Allena Putri Nabila	C-2
3	Andyka Rifqi Tastaftiyan	C-3
4	Dewi Filzatul Ulya	C-4
5	Dika Putra Novianto	C-5
6	Dwi Nanda Puspita Sari	C-6
7	Faza Tsaniya Fithri	C-7
8	Fitri Fathimatul Luthfiyah	C-8
9	Ibrahim	C-9
10	Ida Khoirunnisa	C-10
11	Ilham Aflahul Akmal	C-11
12	Indah Asih Setiani	C-12
13	Intan Agustina	C-13
14	Luqman Hakim	C-14
15	Muhammad Andy Ryan Saputra	C-15
16	Muhammad Badrul Kamal	C-16
17	Muhammad Irham	C-17
18	Nailul Mujtaba Ahmad	C-18
19	Nani Herliana	C-19
20	Riza Aditya	C-20
21	Salma Rosyidah	C-21
22	Shofiya Isnaini	C-22
23	Siti Annifatun Nisa'	C-23
24	Talita Lutfiya Alya Taftazani	C-24
25	Tazkiya Nailus Syifa	C-25
26	Tunik Nurul Fuadah	C-26
27	Umi Nor Azizah	C-27
28	Umi Salamaton Najah	C-28
29	Yazdad Hubban Ahmad	C-29
30	Zaskia Maulina Syifa	C-30

Appendix 6 : Try Out Score

No	Name	Score
1	Adzra Tsania Safinatunnajah	85
2	Afiatul Jannah	90
3	Ahmad Subbanulyaum	90
4	Andriyani Melatisari Lathifa F.	45
5	Aditya Suwarsono	40
6	Arizona Firnanda	95
7	As Syifa Nailun Jannah	15
8	As Lina Wati	35
9	Ayu Puspita Sari	85
10	Ayu Widia Achmad	100
11	Azzah Nur Laila	15
12	Eka Septianingrum	10
13	Eva Lailatul Maghfiroh	80
14	Faqih Rasichul Ilmi	65
15	Ghazi Diarra Wahyudi	90
16	Iklila Abdiyatus Sholihah	60
17	Khanin Maghfiron Ni'mah	80
18	May Zhahara Insani Vara B.	45
19	Muhammad Asroqul Asyiqin	50
20	Muhammad Azid Zuhri	25
21	Muhammad Dhani Abqori	40
22	Muhammad Fahrur Rohzi	30
23	Naysyilla Ainun Najwa R.	35
24	Nila Maya Sari	65
25	Nor Azizah Naharil M.	30
26	Siti Nur Aini Hasanah	35
27	Siti Varikhatus Saniyah	40
28	Yunita Dwi Amalia	90
29	Zakiyya Nur Khuzaimah	90
30	Zakiya Muzayana Chariroh	85

Appendix 7 : Pre Test Score Between Experimental Class and Control Class

No	Code	Score	No	Code	Score
1	E-1	52	1	C-1	68
2	E-2	48	2	C-2	64
3	E-3	40	3	C-3	76
4	E-4	44	4	C-4	48
5	E-5	60	5	C-5	44
6	E-6	52	6	C-6	76
7	E-7	40	7	C-7	40
8	E-8	68	8	C-8	64
9	E-9	56	9	C-9	60
10	E-10	60	10	C-10	72
11	E-11	48	11	C-11	44
12	E-12	64	12	C-12	52
13	E-13	56	13	C-13	48
14	E-14	68	14	C-14	56
15	E-15	44	15	C-15	60
16	E-16	48	16	C-16	68
17	E-17	64	17	C-17	72
18	E-18	60	18	C-18	40
19	E-19	56	19	C-19	60
20	E-20	48	20	C-20	48
21	E-21	56	21	C-21	40
22	E-22	76	21	C-22	60
23	E-23	76	23	C-23	52
24	E-24	48	24	C-24	40
25	E-25	68	25	C-25	56
26	E-26	72	26	C-26	48
27	E-27	76	27	C-27	72
28	E-28	72	28	C-28	64
29	E-29	44	29	C-29	48
30	E-30	64	30	C-30	52

Appendix 8 : Post Test Score Between Experimental Class and Control Class

No	Code	Score	No	Code	Score
1	E-1	86	1	C-1	92
2	E-2	88	2	C-2	88
3	E-3	72	3	C-3	96
4	E-4	76	4	C-4	72
5	E-5	80	5	C-5	76
6	E-6	86	6	C-6	92
7	E-7	72	7	C-7	76
8	E-8	80	8	C-8	72
9	E-9	84	9	C-9	80
10	E-10	80	10	C-10	92
11	E-11	72	11	C-11	72
12	E-12	80	12	C-12	80
13	E-13	84	13	C-13	72
14	E-14	92	14	C-14	88
15	E-15	76	15	C-15	86
16	E-16	88	16	C-16	76
17	E-17	88	17	C-17	80
18	E-18	96	18	C-18	88
19	E-19	88	19	C-19	84
20	E-20	76	20	C-20	86
21	E-21	86	21	C-21	76
22	E-22	96	22	C-22	88
23	E-23	96	23	C-23	80
24	E-24	92	24	C-24	88
25	E-25	80	25	C-25	72
26	E-26	92	26	C-26	84
27	E-27	96	27	C-27	96
28	E-28	92	28	C-28	88
29	E-29	88	29	C-29	84
30	E-30	80	30	C-30	80

Appendix 9 : The Result of Validity

[illegible]

Correlations											
p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20	total
.426*	0,106	0,347	.591**	0,342	0,071	.480**	0,120	.484**	0,085	.665**	.659**
0,019	0,578	0,060	0,001	0,064	0,710	0,007	0,527	0,007	0,656	0,000	0,000
30	30	30	30	30	30	30	30	30	30	30	30
.508**	0,356	0,238	.522**	.433*	0,193	.739**	0,327	.612**	.444*	.714**	.776**
0,004	0,053	0,206	0,003	0,017	0,307	0,000	0,077	0,000	0,014	0,000	0,000
30	30	30	30	30	30	30	30	30	30	30	30
0,342	0,309	0,309	.381*	0,250	.446*	0,213	-0,094	0,000	0,000	0,333	.413*
0,064	0,097	0,097	0,038	0,183	0,014	0,258	0,619	1,000	1,000	0,072	0,023
30	30	30	30	30	30	30	30	30	30	30	30
0,148	0,196	0,106	.386*	0,098	0,093	0,146	0,157	0,035	0,198	.451*	.415*
0,434	0,299	0,578	0,035	0,607	0,626	0,441	0,407	0,856	0,295	0,012	0,023
30	30	30	30	30	30	30	30	30	30	30	30
.569**	0,257	0,347	.451*	0,342	0,071	.480**	0,259	.484**	.367*	.665**	.671**
0,001	0,171	0,060	0,012	0,064	0,710	0,007	0,167	0,007	0,046	0,000	0,000
30	30	30	30	30	30	30	30	30	30	30	30
0,208	-0,218	.364*	0,202	0,141	0,079	0,151	0,134	0,167	0,272	0,336	.403*
0,271	0,247	0,048	0,285	0,456	0,679	0,426	0,481	0,379	0,146	0,069	0,027
30	30	30	30	30	30	30	30	30	30	30	30
.508**	0,059	.386*	0,247	.722**	0,354	.585**	0,191	.612**	.722**	.714**	.727**
0,004	0,755	0,035	0,188	0,000	0,055	0,001	0,312	0,000	0,000	0,000	0,000
30	30	30	30	30	30	30	30	30	30	30	30
0,302	.395*	0,263	0,223	0,107	0,154	0,193	.564**	0,113	0,339	0,233	.402*
0,104	0,031	0,160	0,236	0,575	0,415	0,306	0,001	0,552	0,067	0,215	0,028
30	30	30	30	30	30	30	30	30	30	30	30
0,247	0,132	0,161	0,086	0,048	0,005	0,223	0,144	0,101	0,027	.457*	.429*
0,189	0,486	0,394	0,651	0,803	0,978	0,236	0,448	0,596	0,885	0,011	0,018

[illegible]

[illegible]

Correlations										
		p1	p2	p3	p4	p5	p6	p7	p8	p9
p19	Pearson Correlation	0,085	.444*	0,000	0,198	.367*	0,272	.722**	0,339	0,027
	Sig. (2-tailed)	0,656	0,014	1,000	0,295	0,046	0,146	0,000	0,067	0,885
	N	30	30	30	30	30	30	30	30	30
p20	Pearson Correlation	.665**	.714**	0,333	.451*	.665**	0,336	.714**	0,233	.457*
	Sig. (2-tailed)	0,000	0,000	0,072	0,012	0,000	0,069	0,000	0,215	0,011
	N	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	.659**	.776**	.413*	.415*	.671**	.403*	.727**	.402*	.429*
	Sig. (2-tailed)	0,000	0,000	0,023	0,023	0,000	0,027	0,000	0,028	0,018
	N	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

[illegible]

Appendix 10 : The Result of Reliability

Reliability Statistics

Cronbach's	
Alpha	N of Items
,899	20

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
p1	10,8000	28,372	0,605	0,892
p2	10,8333	27,661	0,737	0,888
p3	10,7667	29,771	0,338	0,899
p4	11,0667	29,720	0,339	0,900
p5	10,8000	28,303	0,619	0,892
p6	10,9333	29,720	0,323	0,900
p7	10,8333	27,937	0,681	0,890
p8	11,1667	29,937	0,332	0,899
p9	11,0000	29,586	0,352	0,899
p10	10,8000	27,890	0,703	0,889
p11	10,7333	29,857	0,333	0,899
p12	11,1333	29,085	0,491	0,895
p13	10,8667	28,051	0,649	0,891
p14	10,7667	28,185	0,659	0,891
p15	10,6667	29,885	0,362	0,898
p16	10,7000	28,562	0,625	0,892
p17	10,9000	29,748	0,319	0,900
p18	10,6333	29,137	0,562	0,894
p19	10,8333	28,144	0,639	0,891
p20	11,0000	26,966	0,870	0,884

Appendix 11 : The Result of Degree of Difficulty

Item pertanyaan	Jawaban benar	Kriteria	Hasil
soal 1	19	0,63	Soal sedang
soal 2	18	0,60	Soal sedang
soal 3	20	0,67	Soal sedang
soal 4	11	0,37	Soal sedang
soal 5	19	0,63	Soal sedang
soal 6	15	0,50	Soal sedang
soal 7	18	0,60	Soal sedang
soal 8	8	0,27	soal sukar
soal 9	13	0,43	Soal sedang
soal 10	19	0,63	Soal sedang
soal 11	21	0,70	Soal sedang
soal 12	9	0,30	soal sukar
soal 13	17	0,57	Soal sedang
soal 14	20	0,67	Soal sedang
soal 15	23	0,77	Soal mudah
soal 16	22	0,73	Soal mudah
soal 17	16	0,53	Soal sedang
soal 18	24	0,80	Soal mudah
soal 19	18	0,60	Soal sedang
soal 20	13	0,43	Soal sedang

Appendix 12 : The Result of Discriminating Power

Upper Group									
Nama	p1	p2	p3	p4	p5	p6	p7	p8	p9
Ayu Widia Achmad	1	1	1	1	1	1	1	1	1
Ahmad Subbanulyaum	1	1	1	1	1	1	1	0	1
Yunita Dwi Amalia	1	1	1	0	1	1	1	1	0
Afiatul Jannah	1	1	1	1	1	1	1	0	1
Arizona Firnanda	1	1	1	0	1	1	1	1	1
Zakiya Muzayana Chariroh	1	1	1	1	1	1	1	0	0
Adzra Tsania Safinatunnajah	1	1	1	1	1	0	1	0	0
Ayu Puspita Sari	1	1	1	1	1	1	1	0	1
Eka Septianingrum	1	1	1	0	1	1	1	1	1
Khanin Maghfiron Ni'mah	1	1	0	1	1	0	1	0	1
Zakiyya Nur Khuzaimah	1	1	0	1	1	1	1	1	1
Faqih Rasichul Ilmi	0	1	1	0	0	0	1	1	0
Iklila Abdiyatus Sholihah	1	1	1	0	1	0	1	0	0
Nila Maya Sari	1	1	1	0	1	0	1	0	1
Eva Lailatul Maghfiroh	1	0	1	0	1	1	0	1	0

Upper Group											
p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20	Nilai
1	1	1	1	1	1	1	1	1	1	1	20
1	1	1	1	1	1	1	0	1	1	1	18
1	1	1	1	1	1	1	1	1	1	1	18
1	1	1	1	1	1	1	0	1	1	1	18
1	1	1	1	1	1	1	1	1	1	1	19
1	1	0	1	1	1	1	1	1	1	1	17
1	1	1	1	1	1	1	1	1	1	1	17
1	0	0	1	1	1	1	1	1	1	1	17
1	1	1	1	1	1	1	1	1	1	1	19
1	1	0	1	1	1	1	1	1	1	1	16
1	1	0	1	1	1	1	1	1	1	1	18
1	1	0	1	1	1	1	1	1	1	0	13
0	1	0	0	1	1	1	0	1	1	1	12
1	1	0	0	1	1	1	0	1	0	1	13
1	1	0	1	1	1	1	0	1	1	0	10

Lower Group											
p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20	Nilai
0	1	0	0	0	1	0	1	0	0	0	7
0	0	0	0	0	1	0	0	0	0	0	2
0	1	0	0	0	1	0	1	0	0	0	5
0	1	0	0	0	0	0	0	0	0	0	3
0	1	0	0	0	1	0	0	0	0	0	3
1	1	0	0	0	0	1	1	1	1	0	9
0	1	0	1	0	0	0	1	1	0	0	6
0	0	0	0	0	0	1	1	1	0	0	7
0	0	0	1	0	0	1	0	1	0	0	8
1	0	0	0	0	0	1	0	1	0	0	9
1	1	0	1	1	1	1	0	1	0	0	10
1	0	1	1	1	1	0	0	0	0	0	8
1	0	1	0	1	0	0	1	1	1	0	8
0	0	0	0	1	1	1	0	1	1	0	7
0	0	0	0	1	1	1	0	1	1	0	6

	p1	p2	p3	p4	p5	p6	p7	p8	p9
Rata-rata kelompok atas	0,93	0,93	0,87	0,53	0,93	0,67	0,93	0,47	0,6
Rata-rata kelompok bawah	0,4	0,27	0,47	0,2	0,33	0,4	0,27	0,13	0,27
Daya beda	0,53	0,67	0,4	0,33	0,6	0,27	0,67	0,33	0,33
Kriteria	Baik	Baik sekali	Baik	Cukup	Baik	Cukup	Baik sekali	Cukup	Cukup

p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20
0,93	0,93	0,47	0,87	1	1	1	0,67	1	0,93	0,87
0,33	0,47	0,13	0,27	0,33	0,53	0,47	0,4	0,6	0,27	0
0,6	0,47	0,33	0,6	0,67	0,47	0,53	0,27	0,4	0,67	0,87
Baik	Baik	Cukup	Baik	Baik sekali	Baik	Baik	Cukup	Baik	Baik sekali	Baik sekali

Appendix 13 : The Result of Normality of Pre-Test in Experimental and Control

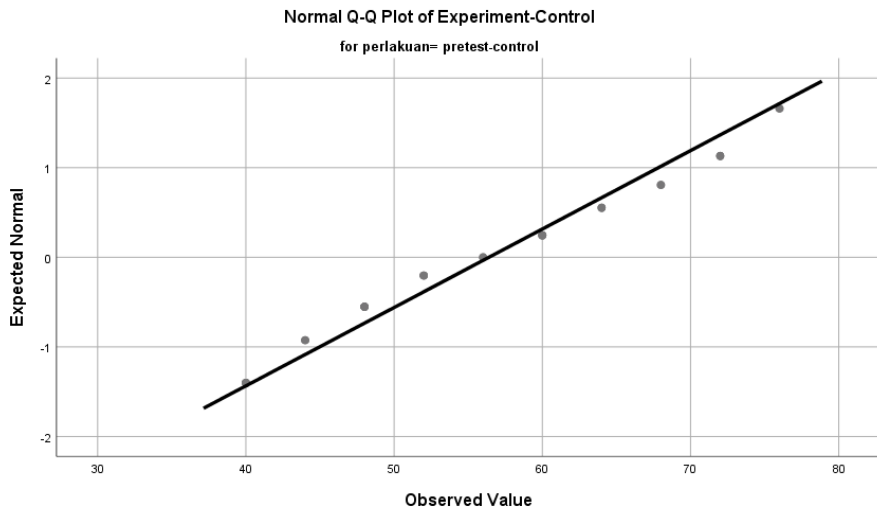
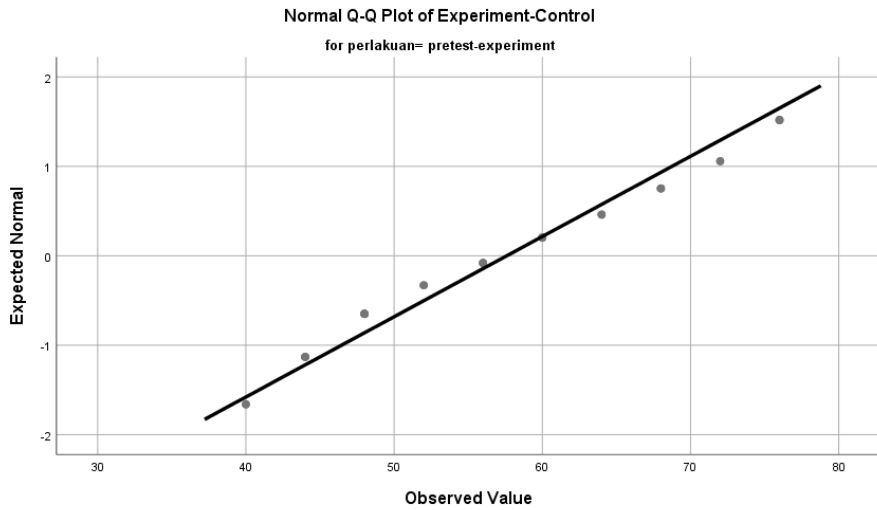
Descriptive Statistics

	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation	Variance
Pretest eksperiment	30	36,00	40,00	76,00	1728,00	57,6000	11,14667	124,248
Posttest eksperiment	30	24,00	72,00	96,00	2542,00	84,7333	7,49222	56,133
Pretest control	30	36,00	40,00	76,00	1692,00	56,4000	11,42773	130,593
Posttest control	30	24,00	72,00	96,00	2484,00	82,8000	7,42038	55,062
Valid (listwise)	N 30							

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Perlakuan	Statistic	df	Sig.	Statistic	df	Sig.
Experiment- Control	pretest- experiment	,139	30	,145	,945	30	,127
	pretest- control	,136	30	,168	,939	30	,086

a. Lilliefors Significance Correction



Appendix 14 : The Result of Normality of Post-Test in Experimental and Control Class

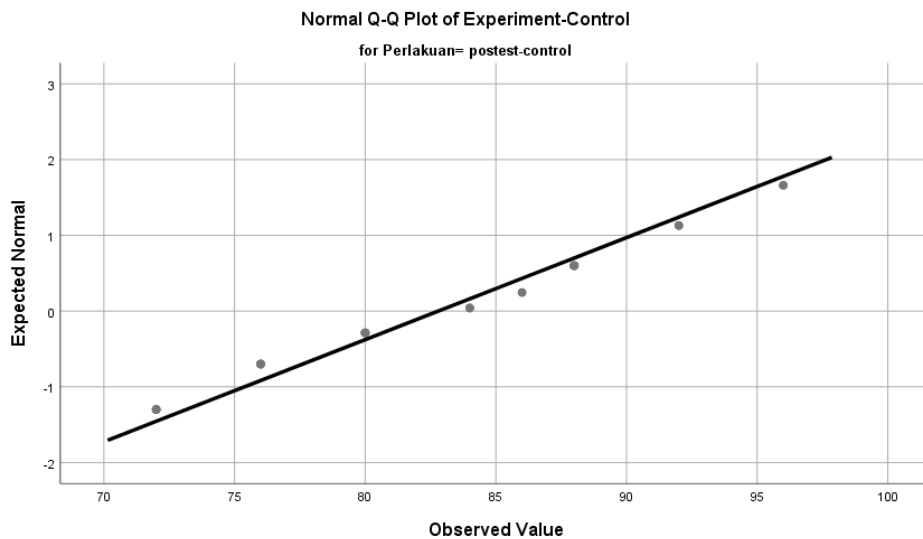
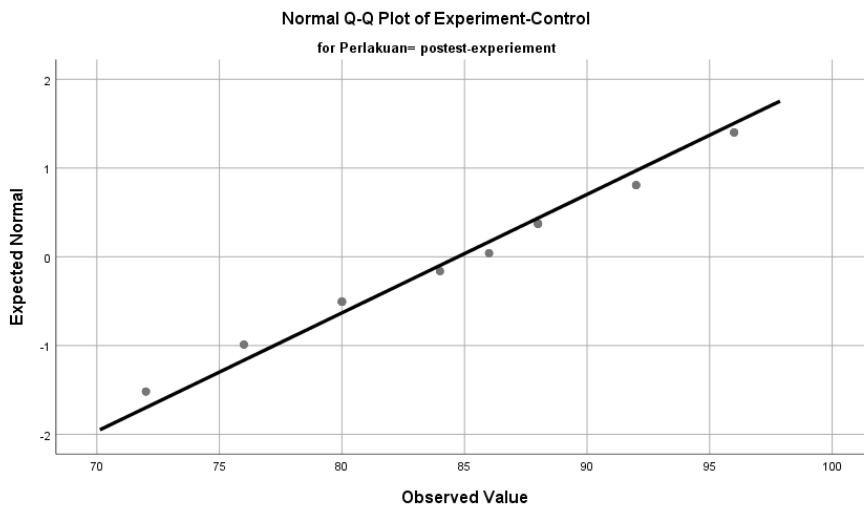
Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest eksperiment	30	36,00	40,00	76,00	1728,00	57,6000	11,14667	124,248
Posttest eksperiment	30	24,00	72,00	96,00	2542,00	84,7333	7,49222	56,133
Pretest control	30	36,00	40,00	76,00	1692,00	56,4000	11,42773	130,593
Posttest control	30	24,00	72,00	96,00	2484,00	82,8000	7,42038	55,062
Valid N (listwise)	30							

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Perlakuan	Statistic	df	Sig.	Statistic	df	Sig.
Experiment-Control	posttest-experiement	,136	30	,163	,940	30	,090
	posttest-control	,125	30	,200*	,935	30	,067

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



Appendix 15 : The Result of Homogeneity of Pre Test between Experimental Class and Control Class

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Experiment- Control	Based on Mean	,048	1	58	,827
	Based on Median	,069	1	58	,794
	Based on Median and with adjusted df	,069	1	57,806	,794
	Based on trimmed mean	,045	1	58	,833

Appendix 16 : The Result of Homogeneity of Post Test between Experimental and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Experiment- Control	Based on Mean	,004	1	58	,949
	Based on Median	,004	1	58	,950
	Based on Median and with adjusted df	,004	1	57,779	,950
	Based on trimmed mean	,006	1	58	,938

Appendix 17 : The Result of Paired Sample Test in Experiment Class

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 Eksperimen - Posttest Eksperimen	-27.13333	8.89298	1.62363	-30.45403	-23.81264	-16.712	29	.000

Appendix 18 : The Result of Paired Sample Test in Control Class

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 Kontrol Posttest Kontrol	-26.40000	10.01241	1.82801	-30.13869	-22.66131	-14.442	29	.000

Appendix 19 : The Result of Independent Sample Test

Independent Samples Test									
		Levene's Test for Equality of Variance s		t-test for Equality of Means					
		F	Sig .	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Data	Equal variances assumed	.004	.949	1.004	58	.319	1.93333	1.92523	-1.92043 5.78710
	Equal variances not assumed			1.004	57.995	.319	1.93333	1.92523	-1.92044 5.78711

Appendix 20 : Lesson Plan for Experimental Class

Lesson Plan (Experimental Class)

School	: Madrasah Aliyah Tayu
Subject	: English
Class/Semester	: XI/2nd Semester
Text Type	: Recount Text
Skill	: Listening
Time Allocation	: 2 x 45 minutes (2 meetings)

A. Standard Competence

1. Understanding the meaning in the transactional conversation and interpersonal official and sustained as well as in the daily context.

B. Basic Competence

- 1.14 Understand social function, text structure, and linguistic elements of the text recount in the form of lectures, based on the context of the use.
- 4.18. Capturing the meaning of oral and written recount text in the form of short lectures and its simple use.

C. Indicators

1. Identifying the social function of recount text.
2. Identifying the generic structure of recount text.
3. Identifying the language feature of recount text.
4. Answering the question based on the TED Talk video.

D. Learning Objective

1. Students will be able to identifying recount text.
2. Students will be able to identifying the generic structure of recount text.
3. Students will be able to answer the question based on TED Talk video.

E. Learning Materials

1. Recount Text : Recount text is a text that telling the reader about the past events or past experiences.

2. Generic Structure :

- a. Orientation : Tells about background information about who, where, when the event or event occurred.
 - b. Events : Narrating a series of events that occurred in chronological order.
 - c. Reorientations : Contains a summary of all the events described. It can also be a comment or a personal impression of events that happen.
3. The Purpose of Recount Text is to tell the readers what happen in the past through a sequence of events.

F. Teaching Methods

- a. Method : Question and Answer
- b. Approach : Exploration, Elaboration, Confirmation

G. Media and Learning Source

- a. Media : LCD Projector, Laptop, Sounds, Spidol, TED Talk video.
- b. Learning Source : TED Talk video on Youtube.

H. Teaching Learning Process

1. First Meeting

Phase	Activities	Time Allocation
Opening	1) Teacher greets the student and ask student to pray before they start to study. 2) Teacher checking student presence. 3) Teacher ask some questions from previous material. 4) Teacher gives motivation to students. 5) Teacher informs about the purpose of todays lesson, learning activities, and assesment to students.	5 minutes
Core	• Exploration 1) Students will be guided to explore the information about recount text. 2) Students will be explained about recount text. 3) Students deals with difficult word used in the	35 minutes

	context. 4) Teacher guides students to pronounce some difficult vocabulary. <ul style="list-style-type: none"> • Elaboration 1) Teacher give sequence TED Talk video to teach the class. <ul style="list-style-type: none"> • Confirmation 1) Teacher check the students understanding of material by giving some questions.	
Closing	1) Teachers and student draw conclusions about what they have learned. 2) The teacher gives a preview of the next meeting 3) Teacher gives motivations to students. 4) Teacher close the learning process.	5 minutes

2. Second Meeting

Phase	Activities	Time Allocation
Opening	1) Teacher greets the students and ask student to pray before they start to study. 2) Teacher checking student presence. 3) Teacher ask some questions from previous material. 4) Teacher gives motivation to students. 5) Teacher informs about the purpose of todays lesson, learning activities, and assesment to students.	5 minutes
Core	<ul style="list-style-type: none"> • Exploration 1) Students will be guided to explore the information about recount text. 2) Students will be guided to explain about the structure of text. 3) Students identification the social function of structure of the text, such as place, time and main characters. <ul style="list-style-type: none"> • Elaboration 	35 minutes

) Teacher give sequence TED Talk video to teach the class.) Teacher ask students to answer the question individually based on the TED Talk video. • Confirmation 1) Teacher check the students understanding of material by giving some questions. 2) Answering questions based on TED Talk video.	
Closing	1) Teachers and student draw conclusions about what they have learned. 2) The teacher gives a preview of the next meeting. 3) Teacher gives motivations to students. 4) Teacher close the learning process.	5 minutes

I. Assesment

1. Knowledge

- Type : Test in the form of exercise. The assesment involves by calculating the correct answers to the number of questions given
- Technique : Written
- Form : Multiple choices

J. Aspect of Assesment

- The accuracy in answering the questions

Point of every correct answer 1

Point of every incorrect answer 0

Maximum point 10

The maximum point x 10 = 100

The Courage To Tell A Hidden Story

When I turned 19, I started my career as the first female photojournalist in the Gaza Strip, Palestine. My work as a woman photographer was considered a serious insult to local traditions, and created a lasting stigma for me and my family.

The male-dominated field made my presence unwelcome by all possible means. They made clear that a woman must not do a man's job. Photo agencies in Gaza refused to train me because of my gender. The "No" sign was pretty clear. Three of my colleagues went as far as to drive me to an open air strike area where the explosion sounds were the only thing I could hear. Dust was flying in the air, and the ground was shaking like a swing beneath me. I only realized we weren't there to document the event when the three of them got back into the armored Jeep and drove away, waving and laughing, leaving me behind in the open air strike zone. For a moment, I felt terrified, humiliated, and sorry for myself. My colleagues' action was not the only death threat I have received, but it was the most dangerous one. The perception of women's life in Gaza is passive. Until a recent time, a lot of women were not allowed to work or pursue education. At times of such doubled war including both social restrictions on women and the Israeli-Palestinian conflict, women's dark and bright stories were fading away. To men, women's stories were seen as inconsequential. I started paying closer attention to women's lives in Gaza. Because of my gender, I had access to worlds where my colleagues were forbidden.

Beyond the obvious pain and struggle, there was a healthy dose of laughter and accomplishments. In front of a police compound in Gaza City during the first war in Gaza, an Israeli air raid managed to destroy the compound and break my nose. For a moment, all I saw was white, bright white, like these lights. I thought to myself I either got blind or I was in heaven. By the time I managed to open my eyes, I had documented this moment. Mohammed Khader, a Palestinian worker who spent two decades in Israel, as his retirement plan, he decided to build a four-floor house, only by the first field operation at his neighborhood, the house was flattened to the ground. Nothing was left but the pigeons he raised and a jacuzzi, a bathtub that he got from Tel Aviv. Mohammed got the bathtub on the top of the rubble and started giving his kids an every morning bubble bath. My work is not meant to hide the scars of war, but to show the full frame of unseen stories of Gazans.

As a Palestinian female photographer, the journey of struggle, survival and everyday life has inspired me to overcome the community taboo and see a different side of war and its aftermath. I became a witness with a choice: to run away or stand still. Thank you.

Source : TED Talk channel on Youtube platform

https://www.ted.com/talks/eman_mohammed_the_courage_to_tell_a_hidden_story/transcript?language=en

1. What is the type of the text above ?
 - a. Narrative Text
 - b. Recount Text
 - c. Procedure Text
 - d. Report Text
2. Who is in the story ?
 - a. Anna Mohammed
 - b. Sara Mohammed
 - c. Eman Mohammed
 - d. Mohammed Eman
3. Where is the speaker's started her career as photojournalist ?
 - a. Gaza Strip, Palestine
 - b. Jabalia, Palestine
 - c. Rafah, Palestine
 - d. Yordania
4. At what age did the speaker her career ?
 - a. 19 years old
 - b. 16 years old
 - c. 20 years old
 - d. 22 years old
5. Why photo agencies in Gaza refused to train her ?
 - a. Because of her age
 - b. Because of her gender
 - c. Because of her parent
 - d. Because of her country
6. What is the perception of women's life in Gaza ?
 - a. Passive
 - b. Active
 - c. Semi Passive
 - d. Semi Active
7. How many colleagues which went and drive her to an open air strike area ?
 - a. Five
 - b. Four
 - c. Three
 - d. Two
8. From where did Mohammed got the bathtub ?
 - a. Palestine
 - b. Tel Aviv
 - c. India
 - d. Gaza
9. Who is Palestinian worker who spent two decades in Israel ?
 - a. Mohammed Khalid
 - b. Mohammed Kharim
 - c. Mohammed Khalil
 - d. Mohammed Khader
10. What the choice she had after became the witness ?
 - a. To run away or stay still
 - b. To just watch
 - c. To not doing nothing
 - d. To tell the world

Lesson Plan (Experimental Class)

School	: Madrasah Aliyah Taya
Subject	: English
Class/Semester	: XI/2nd Semester
Text Type	: Recount Text
Skill	: Listening
Time Allocation	: 1 x 45 minutes (1 meeting)

A. Standard Competence

1. Understanding the meaning in the transactional conversation and interpersonal official and sustained as well as in the daily context.

B. Basic Competence

- 3.14 Understand social function, text structure, and linguistic elements of the text *recount* in the form of lectures, based on the context of the use.
- 4.18. Capturing the meaning of oral and written *recount* text in the form of short lectures and its simple use.

C. Indicators

1. Identifying the social function of *recount* text.
2. Identifying the generic structure of *recount* text.
3. Identifying the language feature of *recount* text.
4. Answering the question based on the TED Talk video.

D. Learning Objective

1. Students will be able to identifying *recount* text.
2. Students will be able to identifying the generic structure of *recount* text.
3. Students will be able to answer the question based on the TED Talk video.

E. Learning Materials

1. *Recount Text* : *Recount* text is a text that telling the reader about the past events or past experiences.

2. Generic Structure :

- a. Orientation : Tells about background information about who, where, when the event or event occurred.
- b. Events : Narrating a series of events that occurred in chronological order.
- c. Reorientations : Contains a summary of all the events described. It can also be a comment or a personal impression of events that happen.

3. The Purpose of Recount Text is to tell the readers what happen in the past through a sequence of events.

F. Teaching Methods

- a. Method : Question and Answer
- b. Approach : Exploration, Elaboration, Confirmation

G. Media and Learning Source

- a. Media : LCD Projector, Laptop, Sounds, Spidol, TED Talk video.
- b. Learning Source : TED Talk video on Youtube.

H. Teaching Learning Process

3. Third Meeting

Phase	Activities	Time Allocation
Opening	1) Teacher greets the student, ask about the student's health, prayed. 2) Teacher checking student presence. 3) Teachers gives motivation for students. 4) Teacher convey the purpose and benefits of learning on the topic to be taught to students.	5 minutes
Core	<ul style="list-style-type: none">• Exploration 1) Students will be guided to explore the information about recount text. 2) The teacher will be explained about linguistic elements such as simple past tense, conjunction, adverb and adverbial phrase, action verbs.• Elaboration 1) Teacher give sequence TED Talk video to teach the class. 2) Teacher ask students to answer the question individually based on the TED Talk video.	35 minutes

) Teacher give sequence TED Talk video to teach the class.) Teacher ask students to answer the question individually based on the TED Talk video. • Confirmation 1) Teacher check the students understanding of material by giving some questions. 2) Answering questions based on TED Talk video.	
Closing	1) Teachers and student draw conclusions about what they have learned. 2) The teacher gives a preview of the next meeting. 3) Teacher gives motivations to students. 4) Teacher close the learning process.	5 minutes

I. Assesment

1. Knowledge

- Type : Test in the form of exercise. The assesment involves by calculating the correct answers to the number of questions given
- Technique : Written
- Form : Multiple choices

J. Aspect of Assesment

- The accuracy in answering the questions

Point of every correct answer 1

Point of every incorrect answer 0

Maximum point 10

The maximum point x 10 = 100

The Courage To Tell A Hidden Story

When I turned 19, I started my career as the first female photojournalist in the Gaza Strip, Palestine. My work as a woman photographer was considered a serious insult to local traditions, and created a lasting stigma for me and my family.

The male-dominated field made my presence unwelcome by all possible means. They made clear that a woman must not do a man's job. Photo agencies in Gaza refused to train me because of my gender. The "No" sign was pretty clear. Three of my colleagues went as far as to drive me to an open air strike area where the explosion sounds were the only thing I could hear. Dust was flying in the air, and the ground was shaking like a swing beneath me. I only realized we weren't there to document the event when the three of them got back into the armored Jeep and drove away, waving and laughing, leaving me behind in the open air strike zone. For a moment, I felt terrified, humiliated, and sorry for myself. My colleagues' action was not the only death threat I have received, but it was the most dangerous one. The perception of women's life in Gaza is passive. Until a recent time, a lot of women were not allowed to work or pursue education. At times of such doubled war including both social restrictions on women and the Israeli-Palestinian conflict, women's dark and bright stories were fading away. To men, women's stories were seen as inconsequential. I started paying closer attention to women's lives in Gaza. Because of my gender, I had access to worlds where my colleagues were forbidden.

Beyond the obvious pain and struggle, there was a healthy dose of laughter and accomplishments. In front of a police compound in Gaza City during the first war in Gaza, an Israeli air raid managed to destroy the compound and break my nose. For a moment, all I saw was white, bright white, like these lights. I thought to myself I either got blind or I was in heaven. By the time I managed to open my eyes, I had documented this moment. Mohammed Khader, a Palestinian worker who spent two decades in Israel, as his retirement plan, he decided to build a four-floor house, only by the first field operation at his neighborhood, the house was flattened to the ground. Nothing was left but the pigeons he raised and a jacuzzi, a bathtub that he got from Tel Aviv. Mohammed got the bathtub on the top of the rubble and started giving his kids an every morning bubble bath. My work is not meant to hide the scars of war, but to show the full frame of unseen stories of Gazans.

As a Palestinian female photographer, the journey of struggle, survival and everyday life has inspired me to overcome the community taboo and see a different side of war and its aftermath. I became a witness with a choice: to run away or stand still. Thank you.

Source : TED Talk channel on Youtube platform

https://www.ted.com/talks/eman_mohammed_the_courage_to_tell_a_hidden_story/transcript?language=en

1. I started my career as the first female _____ in the Gaza Strip, Palestine.
 - a. Photographer
 - b. Singer
 - c. Photojournalist
 - d. Actrees
2. For a moment, I felt _____, _____ and sorry for myself.
 - a. Happy, excited
 - b. Gloomy, sad
 - c. Amazing, blessing
 - d. Terrified, humiliated
3. ___ a recent time, a lot of women were not allowed to work or pursue education.
 - a. Almost
 - b. Finally
 - c. Untill
 - d. After that
4. I _____ to open my eyes.
 - a. Manage
 - b. Manages
 - c. Managing
 - d. Managed
5. I st paying closer attention to women's lives in Gaza.
 - a. Start
 - b. Started
 - c. Starts
 - d. Starting
6. I _____ a witness with a choice: to run away or stand still.
 - a. Became
 - b. Become
 - c. Becoming
 - d. Becomes
7. What does the meaning of *explosion* in Indonesia ?
 - a. Ledakan
 - b. Guncangan
 - c. Teriakan
 - d. Gaungan
8. What does the meaning of *waving* in Indonesia ?
 - a. Menepuk
 - b. Mengangkat
 - c. Melambai
 - d. Mengayun
9. What does the meaning of *destroy* in Indonesia ?
 - a. Menjatuhkan
 - b. Menghancurkan
 - c. Mengembalikan
 - d. Memulihkan
10. What does the meaning of *purue* in Indonesia ?
 - a. Mengejar
 - b. Menolak
 - c. Meninggalkan
 - d. Melupakan

Appendix 21 : Lesson Plan of Control Class

Lesson Plan (Control Class)

School	: Madrasah Aliyah Tayu
Subject	: English
Class/Semester	: XI/2nd Semester
Text Type	: Recount Text
Skill	: Listening
Time Allocation	: 2 x 45 minutes (2 meetings)

A. Standard Competence

1. Understanding the meaning in the transactional conversation and interpersonal official and sustained as well as in the daily context.

B. Basic Competence

- 3.14 Understand social function, text structure, and linguistic elements of the text recount in the form of lectures, based on the context of the use.
- 4.18. Capturing the meaning of oral and written recount text in the form of short lectures and its simple use.

C. Indicators

1. Identifying the social function of recount text.
2. Identifying the generic structure of recount text.
3. Identifying the language feature of recount text.
4. Answering the question based on audio.

D. Learning Objective

1. Students will be able to identifying recount text.
2. Students will be able to identifying the generic structure of recount text.
3. Students will be able to answer the question based on audio and story.

E. Learning Materials

1. Recount Text : Recount text is a text that telling the reader about the past events or past experiences.
2. Generic Structure :

a. Orientation : Tells about background information about who, where, when the event or event occurred.

b. Events : Narrating a series of events that occurred in chronological order.

c. Reorientations : Contains a summary of all the events described. It can also be a comment or a personal impression of events that happen.

3. The Purpose of Recount Text is to tell the readers what happen in the past through a sequence of events.

F. Teaching Methods

a. Method : Question and Answer

b. Approach : Exploration, Elaboration, Confirmation

G. Media and Learning Source

a. Media : LCD Projector, Laptop, Sounds, Spidol.

b. Learning Source :Audio.

H. Teaching Learning Process

I. First Meeting

Phase	Activities	Time Allocation
Opening	1) Teacher greets the students and ask student to pray before they start to study. 2) Teacher checking student presence. 3) Teacher ask some questions from previous material. 4) Teacher gives motivation to students. 5) Teacher informs about the purpose of todays lesson, learning activities, and assesment to students.	5 minutes
Core	<ul style="list-style-type: none">• Exploration 1) Students will be guided to explore the information about recount text. 2) Students will be explained about recount text and vocabulary. 3) Students deals with difficult word used in the context 4) Teacher guides students to pronounce some difficult vocabulary.	35 minutes

	<ul style="list-style-type: none"> • Elaboration <ol style="list-style-type: none"> 1) Teacher give sequence audio to teach the class. 2) Teacher reads the text orally. <ul style="list-style-type: none"> • Confirmation <ol style="list-style-type: none"> 1) Teacher check the students understanding of material by giving some questions. 	
Closing	<ol style="list-style-type: none"> 1) Teachers and student draw conclusions about what they have learned. 2) The teacher gives a preview of the next meeting 3) Teacher gives motivations to students. 4) Teacher close the learning process. 	5 minutes

• **Second Meeting**

Phase	Activities	Time Allocation
Opening	<ol style="list-style-type: none"> 1) Teacher greets the students and ask students to pray before they start to study. 2) Teacher checking student presence. 3) Teacher ask some questions from previous material. 4) Teacher gives motivation to students. 5) Teacher informs about the purpose of todays lesson, learning activities, and assesment to students. 	5 minutes
Core	<ul style="list-style-type: none"> • Exploration <ol style="list-style-type: none"> 1) Students will be guided to explore the information about recount text. 2) Students will be guided to explain about the structure of text. 3) Students identification the social function of structure of the text. <ul style="list-style-type: none"> • Elaboration <ol style="list-style-type: none"> 1) Teacher give sequence audio to teach the class. 2) Teacher ask students to answer the question individually based on th audio and the story. <ul style="list-style-type: none"> • Confirmation <ol style="list-style-type: none"> 1) Teacher check the students understanding of material by 	35 minutes

) Teacher give sequence TED Talk video to teach the class.) Teacher ask students to answer the question individually based on the TED Talk video. <ul style="list-style-type: none"> • Confirmation 1) Teacher check the students understanding of material by giving some questions. 2) Answering questions based on TED Talk video.	
Closing	1) Teachers and student draw conclusions about what they have learned. 2) The teacher gives a preview of the next meeting. 3) Teacher gives motivations to students. 4) Teacher close the learning process.	5 minutes

I. Assestment

1. Knowledge

- Type : Test in the form of exercise. The assesment involves by calculating the correct answers to the number of questions given
- Technique : Written
- Form : Multiple choices

J. Aspect of Assesment

- The accuracy in answering the questions

Point of every correct answer 1

Point of every incorrect answer 0

Maximum point 10

The maximum point x 10 = 100

My Strange Encounter with a Wild Pig

I want to talk about something I saw in the British Council that is very weird to me. My name is Jannie. I've been working in the British Council Hong Kong for nearly two years. This is a comfy place to work because it's very modern, the building, it's clean and we've got sunshine from outside the window. And surrounding us there are different international, big hotels and they are like Shangri-la, Conrad. And it's like a business area here, an ordinary office area.

Last Sunday, I saw a very strange thing here. We were having lesson with the children – they are four years old and we were in a very big classroom. And because it's very big, so we separated it into two areas. That means we have got two classes there, two teachers and two different groups of children. We started to have the lesson as usual, singing, playing and asking them if they are well that day. And suddenly, the teaching assistant from next door came into my classroom and screamed, saying that 'There is a pig! There is a pig!'. The teacher looked at me and I looked at the teacher – we were like, 'What? What's going on?'. And then so, we left the classroom, we went into the next classroom and then we saw a real pig! It's a wild pig, we believe, and it's very big. It is black in colour and I can't believe I could see a pig in – outside the British Council, in such a business centre in Admiralty here.

So, all the children were very excited to look at the pig and we were so close with (to) the pig, and it's like the pig was just outside the window, in the garden outside, and we were behind the window inside the classroom. And because of the children, they were so excited and they were screaming and patting the window and screamed 'Piggy, piggy, piggy!'. And then we were like, I think we did something that made the pig excited as well. It started to use its very flat big nose to hit the window. It's like trying to enter the classroom, to have lesson with us. And we messed around for about ten minutes and then maybe the pig started to feel bored and so it left the window, walked away. And another strange thing is the pig walked upstairs to another garden because the garden outside is separated into two different areas, downstairs and upstairs. So it walked upstairs. And it's very strange to me!

So after the pig left us, we went back to our classroom and then we had our lesson again, but it's like we all can't calm down and we were thinking about the piggy, the piggy and the children were screaming 'piggy, piggy' and then, it was a very interesting day.

Source : <https://learnenglish.britishcouncil.org/general-english/audio-zone/my-strange-encounter-with-a-wild-pig>

1. What is the type of the text above ?
 - a. Narrative Text
 - b. Recount Text
 - c. Procedure Text
 - d. Report Text
2. Who was in the story ?
 - a. Sally
 - b. Deby
 - c. Jannie
 - d. Eri
3. The purpose of the text is to....
 - a. tell past events
 - b. entertain readers
 - c. report an event to the police
 - d. inform readers about events of the day
4. Where did the writer's working at ?
 - a. British Council Thailand
 - b. British Council Hong Kong
 - c. British Council Korea
 - d. British Council Taiwan
5. How old the children who having the lesson ?
 - a. 3 years old
 - b. 5 years old
 - c. 4 years old
 - d. 2 years old
6. Why the teaching assistant screamed during lesson ?
 - a. Because she saw pig
 - b. Because the class was noisy
 - c. Because she saw a ghost
 - d. Because she saw a cat
7. Why the children were very excited ?
 - a. They were very excited because its time to playing game
 - b. They were very excited because they are going home
 - c. They were very excited because they started to play.
 - d. They were very excited because they can look the pig
8. What was another strange thing happen to the writer ?
 - a. the pig walked upstairs to another garden
 - b. the pig walked upstairs to another class
 - c. the pig walked and entered the class
 - d. the pig suddenly disappear
9. What they did after the pig left them ?
 - a. They still waiting until the pig come back again
 - b. They went back to the classroom and had the lesson again.
 - c. They went home and didn't continue the lesson
 - d. They searched another pig
10. Which one was false from this statement ?
 - a. The pig was wild and very big
 - b. All the children were very excited to look at the pig
 - c. They have got two classes there, two teachers and two different groups of children.
 - d. The work office of the writer is not modern and clean

Lesson Plan (Control Class)

School	: Madrasah Aliyah Tayu
Subject	: English
Class/Semester	: XI/2nd Semester
Text Type	: Recount Text
Skill	: Listening
Time Allocation	: 1 x 45 minutes (1 meeting)

A. Standard Competence

1. Understanding the meaning in the transactional conversation and interpersonal official and sustained as well as in the daily context.

B. Basic Competence

- 3.14 Understand social function, text structure, and linguistic elements of the text recount in the form of lectures, based on the context of the use.
- 4.18 Capturing the meaning of oral and written recount text in the form of short lectures and its simple use.

C. Indicators

1. Identifying the social function of recount text.
2. Identifying the generic structure of recount text.
3. Identifying the language feature of recount text.
4. Answering the question based on the audio and story.

D. Learning Objective

1. Students will be able to identifying recount text.
2. Students will be able to identifying the generic structure of recount text.
3. Students will be able to answer the question based on the audio and story.

E. Learning Materials

1. Recount Text : Recount text is a text that telling the reader about the past events or past experiences.
2. Generic Structure :

a. Orientation : Tells about background information about who, where, when the event or event occurred.

b. Events : Narrating a series of events that occurred in chronological order.

c. Reorientations : Contains a summary of all the events described. It can also be a comment or a personal impression of events that happen.

3. The purpose of recount text is to tell the readers what happen in the past through a sequence of events.

F. Teaching Methods

a. Method : Question and Answer

b. Approach : Exploration, Elaboration, Confirmation

G. Media and Learning Source

a. Media : LCD Projector, Laptop, Sounds, Spidol, TED Talk video.

b. Learning Source : Audio Sound.

H. Teaching Learning Process

3. Third Meeting

Phase	Activities	Time Allocation
Opening	1) Teacher greets the student, ask about the student's health, prayed. 2) Teacher checking student presence. 3) Teachers gives motivation for students. 4) Teacher convey the purpose and benefits of learning on the topic to be taught to students.	5 minutes
Core	<ul style="list-style-type: none">• Exploration 1) Students will be guided to explore the information about recount text. 2) The teacher will be explained about linguistic elements such as simple past tense, conjunction, adverb and adverbial phrase, action verbs.• Elaboration 1) Teacher give sequence audio to teach the class.	35 minutes

) Teacher give sequence TED Talk video to teach the class.) Teacher ask students to answer the question individually based on the TED Talk video. <ul style="list-style-type: none"> • Confirmation 1) Teacher check the students understanding of material by giving some questions. 2) Answering questions based on TED Talk video.	
Closing	1) Teachers and student draw conclusions about what they have learned. 2) The teacher gives a preview of the next meeting. 3) Teacher gives motivations to students. 4) Teacher close the learning process.	5 minutes

I. Assessment

1. Knowledge

- Type : Test in the form of exercise. The assesment involves by calculating the correct answers to the number of questions given
- Technique : Written
- Form : Multiple choices

J. Aspect of Assesment

- The accuracy in answering the questions

Point of every correct answer 1

Point of every incorrect answer 0

Maximum point 10

The maximum point x 10 = 100

My Strange Encounter with a Wild Pig

I want to talk about something I saw in the British Council that is very weird to me. My name is Jannie. I've been working in the British Council Hong Kong for nearly two years. This is a comfy place to work because it's very modern, the building, it's clean and we've got sunshine from outside the window. And surrounding us there are different international, big hotels and they are like Shangri-la, Conrad. And it's like a business area here, an ordinary office area.

Last Sunday, I saw a very strange thing here. We were having lesson with the children – they are four years old and we were in a very big classroom. And because it's very big, so we separated it into two areas. That means we have got two classes there, two teachers and two different groups of children. We started to have the lesson as usual, singing, playing and asking them if they are well that day. And suddenly, the teaching assistant from next door came into my classroom and screamed, saying that 'There is a pig! There is a pig!'. The teacher looked at me and I looked at the teacher – we were like, 'What? What's going on?'. And then so, we left the classroom, we went into the next classroom and then we saw a real pig! It's a wild pig, we believe, and it's very big. It is black in colour and I can't believe I could see a pig in – outside the British Council, in such a business centre in Admiralty here.

So, all the children were very excited to look at the pig and we were so close with (to) the pig, and it's like the pig was just outside the window, in the garden outside, and we were behind the window inside the classroom. And because of the children, they were so excited and they were screaming and patting the window and screamed 'Piggy, piggy, piggy!' And then we were like, I think we did something that made the pig excited as well. It started to use its very flat big nose to hit the window. It's like trying to enter the classroom, to have lesson with us. And we messed around for about ten minutes and then maybe the pig started to feel bored and so it left the window, walked away. And another strange thing is the pig walked upstairs to another garden because the garden outside is separated into two different areas, downstairs and upstairs. So it walked upstairs. And it's very strange to me!

So after the pig left us, we went back to our classroom and then we had our lesson again, but it's like we all can't calm down and we were thinking about the piggy, the piggy and the children were screaming 'piggy, piggy' and then, it was a very interesting day.

Source : <https://learnenglish.britishcouncil.org/general-english/audio-zone/my-strange-encounter-with-a-wild-pig>

1. _____ Sunday, I saw a very strange thing here.
a. A few
b. Last
c. After that
d. Next
2. _____, the teaching assistant from next door came into my classroom and screamed.
a. The following
b. And the
c. And suddenly
d. Then
3. We _____ having lesson with the children.
a. Was
b. Are
c. Were
d. Is
4. So, all the children _____ very excited to look at the pig.
a. Were
b. Was
c. Are
d. Is
5. We _____ to have the lesson as usual
a. Start
b. Started
c. Starting
d. starts
6. The teacher _____ at me and I _____ at the teacher
a. Looked, looked
b. Looked, look
c. Looks, looks
d. Look, looked
7. We _____ back to our classroom and then we _____ our lesson again.
a. Went, were
b. Went, have
c. Went, had
d. Went, was
8. And we _____ around for about ten minutes.
a. Mess
b. Messed
c. Messes
d. Messing
9. What does the **synonym** of *strange* ?

- a. Usual
b. Normal
c. Familiar
d. Weird
10. What does the **antonym** of *wild* ?
a. Tame
b. Feral
c. Fierce
d. Agrestal

Appendix 22: Pre-Test

Pre-Test

The Rhythm of Life

Music has been a part of my life for as long as I can remember. I've played many instruments, but none quite as fascinating as the drums. I think they have the power to move a group of people. Native Americans would use huge drums sending signals and making announcements to neighboring villages miles away. Drummers in the army would create strong driving beats to send soldiers into battle risking their lives. Over the past months, I have explored what makes this instrument different. On the most basic level, the difference between drums and other instruments is that their pitch doesn't contribute to the melody, rather they play a rhythm behind it giving it strength. When you play the drums, it's common to give a little tap or riff to indicate when you're moving into a new section. This gives players who are lost the opportunity to get back into the piece and stay with it. In further exploration, I found that a similar concept applies to having a productive life. I found I compared my day to day to music and where drums fit into it. I found that we, like music, work best in rhythms. I rely on concrete patterns to separate a normal day from free-form jazz. Thank you.

Video downloaded at

https://www.ted.com/talks/david_oliver_rhythm_in_life/transcript?language=id

Choose the correct answer by crossing (x) a,b,c, or d!

1. What is the type of the video?
 - a. Procedure
 - b. Narrative
 - c. Report
 - d. Recount
2. Who is in the story?
 - a. a music lover
 - b. a man
 - c. a musician
 - d. a artist
3. The text above mainly discuss about ...
 - a. The writer's part of life
 - b. The writer's hobby
 - c. The writer's experience of music
 - d. The writer's feeling of music
4. What is the most interesting musical instrument according to the speaker?
 - a. Rhythms
 - b. Drums
 - c. Piano
 - d. Accoustic
5. What is the function of the drum for the military?
 - a. To stay
 - b. To move into a new section
 - c. To create power
 - d. To send soldiers into battle risking their lives

Listen to the video carefully and choose the correct answer!

6. When you play.....

- a. The drums
- b. The beads
- c. The dreams
- d. The music

7. It's common to give or riff.

- a. A top
- b. The little
- c. A little tap
- d. pitch

8. I found that a similar concept applies to having life.

- a. Instrument
- b. The opportunity
- c. transcript
- d. opportunity

9. I found I my day to day to music.

- a. Compared
- b. Comparing
- c. Compares
- d. Compared

10. I explored what makes this instrument different

- a. has
- b. have
- c. am
- d. was

11. What does the **antonym** word of *strenght*?

- a. Energy
- b. Power
- c. Weakness
- d. Firmness

12. What does the **synonym** word of *battle* ?

- a. Fight
- b. Peace
- c. Friendship
- d. Hostility

13. What does the **antonym** word of *similar*?

- a. Alike
- b. Identical
- c. Resemblant
- d. Unlike

14. What does the **antonym** word of *fascinating*?

- a. Charming
- b. Dazzling
- c. Irresistible
- d. Repellent

Appendix 23 :Post-Test

Post-Test

The Rhythm of Life

Music has been a part of my life for as long as I can remember. I've played many instruments, but none quite as fascinating as the drums. I think they have the power to move a group of people. Native Americans would use huge drums sending signals and making announcements to neighboring villages miles away. Drummers in the army would create strong driving beats to send soldiers into battle risking their lives. Over the past months, I have explored what makes this instrument different. On the most basic level, the difference between drums and other instruments is that their pitch doesn't contribute to the melody, rather they play a rhythm behind it giving it strength. When you play the drums, it's common to give a little tap or riff to indicate when you're moving into a new section. This gives players who are lost the opportunity to get back into the piece and stay with it. In further exploration, I found that a similar concept applies to having a productive life. I found I compared my day to day to music and where drums fit into it. I found that we, like music, work best in rhythms. I rely on concrete patterns to separate a normal day from free-form jazz. Thank you.

Video downloaded at

https://www.ted.com/talks/david_oliver_rhythm_in_life/transcript?language=id

Choose the correct answer by crossing (x) a,b,c, or d!

- What is the type of the video?
 - Procedure
 - Narrative
 - Report
 - Recount
- Who is in the story?
 - a music lover
 - a man
 - a musician
 - a artist
- The text above mainly discuss about ...
 - The writer's part of life
 - The writer's hobby
 - The writer's experience of music
 - The writer's feeling of music
- What is the most interesting musical instrument according to the speaker?
 - Rhythms
 - Drums
 - Piano
 - Acoustic
- What is the function of the drum for the military?
 - To stay
 - To move into a new section
 - To create power
 - To send soldiers into battle risking their lives

Listen to the video carefully and choose the correct answer!

6. When you play.....
 - a. The drums
 - b. The beads
 - c. The dreams
 - d. The music
7. It's common to give or riff.
 - a. A top
 - b. The little
 - c. A little tap
 - d. pitch
8. I found that a similar concept applies to having life.
 - a. Instrument
 - b. The opportunity
 - c. transcript
 - d. opportunity
9. I found I my day to day to music.
 - a. Compared
 - b. Comparing
 - c. Compares
 - d. Compared
10. I explored what makes this instrument different.
 - a. has
 - b. have
 - c. am
 - d. was
11. What does the **antonym** word of *strenght*?
 - a. Energy
 - b. Power
 - c. Weakness
 - d. Firmness
12. What does the **synonym** word of *battle* ?
 - a. Fight
 - b. Peace
 - c. Friendship
 - d. Hostility
13. What does the **antonym** word of *similar*?
 - a. Alike
 - b. Identical
 - c. Resemblant
 - d. Unlike
14. What does the **antonym** word of *fascinating*?
 - a. Charming
 - b. Dazzling
 - c. Irresistible
 - d. Repellent

Appendix 24 : Documentation



CURRICULUM VITAE

A. Personal Identity

Name : Rizqi Amalia Kiningsih

Place and date of birth : Pati, 20 April 1998

Original address : Tayu, Pati, Central Java.

Email : amliarzq20@gmail.com

Phone : 0812 2568 2365



B. Educational Background

1. SD N Tayu Wetan 02
(2005-2010)
2. SMP N 1 Tayu
(2011-2013)
3. Ponpes Gontor Putri Kampus 2
(2014-2017)
4. Students of Education and Teacher Training Faculty Walisongo
State of Islamic University Semarang
(2018-present)

C. Experiences

1. Volunteered at Gerakan Suka Baca as Monitoring Div.
(January-June 2021)
2. Volunteered at Ayo Mengajar Indonesia as educator and
teaching support during pandemic
(8th March-3rd April 2021)
3. Volunteered at Cari Loker Virtual Job Fair
(2021)
5. Delegate at IMUN online conference 2.0
(25th-26th April 2022)

Semarang, 25 May 2022

The Researcher

Rizqi Amalia Kiningsih

1803046076

