THESIS

THE USE OF ESL-LAB RESOURCES TO TEACH ENGLISH LISTENING SKILLS. (A STUDY AT THE EIGHT GRADE OF MTS N 02 KENDAL IN THE ACADEMIC YEAR 2021/2022)

Submitted in Partial Fulfillment of the Requirement for Gaining

The Degree of Bachelor of Education in English Language Education

Mohammad Nasrullah Al Fatih

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EDUCATION AND TEACHER TRAINING FACULTY WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG

2022

RATIFICATION

Thesis with following identity:

Title	:	The Use of ESL-Lab Resources to Teach English Listening Skills. (A Study at the Eight Grade of MTs N 02 Kendal in the Academic Year 2021/2022)
Name	:	Mohammad Nasrullah Al Fatih
Student Number	:	1503046043
Department	:	English Education Department

had been ratified by the board of examiner of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 27th December 2022

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THESIS STATEMENT

I am a student with the following identity

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THE EFFECTIVENESS OF TEACHING LISTENING USING ESL-LAB RESOURCES to the Eighth-Graders of MTs N 2 Kendal.

is definitely my work. I am entirely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited according to ethical standards.

Semarang, 23 December 2022
The Researcher,

M. Nasrullah Al Fatih
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ADVISOR APPROVAL

Semarang, 23 December 2022

Dear Sir,
Dean of Education and Teacher Training Faculty
UIN Walisongo Semarang

Assalamu'alaikumWr. Wb

After correcting it to whatever extent necessary, we state that the final project belongs to the student as follow:

Name	:	Mohammad Nasrullah Al Fatih
Student Number	:	1503046043
Department	:	English Language Education
Title	:	The Effectiveness of Teaching Listening Using ESL-Lab Resources to the eighth graders of MTs N 2 Kendal

This thesis is ready to be submitted to the Education and Teacher Training Faculty of UIN Walisongo Semarang to be examined at Munaqosyah Session.

Wassalamu'alaikumWr. Wb

Advisor

Dra. Nuna Mustikawati Dewi M.Pd
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MOTTO

Everything happens for a reason

(semua yang terjadi di kehidupan ini memiliki alasan)

DEDICATION

In the name of Allah, the beneficent and the merciful. This thesis is dedicated to:

My beloved Mother

(Mrs. Rofi'ah)

All of my family members.

All of my friends who were always supporting me

All of my teachers have educated and taught me with great sincerity.

ACKNOWLEDGEMENT

Alhamdulillahirobbil' alamin, First and foremost, I wish to take the opportunity to express my most incredible gratitude to the Almighty God is Allah SWT, for giving strength, health, kindness, and blessing us until this thesis can be finished. Second, Shalawat and Salam are presented to our beloved prophet Rasulullah Muhammad SAW. As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from many people. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. HJ. Lift Anis Ma'sumah, M.Ag as The Dean of Education and Teacher Training Faculty UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M. Pd. As the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
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4. All lecturers in the English Department and all lecturers of Education and Teacher Training Faculty for the

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valuable knowledge and guidance during the years of my study.

5. All of my beloved family members, especially my dear Mother (Ibu Rofi'ah), my beloved brother, and my sister, thank you so much for the incredible patience, motivation, love, and affection of your prayer in my success.

6. My best friends (Dzakirul Anwar, Miftahu Surur, Nur Khasanah, A'an Khunaifi, Chandra Adi Putra, Maulana Robbi Fahmi, Adi Wahyu Pratama, and Imam Sigiit), All Member of ED Squad (Zephyr, First_Blood, Fath, Nevermore, Jasmine, Cikidaw, Svrvr, Mataki, Silver), Who always support me from the first time until the end.

7. All of my classmates in PBI B 2015 that I can't mention the name one by one.

8. All of my beloved friends in PPL MTs N 2 Kendal through joy and sorrow together.

9. My new family of POSKO 39 Kelurahan Gunung Pati (Azmi, Zaojan, Tahu, Fatih, Harun, Adit, Diana, Sri, Nana, Haura, Rita, Mbk Gusti, Hesti, and Indah) thanks a lot for your help and support.

10. Last but not least, those who cannot be mentioned one by one have supported, given motivation, and pray to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis to be helpful, especially for the researcher and generally for the readers.

Semarang, 23 December 2022
The Writer,

M. Nasrullah A.F
NIM: 1503046079

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ABSTRACT

Titlle : THE USE OF ESL-LAB RESOURCES TO TEACH ENGLISH LISTENING SKILLS. (A STUDY AT THE EIGHT GRADE OF MTS N 02 KENDAL IN THE ACADEMIC YEAR 2021/2022)

Name : Mohammad Nasrullah Al Fatih

Nim : 1503046043

Study Program : English Education Education

This study aimed to determine the effectiveness of teaching listening using ESL-Lab to the second grade of students at the MTs N 2 Kendal. This research is a quantitative study that uses an experimental design. The students in this study were from class VIII B, an experimental class with 28 students, and class VIII C, a control class with 28 students. Statistical analysis was used to examine the data collected. The t-test formula was employed to assess the data. It was utilized to see any difference in effectiveness between the experimental and control groups. Based on the data gathered, the average test score for class VIII B was 80,71 with a standard deviation (s) of 12,5, while the average test score for class VIII C was 56,07 with a standard deviation (s) of 14,23. With a significance level of 5%, the final data analysis yielded t count = 0,466 and t table = t (0.05) (54) = 2.0049. H0 is refused, and Ha is approved because t count > t table. It signifies a substantial difference in learning results between students taught with ESL-Lab Material and those who were taught without it. Based on the initial assertion, it can be stated that using ESL-Lab tools to teach listening to eighth-graders at MTs N 2 Kendal is beneficial.

Keyword : *Listening, ESL-Lab*

CHAPTER I

A. Background of the study

Listening is one of the essential aspects of effective communication. Listening is seemingly the primary ability needed for acquiring understandable contribution to one's first and resulting dialects.[1] According to Dunkel (1991), listening is essential for effective communication in everyday life. Listening is most important as it enables people to receive voice input and interact with it. It is an unavoidable open occasion, and we hear significantly more than we read, write, or talk.[2] From the description above, we can conclude that Listening skills are crucial to receiving messages effectively.

Students who originate from non-English nations as their first or second language, particularly those under eighteen years old, ought to be inventive. When instructors give guidance in English, students get confused about what was told by the educator. It causes learning isn't running ideally. Other than

[1] Chia Chen Tan, Chih Ming Chen, and Hahn Ming Lee, 'Effectiveness of a Digital Pen-Based Learning System with a Reward Mechanism to Improve Learners' Metacognitive Strategies in Listening', *Computer Assisted Language Learning*, 33.7 (2020), 785–810 <https://doi.org/10.1080/09588221.2019.1591459>.

[2] Francisca Maria Ivone, 'Help Options in English Listening Websites : How Functional Are They?', *The 1st International Conference on Language, Literature and Teaching*, 2017, 298–308 <http://hdl.handle.net/11617/9103>.p. 299

that, the absence of students' listening abilities and English vocabulary abilities is highly inadequate. In light of the depiction over, this causes challenges in encouraging students directed by the instructor. Furthermore, the examination is finished with the talk technique and just fixated on the instructor.[3]

The other problem is the absence of learning facilities and infrastructure. Learning depends on the school's course readings. A few students look exhausted due to the lack of reference to the topic and are not eager in the instructor's teaching and learning measures.

While in listening learning itself, the media utilized in learning view as vital to effectively conveying learning targets to be represented by the instructor. One media that can use is internet technology by the Reference book of Instructional Media and Technologies for learning. It is a fundamental guide for education, and the instructor looks at media and technology regarding understanding and its likely effect on the result for students. Therefore, media use is crucial in learning, especially

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[3] Iqbal Yusca Ismail and Vismaia Damayanti, 'Use of Songs Media in Listening Learning in Class III Elementary School', *International Journal of Science and Applied Science: Conference Series*, 3.1 (2019), 63 <https://doi.org/10.20961/ijsascs.v3i1.32458>.p. 64

listening in school,[4] which means that technology facilitates individuals' works and correspondence remembering for the Education field.

It can be seen that the general problem also occurs in students' MTs N 02 Kendal. Most learners don't have listening abilities. The Students need special treatment that will help them bond with these skills. For this reason, this research wants to explore the use of one media that can be used for the learning process. Ghoneim & Elghotmy (2016) states that web-based learning positively impacts students. They have more opportunities to learn and practice the target language. Web-based learning can help the process of language acquisition as it allows learners to interact with each other and gradually accumulate their knowledge[5]. So, EFL learners can practice their English skills without time and space constraints.

The teacher can use a conversation record, video, short movie, even a song. Internet technology is beneficial for language learning, such as ESL-Lab for listening learning. By

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[4] Heinich Robert. and others, *Instructional Media and Technologies for Learning*, Sevent (New Jersey: Pearson Education, Inc, 2002). p. 4

[5] Ngo Cong-Lem, 'Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review', *Advances in Language and Literary Studies*, 9.4 (2018), 143 <https://doi.org/10.7575/aiac.alls.v.9n.4p.143>.

using ESL-Lab, students can see the correct pronunciation through native speakers. Students who learn languages spend more time listening because essential language learning is through listening.[6]

ESL-Lab, contrived by Randall Davis, ESL-Lab is Web sites to improve our listening skills and our pronunciation like native speakers. Randall's ESL Cyber Listening Lab has been providing online English listening Comprehension quizzes and activities for ESL and EFL learners since 1998.[7]

In this study, the researcher investigates how to teach listening using ESL-Lab resources to determine the effectiveness of teaching listening. The researcher uses ESL-Lab resources because this source has the level skill for beginners to guide listening. Besides that, the researcher has experience from teaching for one month, that students felt bored when the teacher doesn't have any media to teach English listening. If the teacher uses it, the class will be more exciting and active. That is why teachers must use some media in the

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[6] Dodi Mulyadi and Yulia Mutmainnah, 'Penggunaan Film Berbahasa Inggris Dengan English Subtitle Dalam Meningkatkan Keterampilan Listening', *The 2nd University Research Coloquium 2015*, 2015, 141 <http://hdl.handle.net/11617/6805>. p.141

[7] Randal's Davis, 'ESL-Lab' <https://www.esl-lab.com/> [accessed 2 February 2021].

teaching-learning process. Besides, it will be more comfortable to understand the English speaker more.

B. Research question
1. How is the effectiveness of using ESL-Lab materials to teach Listening Skills at the eighth grade of MTs N 02 Kendal?

C. The objective of the study
1. To Find out the improvement of students' understanding of listening skills through ESL-Lab materials at the eighth grade of MTs N 02 Kendal.

D. Significance of the study

The significances of the research are divided into:

1. Theoretical Significance
Theoretically, the result of this study may give valuable information and enrich the knowledge on how to improve students' listening skills through the use of ESL-Lab

2. Practical Significance
Practically, this study is expected to be beneficial for:

a. The English Department of Semarang State Islamic University
It is expected that the result of this research can be used as a reference and useful for the other students of the

English Department Program. They have the related topic of listening ability and the use of ESL-Lab.

b. The teacher and students of MTs N 02 Kendal

Hopefully, this research can inspire the English teachers of MTs N 02 Kendal to use and develop various techniques in listening. Besides that, implementing the actions in this research will give a meaningful and valuable contribution to the student, especially for their listening comprehension. So, they were interested and had motivation in learning English

c. The researcher himself

Implementing this research is expected; besides doing the actions, the researcher also obtained much experience and knowledge. He also learned many things about the teaching and learning process in the school.

d. For other researchers

This research could contribute, inspire, and reference for the researcher conducting similar research that deals with the same strategy and the same different research design to improve the quality of teaching listening comprehension through ESL-Lab.

E.   Limitation of the research.

In this research, the researcher focuses on the teacher strategy in the teaching english using ESL-Lab Resources at MTs N 2 Kendal in Academic Year 2021/2022

Chapter II

Related Literature

A. The listening ability for EFL Learner

a) Definition of Listening Skills

Listening is a skill that is hardly ever taught. In school, students are taught speaking, reading, and writing skills, but, in general, there are a few courses committed to the problem of listening.[8]

Listening is the process of receiving, attending to, and assigning meaning to aural stimuli. The aspect of listening comprehension is understanding the importance of foreign language, distinguishing the hints of discourse, and handling them into words and sentences. We use our ears to get singular sounds, letters, stress, beat, and stops when we tune in. And we think carefully to change over these into messages that mean something to us.[9]

Listening comprehension is defined as the process of constructing meaning from various sources of knowledge

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[8] Kretsai Woottipong, 'Effect of Using Video Materials in the Teaching of Listening Skills for University Students', *International Journal of Linguistics*, 6.4 (2014), 200. p.201 <https://doi.org/10.5296/ijl.v6i4.5870>.

[9] Rebecca L. Oxford, 'Research Update on Teaching L2 Listening', *System*, 21.2 (1993), 205–211.p.206 <https://doi.org/10.1016/0346-251X(93)90042-F>.

based on acoustic signals into a sense that is easy to understand. This process determines how students can learn dialects of multiple languages.[10]

This ability is essential to prepare English students to acknowledge messages utilizing diverse English speakers, mainly to talk inside public activity. That is the thing that has developed to be the reason for Listening Comprehension: to ensure that English novices are prepared with an essential capacity so one can assist them with capturing English more profound just as to utilize it in actuality[11]

The definition over is approximately tuning in common. While listening capacity is a central issue of second-language capability. It utilizes one of the human senses, ears, as the initial segment to enter the data in a sound structure before going to the human cerebrum.

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[10] Mayumi Kajiura and others, 'Brain Activity Predicts Future Learning Success in Intensive Second Language Listening Training', *Brain and Language*, 212 (2021), 104839 <https://doi.org/10.1016/j.bandl.2020.104839>.

[11] Hidayah Nor and Nur Alfa Rahmah, 'Developing a Workbook of Basic Listening Course for the Third Semester Students of English Department At Iain Antasari Banjarmasin', *Vision: Journal for Language and Foreign Language Learning*, 4.1 (2015), 27 p.29. <https://doi.org/10.21580/vjv4i11632>.

The definition over is approximately tuning in common. While listening capacity is a central issue of second-language capability. It utilizes one of the human senses, ears, as the initial segment to enter the data in a sound structure before going to the human cerebrum.[12]

From those definitions, it tends to presume that listening expertise is a significant component in English language capability that has a few factors inside and outside of the audience that will influence the yield of this aptitude itself, regardless of whether the data is gotten viably or not.

b) **Types of Listening**

There are a few kinds of listening dominance. That is a few kinds of listening aptitudes before someone gains proficiency with the abilities. Those are Intensive, centered around phonology, sentence structure, and lexis. Specific; center around principle thoughts, pre-set assignment. Intuitive; center around getting dynamic as a student. Broad; center around listening persistently, overseeing a lot of listening input. Responsive; center around student reaction to entering. Self-ruling; tuning in;

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[12] Jack C Richards, *Teaching Listening and Speaking From Theory to Practice* (New york: Cambridge University, 2008).p.1

center around student the executives of progress, route of "help" choices. Students choose to claim concentrates and undertakings, and screens possess momentum; settles on claim examples of collaboration with others.[13]

To effectively apply content listening, it is needed again to identify the main idea or the critical points of the message. Then, the next thing to do is to ask questions for clarifications if the message was misunderstood. This will increase the level of understanding of the message transmitted.

c) **The Process of Listening Activities.**

The accompanying eight procedures (Adapted from Clark 1997 and Richards 1983) are entirely stressed incomprehension. Except for the underlying and absolute last plans underneath, no arrangement inferred here; they all happen on the off chance that not at the same time, at that point in swift progression. The Hearer procedure that we call "crude discourse" hangs on as a "picture" in their short memory. The Hearer decides the kinds of discourse occasions be handled and afterward fittingly "hues" the translation of the clear message. The Hearer induces a

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[13] Michael Rost, *Teaching and Researching Listening*, 2nd edn (Harlow: Pearson, 2011).p.182-183

target speaker through thought of the discourse occasion, the specific circumstance, and the substance. The Hearer erases the structure where the message was initially gotten. [14]

There are many processes of listening that occurs in five stages. They hear, understand, remember, evaluate, and respond.

Hearing required physical and neurological structures and processes involved in listening to sound are a natural starting point for exploring listening in teaching and science. The primary physiological mechanism that facilitates the absorption and conversion of sound waves is hearing. Sound waves are sensed and can be measured in pascals as pressure pulses (Force over an Area: $p = F/A$). Around 20 micro pascals are the standard threshold for human hearing identical to the sound of a mosquito flying around 3m away from the ear. These changes over electrical heartbeats are sent from the external ear through the inward ear to the hear-able cortex of the cerebrum. Similarly, as with other tangible marvels, hear-able sensations are considered to arrive at discernment just on

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[14] Brown H.Douglas, 'Teaching by Principles An Interactive Approach to Language Pedagogy' (San Francisco, California: Lognman, 2000).p.249-250

the off chance that they are gotten and handled by a cortical zone at the top of the priority list.[15]

Understanding is a phase of the listening interaction is the point at which you translate the speaker's signs and handle their significance. This progression assists with understanding images we have seen and heard. We should dissect the motivation behind the boosts we have witnessed; emblematic upgrades are words and sounds that prefer praise and sights like a blue uniform with representative implications.[16]

Remembering is steps received and interpreted by messages ought to be kept for at least some time. Remembering is the memorizing method by taking notes or recording the words. Recalling is an essential phase of listening because it means that a person has obtained and deciphered a message and added it to the stockpiling bank of psyches.[17]

[15] Rost.p.11

[16] Joseph A.DeVito, *Essential Elements Of Public Speaking*, Sixth (New york: Pearson, 2018).p.24

[17] Babita Tyagi, 'Listening : An Important Skill and Its Various Aspects', *The Criterion : An International Journal in English*, 12, 2013, 1–8 <http://www.the-criterion.com/V4/n1/Babita.pdf>. p. 2.

Brain screens stimuli and permits only a select few to focus- this selective perception is known as attention, an essential requirement for compelling listening.

B. Media in Teaching Listening

a. Definition of media

The word media is a plural of medium and the meaning of the Latin word for middle, which defines the purpose between the recipient and the message source. It is widely used to identify ways of communicating information and entertainment. The world media have been familiar with the teaching and learning process in this digital age.[18]

This digital age is instrumental in promoting the learning process using media such as the internet or online learning. The advent of technology has influenced a class's mode of distribution. In response to a community for lifelong fast learning, online learning is the solution.[19] In this era, using medium technology such as the internet

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[18] Tooth, Terry. The Use of Multi Media in Distance Education. Knowledge', Educational Resource Information Center (ERIC).2000. p. 3.

[19] Nor Ashikin Yusof and Norkamruzita Saadon, 'The Effects of Web-Based Language Learning on University Students' Grammar Proficiency', *Procedia - Social and Behavioral Sciences*, 67.November 2011 (2012), 402–8 <https://doi.org/10.1016/j.sbspro.2012.11.344>.p.403

Web-based is very helpful for teachers to help the teaching process.

In teaching and learning exercises utilizing the media, the instructing was supplanted by terms, for example, apparatus of view heard, showing materials, correspondence of view attended, instructive showing helps of view, instructive innovation, revealing bits of help, and logical media. It tends to be inferred that numerous things can characterize the media itself concerning the learning process. From the definition above, we realize that media are developed by innovation, and now we can discover it in numerous sources. Media is an essential thing in educating and learning process. It can set the degree of understudies' enthusiasm with an exercise.

b. **ESL-Lab**

ESL-Lab, contrived by Randall Davis, ESL-Lab is Web sites to improve our listening skills and our pronunciation like native speakers. Randall's ESL Cyber Listening Lab has been providing online English listening Comprehension quizzes and activities for ESL and EFL learners since 1998.[20]

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[20] Davis.

Randall's and his team have other Web sites at DailyESL.com and Trainyouraccent.com for more practice. At Randall's ESL Cyber Listening Lab, exercises concentrate on daily English comprehension based on three stages: content, voices, vocabulary, and natural pace. A blend of the representatives of adults, adolescents, and children is included. The level in this site is Easy listening for high-beginning ESL students, Intermediate for intermediate-level ESL learners, and Difficult for advanced-level ESL learners.[21]

C. The Strength and Weaknesses of ESL-Lab

a. The Strength of using ESL-Lab

ESL-Lab is part of innovative online learning and can serve many purposes: to enhance the range and register of English language listening practice material available for the students to use in various ways to provide increased connectivity between different course elements.[22]

Randall's ESL-Lab Cyber listening lab provides online English comprehension quizzes and activities for ESL and EFL learners. Conversational comprehension skills based on content, voices, vocabulary, and natural pace are the

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[21] Davis.

[22] Davis.

subject of activities at Randall's ESL Cyber Listening Lab. A blend of adults, adolescents, and children will include a combination of the voices of adults, adolescents, and children. Randall's has created a variety of other listening activities to improve user comprehension, speaking, vocabulary, and cultural awareness. Besides that, Randall's makes three types of users to enhance listening comprehension: Basic Listening Quizzes, short listening exercises for beginning and intermediate ESL students. Academic Purpose Listening Quizzes, more advanced academic subjects, and lectures. Short Culture Videos, covering a wide variety of topics that carry many facets of daily issues to learners.[23]

Randall's ESL-Lab has much profit to ESL or EFL learners. It is an easy way to use this site for language learners. The advantages of the other from ESL-Lab; Learners can benefit from global listening, even if they only listen for three to five minutes. Students will be exposed to the new language. It is entirely free for the visitor.

b. The Weaknesses

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[23] Davis.

Although there are some strengths or advantages from using ESL-Lab in teaching listening, it is also found by the researcher when did researcher using this site before doing observation there are; Researcher can't download the material before making the statement. ESL-Lab has complete authority with the material and can't be copyrighted for the teacher to use the material. This site can't use offline for the visitor.

F. Previous Study.

This study was not the first. The researcher found some studies related to this research.

1. The thesis of Ayatika Adawiyah[24]. (NIM: 1111014000055). 2017 English Education Program. Syarif Hidayatullah State Islamic University (UIN) Jakarta. *The Effectiveness of Popular Songs in Improving Students' Listening Skill (A Quasi-experimental Study at the Seventh Grade Students of Junior High School at SMP N 10 Tangerang Selatan).* This study deals with using Popular Songs as media to solve the problem. Popular songs are mediums that

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[24] The thesis of Ayatika Adawiyah. (1111014000055). 2017. English Education Program Syarif Hidayatullah State Islamic University Jakarta. *The Effectiveness Of Popular Songs In Improving Students ' Listening Skill at the Seventh Grade Students of Junior High School at SMP N 10 Tangerang Selatan*.

researchers use to improve the students listening skills. The previous survey has similarities and differences with my current study. The difference is from the medium that uses popular songs to know how effective this method teaches listening skills. The resemblance is regarding Audiovisual as the media in teaching listening skills.

2. The thesis of Veronica Mustika Heni Permatasari.[25] (NIM: 0802244050). 2013 English Education Department Language and Art Faculty Yogyakarta State University (UNY) Yogyakarta. Improving Students' Listening Skills through Podcasts at SMP Bopkri 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012 / 2013. This study aims to improve the listening skill of the grade VIII A students of SMP Bopkri 1 Yogyakarta in the academic year of 2012 / 2013. The podcasts were chosen as the teaching media in this study, and The previous research has similarities and differences

[25] The thesis of Veronica Mustika Heni Permatasari.(08202244050. 2013. English Education Department Faculty of Language and Arts Yogyakarta State University. *Improving Student's Listening Skills Through Podcasts at SMP Bopkri, Yogyakarta Grade VIII, Class A in the Academic Year 2012/2013*.

with my current study. The previous research differs from the subject of the study in the grade VIII A Student's of SMP 1 Bopkri Yogyakarta, but my recent study is MTs N 02 Kendal. The similarity is regarding the use of podcasts from internet resources or audiovisuals, and both the researcher and my current study use experimental research design.

3. The journal of Misyfa Bayani Tasya, Nana Priajana, and Tohidin[26]. (2018 *journal English Language Teaching (ELT-Echo),* Volume. 3. No.2. English Department of IAIN Syekh Nurjati Cirebon). The Effectiveness of VOA News Video as the Teaching Media in Increasing the Listening Skill. This study aims to use VOA News Video to determine the effect on students listening ability. The previous survey has similarities and differences with my current study. The research subject is the Grade Tenth Students of SMAN 1 Babakan Cirebon but my recent study in MTs N 02 Kendal. Besides that, the analysis uses the

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[26] Misyfa Bayani Tasya, Tohidin, and Nana Prajana, 'The Effectiveness of Voice of America News Video as The Teaching Media of Listening Ability at First Grade of SMAN 1 Babakan', 3.2 (2018), 159–68.

Visualization of a native speaker or Audiovisual as teaching media.

4. The journal of Ngo Cong-Lem.[27] This study uses Web-Based Language Learning as a medium to teach Language learners. The method of this study uses research journals and papers, but my current study uses experimental research in class. And the focus of this research is on speaking ability, but my recent study is focused on Listening ability. Although, this research has similarities in the medium of using Web-Based Language Learning.

5. The journal of Chia Chen Tan, Chih Ming Chen, and Hahn Ming Lee[28]. This study is a digital pen-based learning system with a reward mechanism to improve learners' metacognitive strategies in listening. This study aimed to determine the effectiveness of a pen-based learning system with a reward mechanism to improve learners. The previous survey has similarities and differences with my current study.

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[27] The journal of Ngo Cong-Lem, (2018 *journal Advances in Language and Literacy Studies).* Volume. 9. No. 4. Department of Applied Foreign Languages of National Taiwan University of Science and Technology. 'Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review'.
[28]Tan, Chen, and Lee.

The focus of the study is metacognitive strategies with pen-based learning, but my analysis is teaching listening using Web-Based Resources that is ESL.Lab. The similarity of the previous research with my current study is the method and skill, and the technique is using experimental of pre-test and post-test to find out the student's listening skills.

G. Hypothesis

A hypothesis is a temporary answer to formulating a research problem stated in a statement sentence or commonly called a prediction. It is said that because the answers given are only based on a relevant theory, not yet based on the facts obtained in collecting data. The author makes approximately the anticipated relationships among variables. They are numeric estimates of population values based on data collected from the sample. Found at the definition above.[29]

Ha: Using ESL-Lab as a material resource is significantly effective in teaching English Listening at Eight Grade Students of MTs N 02 Kendal.

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[29] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016).

Because of statistical computation, the alternative
hypothesis needs to be changed into a null hypothesis
(Ho) as follow:

Ho: It isn't significantly effective of using ESL-Lab as
a material resource to teach English Listening at Eight
Grade Students of MTs N 02 Kendal.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, setting and time, population and sample, research variable and indicators, the technique of collecting data, and the technique of analyzing data.

A. Research Design.

This research uses the quantitative method. Quantitative research is a process of research to field the knowledge that uses the data in the form of a number to find information about what you want to know. This research will use an experimental design. This research will use a statistical technique of regression analysis to predict changes in the value of the dependent variable, the value of the independent variable manipulated. In addition, for this analysis, the writer also used experimental studies that allowed the researcher to know the cause and effect between independent and dependent variables.

"In their book, Fraenkel et al. stated that "experimental research helps researchers to go beyond classification and prediction, beyond relationship recognition, to at least a

partial determination of what causes them." The analysis result is then interpreted to determine the effect of using ESL-Lab material to teach students listening ability.

Table 3.1

Quasi Experimental Design

EXPERIMENTAL	O_1	X	O_2
CONTROL	O_3		O_4

In which:

X = treatment

O1 = pre-test for experimental group

O2 = post-test for experimental group

O3 = pre-test for control group

O4 = post-test for control group

In the design above, samples are assigned either to the experimental group (top line) or the control group (bottom line). The subjects' qualities were first selected by pre-testing them (01 and 03). Then the experimental treatment was given to the experimental group. The two groups were taught the same topic but with different media. The experimental group was led with ESL-Lab. The control group was taught with dialogue text. Both groups did the

same compiled test with what they had done in the pre-test. The results (02 and 04) were counted statistically as the object of the study.

The research design was chosen by one group of students. Furthermore, the Group VIII B class was treated using ESL-Lab Resources (X) in teaching listening skills, while the control group was taught without using ESL-Lab resources. After that, post-test (O2 and O4) was given to both the experimental and control groups.

The analysis result is interpreted to determine the effectiveness of Teaching Listening Skills Using ESL-Lab.

B. Setting and Time

The research was conducted at the eighth graders of MTs N 2 Kendal in the first semesters of the academic year of 2021/2022. The study was implemented from the 14th of December to the 18th of December 2021.

Table 3.2

The Activities of Researcher

No	Date	Activity
1	Monday, 9/11/2021	Asking permission and giving Letter of Research

2	Tuesday, 14/12/ 2021	Try Out test
3	Thursday, 16/12/2021	Pre-test and treatment 1 for the experimental group.
4	Thursday, 16/12/2021	Pre-test and treatment 1 for the control group.
5	Friday, 17/12/2021	Treatment 2 and post-test for the experimental group.
6	Saturday, 18/12/2021	Treatment 2 and post-test for the control group.

C. Population and Sample

The population of this study is eight grade students of MTs N 02 Kendal in the academic year 2021/2022 that consist of 8 class or 240 students. Still, the researcher will research two categories: control and experimental. According to Timothy C. Urdan, "The sample is a portion that taken from the larger population.

This study is experimental research, so the researcher needs to take two classes as a sample that was a practical and control class from the eighth grade of the population. As a result, the students of VIII D became experimental class, which was taught using ELS-Lab material to teach

students listening ability. Students of VIII E became control class, prepared using non-ESL-Lab material.

D. Variable of the Research

According to Suharsimi arikunto, "variable is the object of research or something that became the concern of the research." There were two kinds of variables in this study: independent (X) and dependent variable (Y).

a. Independent variable

An Independent variable (X) is a variable that influences or causes changes in the dependent variable. Based on the definition, the independent variable of this research is the use of ESL-Lab to teach listening (X).

b. Dependent variable

A dependent variable (Y) is a variable that affects or that be the result because of the existence of the independent variable. Based on the definition, the dependent variable of this research is the effect of ESL-lab to student listening skills (Y).

E. The technique of Collecting Data

Collecting data is an important thing. To manage the data, the researcher used a listening cloze test as the primary instrument, and in this research, the technique of

data collection which is used is: pre-test and post-test; here is the step of pre-test and post-test:

a. The pre-test is necessary to establish prior knowledge. It's done to find out student listening ability before treatment. The test will be compiled for control and experimental classes, where students should fill the blank English essay test. A pre-test measured whether the experimental and control groups were equal.

b. The post-test was held at the end. Both 8B as an experimental class and 8C as a controlled class were given the Post-test. The Post-test was given to the practical course after giving treatment and explanation. It was passed to know whether using ESL-Lab material is more effective or not in learning listening comprehension.

After having the result of the test, they are scored. The test used a close-test that missed some words; it was divided into ten blank dialogs or monologue text in English audio or essay test.

This also means that the learners' score will start from zero (when they could answer the actual question). The highest possible score was 100 (when the students could not answer the real question. Remarkable results are implemented as a result of the analysis.

When scoring the students' worksheet, is the rating as follow:

Table 1.1: the rating scored for the listening test

Criteria of mastery	Level
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

F. The Technique of Data Analysis

In this research, the researcher used tests to collect the data. The test was used to know the effectiveness of ESL-Lab material in teaching students listening skills in eight grades of MTs N02 Kendal. The test is the main.

The researcher analyzes the data by giving a test to the students; it needs some steps to interpret the data. The following are the steps had been taken by the writer.

a. Try-out Instrument Test

1. Validity

The validity is an essential quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, "a test is valid if it measures its purpose to be measured." The validity of an item can be known by doing item analysis. It is counted using the product-moment correlation formula:

Formula:

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}-\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notice:

r_{xy} : The correlation coefficient between X variable and Y variable

N   : The number of students

$\sum X$: The sum of the score of X item

$\sum Y$: The sum of the score of Y item

$\sum XY$: Sum of products of paired X and Y scores

2. Reliability

A reliable test score would be consistent with different characteristics of the testing situation. It means that it could be believed. Besides having high validity, a good test should have high reliability too. Alpha formula was used to know the reliability of a test is K—R. 20.

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{s^{2s} - \sum PQ}{s^2}\right)$$

Notice:

r11   : The reliability coefficient of items

K   : The number of items in the test

P   : The proportion of students who give the correct answer

Q   : The proportion of students who pass the wrong answer

S2   : The deviation standard of the test

3. Degree of test difficulty

A good question is not difficult and not easy. Index difficulty formula:

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

Notice:

P   : Difficulty's index

B   : Number of students who have the correct answer

JS   : Number of students

The criteria were:

Bigness of DD	Interpretation
Less of 0,30	Difficult question
0,30 – 0,70	Medium question
More than 0,70	Easy question

4. Discriminating power

The discriminating power was a measure of the effectiveness of a real test. It was used to know how accurately the question differs between the higher and lower subjects. The formula for discriminating power was:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Notice:

D : Discriminating index

JA : members of students in the upper group

JB : a member of students in the low group

BA : members of students in the upper group who answer the item correctly

BB : members of students in the low group who answer the thing correctly

The criteria were:

Bigness of DP	Interpretation
Less of 0,20	Poor
0,21 – 0, 40	Satisfactory
0,41 – 0,70	Good
0,71 – 100	Excellent
Negative sign	Thrown item

b. Pre-requisite Test

A pre-requisite test is a test to know the legality of the population. It uses the normality and homogeneity test. Before the writer determines the sample, the researcher conducted the homogeneity test by choosing two classes from the eighth grade of MTs N 02 Kendal. The data analysis was carried out to find out the homogeneity of the population. The formula is as follows:

1. Normality Test

A normality test is used to know the normality of the data that will be analyzed whether both groups have

normal distribution or not. Chi-square was used to find out the distribution of data.

The hypothesis that used to test the normality:

H0 = normal distribution data

Ha = abnormal distribution data

Calculate the chi-square (X2) with the formula:

$$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Notice:

X2   : Chi-square

Oi   : Frequency from sample

Ei   : Frequency that was obtained from the data sample

K   : Number of class interval

If $X\_count^2 > X\_table^2$, so the data is not normal distribution and the other way if the $X\_count^2 < X\_table^2$, so the information is the normal distribution

2. Homogeneity Test

A homogeneity test is used to determine whether the experimental and control classes taken from the population have the same variant. To see the

homogeneity. There are some steps to find out. They are:

Calculate variants both classes (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1} \text{ and } S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1-1}$$

Determine $F = \frac{Vb}{Vk}$

Notice:

Vb   : Bigger Variant

Vk   : Smaller Variant

Determine $dk = (n_1 - 1) : (n_2 - 1)$

Determine F table with α = 5%

Determining the distribution homogeneity with test criteria: If Fcount > Ftable, the data is not homogeneous, and the other way, if the Fcount < Ftable, the data is homogeneous.

3. Hypothetical Test

First, the test was done in both experimental and control groups. Second, the test result was scored by using an analytic scale. Third, the means score of the two groups were determined. Finally, the two means were compared by applying the t-test formula. T-test was

used to differentiate if the students' result of students' listening ability by using ESL-Lab material and without using ESL-Lab material were significant or not.

If $\propto_1^2 = \propto_2^2$ (has the same variant),

the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } S = \sqrt{\frac{(n_1-1)s_1^2 + (n_1-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$: The mean score of the experimental group
$\bar{x}_2$: The mean score of the control group
n_1 : The number of the experimental group
n_2 : The number of the control group
s_1^2 : The standard deviation of the experimental group
s_2^2 : The standard deviation of both groups

If   : $\propto_1^2 \neq \propto_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The hypothesis are:
$H_0 = \mu_1 = \mu_2$
$H_a = \mu_1 \neq \mu_2$
μ_1 = Average data of experimental class
μ_2 = Average data of control class

Suppose Tcount $>$ Ttable so Ho is rejected and there is no difference in average value from both groups. Moreover, the other way, if tcount $<$ ttable so Ho is accepted, and there is a significant difference of average value from groups.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data collected from the experimental and control class during the empirical research. It deals with the descriptions of the research result, the data analysis, hypothesis test, discussion of research findings, and research limitations.

A. Description of Research

In this chapter, the researcher wanted to describe the result of the research based on the data collected and analyzed. The researcher wanted to prove the effectiveness between students' who were taught using ESL-Lab as the resources of the Listening section and those who were not conducted using ESL-Lab as the resources of the Listening section. Besides, this study aims to prove The Use of ESL-Lab Resources to Teach English Listening Skills. (A Study at the Eight Grade of MTs N 02 Kendal in the Academic Year 2021/2022) in the first semesters of the academic years of 2021/2022

The research was conducted from December 14th, 2021, to December 18th, 2021, in MTs N 2 Kendal. The researcher analyzed quantitative data. The data was obtained by giving the test to the experimental and control classes after giving a different treatment of the learning process in both categories. The subjects of this research were divided into two types. They were experiment class (VIII B) and control class (VIII C).

The results of this study contain data on pre-test and post-test scores on the teaching listening skills using ESL-Lab as the resources.

TABLE 4.1

The students' pre-test and post-test scores in Class VIII-B (Experimental Class)

Numbers	Students'	Pre-test	Post-test
		X1	X2
1	B1	50	70
2	B2	70	100
3	B3	70	80
4	B4	60	90
5	B5	70	90
6	B6	40	60
7	B7	70	90
8	B8	70	90
9	B9	60	100
10	B10	40	70
11	B11	60	100
12	B12	50	100
13	B13	60	100
14	B14	40	80
15	B15	60	90
16	B16	50	90
17	B17	30	70
18	B18	40	60

19	B19	40	60
20	B20	80	100
21	B21	60	60
22	B22	30	30
23	B23	80	90
24	B24	70	100
25	B25	60	100
26	B26	70	100
27	B27	60	80
28	B28	50	90
Amount	30	1590	2340
Mean		56,78	83,57

It is shown that the experimental class data between pre-test and post-test were different. The mean students' pre-test score is 56,78, with the lowest score of the pre-test being 30 and the highest score of the pre-test's 80. Meanwhile, the mean score of the post-test is 83,57, with the lowest score of the post-test being 60 and the highest score of the post-test being 100.

TABLE 4.2

The students' pre-test and post-test scores in Class VIII-C (Controlled Class)

Numbers	Students'	Pre-test	Post-test
		X1	X2
1	C1	30	30
2	C2	50	60

3	C3	60	70
4	C4	50	60
5	C5	30	50
6	C6	40	40
7	C7	50	40
8	C8	60	70
9	C9	50	60
10	C10	70	40
11	C11	80	70
12	C12	30	40
13	C13	70	60
14	C14	50	40
15	C15	70	70
16	C16	30	60
17	C17	70	30
18	C18	50	70
19	C19	60	50
20	C20	70	70
21	C21	50	60
22	C22	40	50
23	C23	70	70
24	C24	60	70
25	C25	50	40
26	C26	70	60
27	C27	60	70
28	C28	70	70
Amount	30	1540	1570

Mean		55	56,07

It is shown that the controlled class data between pre-test and post-test were different. The mean students' pre-test score is 55, with the lowest score of the pre-test being 30 and the highest score of the pre-test being 80. Meanwhile, the mean score of the post-test is 56,07, with the lowest score of the post-test is 30, and the highest score of the post-test is 70.

1. Pre-test Score

The result that calculated from the pre-test in both of the two classes and the description of pre-test scores of experiment class and controlled class delivered in table 4.3

TABLE 4.3

The student score of pre-test in experimental and controlled class

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	30	1	B-1	50
2	C2	50	2	B-2	70
3	C-3	60	3	B-3	70
4	C-4	50	4	B-4	60
5	C-5	30	5	B-5	70
6	C-6	40	6	B-6	40
7	C-7	50	7	B-7	70
8	C-8	60	8	B-8	70
9	C-9	50	9	B-9	60

10	C-10	70	10	B-10	40
11	C-11	80	11	B-11	60
12	C-12	30	12	B-12	50
13	C-13	70	13	B-13	60
14	C-14	50	14	B-14	40
15	C-15	70	15	B-15	60
16	C-16	30	16	B-16	50
17	C-17	70	17	B-17	30
18	C-18	50	18	B-18	40
19	C-19	60	19	B-19	40
20	C-20	70	20	B-20	80
21	C-21	50	21	B-21	60
22	C-22	40	22	B-22	30
23	C-23	70	23	B-23	80
24	C-24	60	24	B-24	70
25	C-25	50	25	B-25	60
26	C-26	70	26	B-26	70
27	C-27	60	27	B-27	60
28	C-28	70	28	B-28	50
Jumlah		1540			1590
N		28			28
X rata2		55			56,78

That is showed the pre-test score of the experiment class and controlled class. The pre-test was given on the first meeting before giving the treatment class, and based on table 4.3, the average score of pre-test in

experiment class was 56,78, the highest score of experiment class was 80, and the lowest score was 30.

The average score of the pre-test of the controlled class was 55, with the highest score is 80, and the lowest score being 30. The calculation in the table above shows that the average pre-test score in the experiment class was higher than the average pre-test score in the controlled class.

2. **Post-test Score**

The post-test was given in both of the two classes. The following table 4.4 compares students' post-test in the experiment and controlled class.

TABLE 4.4

The student score of post-test in experimental and controlled class

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	60	1	B-1	70
2	C2	30	2	B-2	90
3	C-3	70	3	B-3	80
4	C-4	50	4	B-4	90
5	C-5	70	5	B-5	90
6	C-6	50	6	B-6	60
7	C-7	40	7	B-7	90
8	C-8	60	8	B-8	90
9	C-9	40	9	B-9	80
10	C-10	60	10	B-10	70

11	C-11	70	11	B-11	90
12	C-12	50	12	B-12	80
13	C-13	60	13	B-13	100
14	C-14	70	14	B-14	80
15	C-15	40	15	B-15	80
16	C-16	50	16	B-16	90
17	C-17	60	17	B-17	70
18	C-18	40	18	B-18	60
19	C-19	30	19	B-19	70
20	C-20	60	20	B-20	100
21	C-21	60	21	B-21	70
22	C-22	70	22	B-22	50
23	C-23	70	23	B-23	90
24	C-24	40	24	B-24	90
25	C-25	70	25	B-25	80
26	C-26	60	26	B-26	80
27	C-27	50	27	B-27	80
28	C-28	90	28	B-28	90
Jumlah		1570			2260
N		28			28
X rata2		56,0714			80,7143
Varians (s2)		202,513			147,619
(s)		14,2307			12,1499

The table showed the post-test score of the experiment class and controlled class. The pre-test was given on the first meeting before giving the treatment

class and based on table 4.4, the average post-test score in the experiment class was 84,64, the highest score of the experiment class was 100, and the lowest score was 60.

The average post-test score of the controlled class was 41,42, with the highest score of 90 and the lowest score of 30. Seeing the calculation on the table above, it can be concluded that the average post-test score experiment class was higher than the average post-test score

B. Data Analysis.

1. Analysis of try-out instrument test.

Try-out test instruments consist of validity, reliability, degree of difficulty, and discriminating power.

a. Validity

There are twenty items number in try out. This research's result was consulted to a critical score for an r-product moment or r table to determine the instrument's validity. If the obtained coefficient of correlation was higher than the critical score for r-product-moment (r count > r table), a test was valid at a 5% alpha level significant. On the other hand, if r count < r table, the item test was invalid. For example, the item analysis of relevance was obtained r(xy) 0,56 for $\alpha = 5\%$ with N = 28. It would be obtained 0.37. Since the instrument's validity was higher than the critical score, it was considered that the instruments were valid. The try-out test that was conducted showed that 12 item numbers were valid. See on Appendix

Based on the results of calculation analysis of the validity of the items obtained data as follows:

TABLE 4.5

Result of Validity Items

Criteria	Number Of Question	Total
Valid	1, 2, 3, 4, 5, 6, 8, 11, 12, 13, 14, 15.	11
Invalid	7, 9, 10, 13, 16, 17, 18, 19, 20.	9

See more calculations in the appendix

b. Reliability

The instrument's reliability is to determine whether a test had a higher critical score and gave the stability or consistency of the test scores. The Kuder Richardson 20 formula (K-R 20) was used to calculate reliability instruments. The complete analysis and the computation are as follow:

Formula :

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{s^{2s} - \sum PQ}{s^2}\right)$$

Notice:

r_{11} : The reliability coefficient of items

K : The number of items in the test

P : The proportion of students who give the correct answer

Q: The proportion of students who pass the wrong answer

S^2 : The deviation standard of the test

The results of r_{11} obtained from the calculation are compared with the value of the product-moment table. The value of the r $_{table}$ is obtained with a significance level of 5%. If $r_{11} > r$ $_{table}$, it can be said that the item is reliable. The reliability testing for items with N = 28 was the reliability value of the item r 11 = 0, 677 while the price of r table = 0.371. Because r 11 > r $_{table}$, then the item reliability coefficient has high testing criteria (reliable).

c. Degree of difficulty

A difficulty level test is used to determine the question's difficulty level, whether it is difficult, medium, or easy. The Index of difficulty levels can be classified as follows:

Question with Correct Answers	Interpretation
Less of 0,30	Difficult question
0,30 – 0,70	Medium question
More than 0,70	Easy question

Calculation:

Below is the example of the computation of difficulty level on item number 1.

$$B = 19$$
$$JS = 28$$
$$P = \frac{B}{JS} = \frac{19}{28} = 0.68$$

Based on the criteria above, the result is between $0.30 \leq P < 0.70$, so the number 1 can be said as the

medium category. Based on calculations about the point about the difficulty level is obtained that the question of the criteria:

Table 4.6
Degree of Difficulty of Each Item

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

d. Discriminating power

The discriminating power is distinguishing between high-ability students and low-ability students. The question is good if high-ability students can answer the question correctly. The classification of different power indices is as follows:

Formula
$$D = \frac{BA}{JA} - \frac{BB}{JB}$$
The criteria were:

Question with Correct Answers	interpretation
Less of 0,20	Poor
0,21 – 0, 40	Satisfactory
0,41 – 0,70	Good
0,71 – 100	Excellent

Based on the results of the calculation of the different power items in the appendix, the following results are obtained:

Table 4.7
Discriminating Power of Each Item

criteria	number of question	total
Poor	7, 8, 13, 17, 18, 19, 20	7
Satisfactory	2, 3, 4, 5, 10, 11, 15, 16	8
Good	1, 14	2
Excellent	6, 12	2

2. Normality of pre-requisite test

The normality of the pre-test is used to know whether the data of control and the experimental class were normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho: the data of normal distribution

Ha: the data of un-normal distribution

With criteria, Ho accepted if $X_{count}^2 < X_{table}^2$

TABLE 4.8

The normality result pre-requisite test of experimental class and control classes

Kelas	χ^2_{hitung}	χ^2_{tabel}	Kesimpulan
VIII B	3,18	11,07	NORMAL

VIII C	6,47	11,07	NORMAL

Based on the analysis above, it can be seen that X^2_{count} both classes were lower than X^2_{table}. So Ho is accepted. It can be concluded that the experimental and control class distribution data are expected.

3. Homogeneity test

A homogeneity test is used to know whether the class taken from the population is homogeneous.

Ho = $\sigma_1 = \sigma_2$

Ha = $\sigma_1 \neq \sigma_2$

TABLE 4.9

Class	Variance (s^2)	N	Df	F count	F table	Criteria
VIII B	200,4	28	27	1,05	1,90	Homogeneous
VIII C	211,1	28	27			

According to the formula above, it is obtained that:

$$F = \frac{Vb}{Vk} = \frac{211,1}{200,4} = 1,05$$

Based on the computation above, Fcount is lower than the F table. So Ho accepted. It can be concluded that data from VIII B class and VIII C have the same variance or homogeneity.

4. Hypothetical analysis

a. Analysis of pre-test

The researcher was done to know the normality, homogeneity, and average test of initial data in experimental class and control class.

1. Normality Test of Pre-Test

The normality test is used to know whether the control and experimental class data were normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho: the data of normal distribution

Ha: the data of un-normal distribution

With criteria, Ho accepted if $X^2_{count} < X^2_{table}$

TABLE 4.7

Class	Test	X^2_{count}	X^2_{table}	Criteria
Experimental	pre-test	3,18	11.07	Normal
Control	pre-test	6,47	11.07	Normal

Based on the analysis above, it can be seen that X^2_{count} both classes were lower than X^2_{table}. So Ho is accepted. It can be concluded that the experimental and control class distribution data are expected.

2. Homogeneity test of pre-test

The homogeneity test is used to know whether the group sample taken from the population is homogeneity.

Ho = σ₁ = σ₂

Ha = σ₁ ≠ σ₂

Table 4.8

The homogeneity result of pre test of experimental and control classes

Class	Variance (s^2)	N	F count	F table	Criteria
Experimental	200,4	28	1,05	1,90	Homogeneous
Control	211,1	28			

According to the formula above, it is obtained that:

$$F_{count} = \frac{Vb}{Vk}$$

$$F_{count} = \frac{211,1}{200,4} = 1.05$$

$$F_{(0.05)(27,27)} = 1.90$$
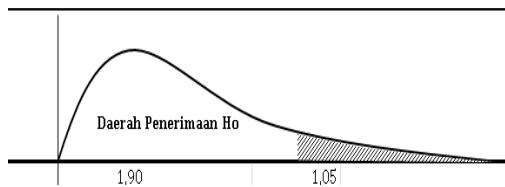
Daerah Penerimaan Ho

1,90   1,05

Because F was in area acceptance Ho, it can be concluded that both classes are homogeneous.

Based on the computation above, F count is lower than F table, so Ho accepted. It can be concluded that pre-test data from the experimental and control class have the same variance.

3. The Average Similarity Test

The mean similarity test is used to determine whether the experimental class and the control class have an

average that is not different. The two classes' average is not different at this initial stage if t $_{count}$ < t $_{table}$. With a significant level of α = 5%, Df = 28 + 28 - 2 = 54 obtained t table = 2,0049 from the calculation obtained t count = 0,466 , because t $_{count}$ < t $_{table}$ then Ho is accepted so that it can be concluded there is no difference in average score learning achievement pretest experiment and control class.

Table 4.9

The average test of pre-test of experimental and control test

Source of Variance	Experimental	Control	Criteria
Sum	1590	1540	
N	28	28	
Average	56,8	55,0	
Variance	200,4	211	Ho accepted
Standard Deviation (S)	14,1562	14,5297	
t $_{count}$	0,466		
t $_{table}$	2,0049		

b. Analysis of post-test

It was done to answer the hypothesis of this research. The data used were the result of the post-test of both classes. The experimental class was taught using ESL-Lab as the resource, and the control class was taught without

using ESL-Lab. The analysis contains normality and homogeneity.

1. Normality test of post-test

   Ho: the data of normal distribution
   Ha: the data of un-normal distribution
   With criteria, Ho accepted if $X^2_{count}<X^2_{table}$

Table 4.10

The normality result post-test of experimental class and control class

Kelas	χ^2_{hitung}	χ^2_{tabel}	Kesimpulan
VIII B	2,8491	11,07	NORMAL
VIII C	9,75421	11,07	NORMAL

Based on the analysis above, it can be seen that X^2_{count} both classes were lower than X^2_{table}. So Ho is accepted. It can be concluded that the experimental and control class distribution data are expected.

2. Homogeneity Test of Post Test

   The homogeneity test is used to know whether the group sample taken from the population is homogeneity.
   Ho = $\sigma_1 = \sigma_2$
   Ha = $\sigma_1 \neq \sigma_2$

Table 4.11

**The homogeneity result of post-test in experimental and control classes**

Class	Variance (s²)	N	F^2_{count}	F^2_{table}	Criteria
Experimental	147,62	28	1,37	1,90	Normal
Control	202,51	28			

According to the formula above, it is obtained that:

$$F_{count} = \frac{Vb}{Vk}$$

$$F_{count} = \frac{202,51}{147,62} = 1,37$$

$$F_{(0.05)(27,27)} = 1.90$$
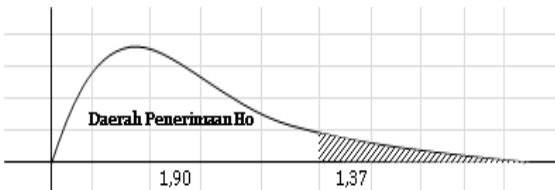
Because F was in area acceptance Ho, it can be concluded that both classes are homogeneous.

Based on the computation above, F count is lower than F table, so Ho accepted. It can be concluded that post-test data from the experimental and control class have the same variance.

3. Hypothesis test

This test was used to know whether there was a different average on the experimental and control class post-test. The data used to test the hypothesis was the post-

test score of both classes. To test the difference of average used t-test.

H0: $\mu_1 \leq \mu_2$: It means there is no significant difference between the students who were taught listening skills by using ESL-Lab as the resources and those who were taught listening skills without using ESL-Lab

Ha: $\mu_1 > \mu_2$: It means there is a significant difference between the students who were taught listening skills by using ESL-Lab and those who were taught listening skills without using ESL-Lab as the resources

Table 4.12

The average test of post-test of experimental and control test

Source of Variance	Experimental	Control	Criteria
Sum	2260	1570	
N	28	28	
Average	80,74	56,07	
Variance	147,62	202,51	Ha accepted
Standard Deviation (S)	12,15	14,23	
t count	6,96		
t table	2,0049		

C. Discussion of Research Finding

The data collected from 28 students in the experimental class could explain that the mean of pre-test before using ESL-Lab in learning listening is 56,78. Meanwhile, the post-test mean after giving treatments using ESL-Lab in learning Listening is 80,7. So the writer got the mean of the gained score is 23,93.

Meanwhile, the value of students' scores in the control class taken from 28 students could be explained that the mean of the pre-test is 55. Meanwhile, the mean post-test after teaching text with the conventional method is 56,07. So the writer got the mean of the gained score is 1,07.

Based on the result of calculation of t-testis obtained $t_{count} = 6,96$ and $t_{table} = 2.0049$. It showed that $t_{count} > t_{table}$ (6,96 > 2.0049). So H_0 is rejected, and Ha is accepted. It means there was a significant difference between the students who were taught listening skills by using ESL-Lab as the resources and those who were taught listening skills without using ESL-Lab. It means that the use of ESL-Lab to teach listening skills is effective.

This research can conclude that using medium ESL-Lab is simple; it is also effective in increasing students' listening skills as eighth-grade students of MTs N 02 Kendal.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter, the writer would like to give some findings and offer suggestions for the readers, the teachers, and the further researchers who may relate to the subject.

A. Conclusion

Learning English using ESL-Lab is one of the alternative solutions that teachers can use to teach listening comprehension to their students. It makes students more active in learning; thus, they can quickly learn and understand them.

After conducting the research, using t-test with $\alpha = 5\%$ and $df = 54$ showed that $t_{count} > t_{table}$. So H_0 is rejected, and Ha is accepted. It means there is significant effectiveness between the students who were taught listening using ESL-Lab material in class VIII B and who were taught listening without using ESL-Lab material in class VIII C.

Therefore, it can be concluded that learning listening comprehension using ESL-Lab is more effective than learning listening comprehension without using ESL-Lab.

B. Suggestion

From the conclusion above, the writer would like to give some suggestions as follows:

1. For English Teachers

    ESL-Lab can be a new way for teachers to teach English to EFL learners. So that, the teachers should consider implementing such a strategy that will improve the students' listening comprehension in any subject, and this case, listening comprehension.

2. For Further Researcher

This research needs to be completed by the further researcher to gain a more favorable result or to ensure that learning listening using ESL-Lab has affected students. They can combine ESL-Lab with other skills or sub-skills as research variables.

3. For Students

The students should be motivated to listen, whether in class or at home. The students should form a habit of listening by trying to understand contexts in English frequently. It is because the more they practice, the better their listening comprehension will be

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APPENDIX 1

LESSON PLAN EXPERIMENTAL CLASS

Educational Unit   : MTsN 02 Kendal

Class/Semester   : VIII/2

Subject   : English

Skills   : Listening

Time Allocation   : 4 x 30 menit

A. CORE COMPETENCE

C-1 **:** Appreciating and practicing religious teachings that the students believe.

C-2 **:** Demonstrating honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.

C-3 **:** Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization

related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

C-4 **:** Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

B. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATOR
3.8. Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances/actions/activities/events that are being carried out/now spoken, according to the context which it is used. (Pay attention to the language element present continuous tense	3.8.1 Distinguishing of positive, negative, and interrogative sentence of simple continuous tense. 3.8.2 Compossing sentences using simple continuous pattern.
4.8 compose very short and simple spoken and written transactional interaction texts involving the act of giving and asking for information related	4.8.1 Students can respond to various information contained in

to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context	a text recording. 4.8.2 Creating short conversation about daily activity using continuous tense and presnting in front of class

C. LEARNING AIMS

By the end of the lesson, through scientific instruction, students are expected to be able to:

1. Identify various information in the text dialogue or monologue audio.
2. Answering questions related to recording correctly.
3. students are expected to be able to fill in the missing words in the text being played

D. LEARNING MATERIAL

1. Dialog or monolog audio.
2. Question related to the recording.

E. LEARNING METHOD

Approach   :Scientific Approach
Strategy   :*Observe Practice – Questioning – Experimenting*
Method   :*Collaborative Learning and Inquiry/Experencial Learning*

F. LEARNING SOURCES AND MEDIA

    Source :**Students' handbook**

                Siti Wachidah, Asep Gunawan, Diyantari dan Yuli Rulani Khatimah. 2017. *when english rings a bell.*(Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.)

                ESL-Lab.com

                https://www.esl-lab.com/

Treatment Test 1.

Nama   **:**

No. Absen   **:**

Kelas   **:**

I.   **Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen !!!**

1.   I like to _____ in the mountains with my ___**.**
    What is the man's hobby?
    a. Riding   c. Hiking
    b. Writing   d. Photograph

2.   My dad goes to the city ____ twice a week.
    What is the daddy's hobby?
    a. Cooking c. Running
    b. Reading d. Swimming

3. He rides his bike to _____ because it is a good way to get exercise.
   What is the man's hobby?
   a. Biking   c. Videography
   b. Watching   d. Playing

4. She usually _____ watercolors in her artwork.
   What is the woman's hobby?
   a. Dance   c. Football
   b. Painting d. Fishing

5. I checked out three very interesting books from the_____ .[30]
   What is the man's hobby?
   a. Reading c. Snorkeling
   b. Riding   d. Diving

II. **Listen carefully to the audio, and fill in the blank to complete the sentence correctly !!!**

Store Announcement:

"Hello Shoppers. We have a lost boy named Marshall who was _____ in the sporting goods section of our _____, and he's _____ for his mom. He's five years old, and he's _____ a blue and white sweat shirt, tan pants,

---

[30] https://www.esl-lab.com/Hobbies

and a black and white baseball cap. You can _____ him at the check-out counter at the main exit. Thank you."[31]

Treatment test 2.

Nama   :

No. Absen   :

Kelas   :

I.   Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.

Grandfather : Hey. Logan. How about some chocolate peanut butter milkshake? Yum, yum, yum, yum, yum . . . .

Daughter   : Dad. What are you 1._____my child? [What?] He shouldn't eat anything but rice and plain bread. He's not supposed to eat anything else right now.

Grandfather : Oh, this rice is so good, Logan. Yum, yuck, yuck. Sorry, Logan. But hey, look. Your mom's in the other room. Let's 2. _____the rice for a minute. One

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[31] https://www.esl-lab.com/Missing-children

bite of this chocolate milkshake won't hurt. Here. Take a small bite, no a BIG bite . . . yeah!

Daughter   : How does my child like the rice?

Grandfather : Well. . . . Logan. Look. You have chocolate all over your face. Let me clean up your face before your mom comes in here.

Daughter   : Dad. Is he not 3._____? Do I need to come in there?

Grandfather : No, no, no. We're fine. Thanks. Logan and I are just 4._____ about politics, the stock market. You know, the economic turmoil in the world. Just light stuff like that

Daughter   : Oh, yeah, that's all he needs. I . . . I'm 5. _____ in there.

Grandfather : No, no, no. No need. Oh . . .

Daughter   : Dad! What have you been giving him?

Grandfather : We've just been sharing some of this chocolate rice, uh, milkshake!

Daughter   : You know it doesn't come in flavors, right? It just comes in rice. Uh, look. Wash his face. We have to go to the store. Get him cleaned up.

Grandfather : Okay. Logan. I guess I'll have to finish the milkshake myself.

II. **Circle the sentence that contain Simple Continuous tense, and rewrite the sentence below!!!**

1.

2.

3.

III. **choose the answer below after you listen to the recording conversation. Give (X) for the answer!!!**

1. **What is the boy's name?**

a. Kegan

b. Logan

c. Tyler

2. **The man wants to feed his grandson some _____.**

a. chocolate cake

b. cookies

c. milkshake

3.   The boy, Logan, should only be eating rice and _____.

a.   Soup

b.   Vegetables

c.   Bread

4.   The boy has the food all over his _____.

a.   Hands

b.   Face

c.   Clothes

5.   The grandfather says he is talking to his grandson about _____.[32]

a.   Politics

b.   Toys

c.   movies

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[32] https://www.esl-lab.com/Baby-food

Media   :Dialog or Monolog Audio.

Laptop

Portable Speaker

G. LEARNING ACTIVITIES

First day:

No.	Name Of Activities	Description of Activity	
		Teacher's Activity	Student's Activity
1.	Opening (4 Minute)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaikumwr.wb • Good morning, students? • How are you today? **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The teacher asks students to pray together** • Please, the leader of the class, lead your friends to prays **The teacher tells the learning aim of today's lesson**	**The students answer teacher's salam** • Wa'alaikumsalamwr. Wb • Good morning, sir • Pretty well, sir. And you? • No one, sir. **Student (leader of the class) lead all students to pray** • To start our meeting today, let's pray

			together. Praying begins!
		• So, what we are going to learn today is Listening a dialog or monolog that containing simple continuous tense.so	
			Student answer the teacher .
2.	Main Activity **Observing** (10 minutes)	**Teacher explaining the materials** • Ok students, what is Simple continuous tense?....... • is a form of tense that is used to express that an action is in progress….. • so the pattern of continuous tense is… • S + be (am,is,are) + V1 + ing. • S + be (am,is,are) + not + V1 + ing. • Be (is,am,are) + S + V1 + ing +? **The teacher distributes the gaps text that will fill in the blank by listening to audio.**	**Students pay attention to the teacher and give their response.** **Students prepare themselves to listen the audio.**

		• Ok, good. Here I have gaps text that I took from ESL-Lab • Please prepare yourself to listen the audio carefully and fill in the blank the text **The teacher repeat the audio for make sure that student understand.** • Ok, I will repeat once more please listen carefully.	**Student fill in the blanks the text.**
	Questioning (2 minute)	**Teacher allow students to ask about the question in the form of the texts about the dialog or monolog**	**Students ask a question.**
	Exploring (30 minute)	**The teacher ask to the students the meaning from the text that has been fill in the blanks. And teacher will writes it on the whiteboard** • Ok. Please mention the meaning from that word that	**The student mention the text with the meaning**

		you fill in the text before, what is the meaning. • So, I would like to writes the word that you has been fill the text on the whiteboard with the meaning. **The teacher leads the student to identify the text where students have answered** • Well students, let's identify the text which you have filled in one by one **The teacher concludes the pattern of the characteristic of the text that they identify together with the teacher.** • From the identification before we can conclude that the pattern of this text is …	**The students together with the teacher identify to find out the sentence that containing simple continuous tense of the text.** **Students pay attention to the teacher and give their response.**

		- S + be (am,is,are) + V1 + ing. - S + be (am,is,are) + not + V1 + ing. - Be (is,am,are) + S + V1 + ing +?	
	associating (10 minutes)	**Teacher request to the students to make some sentence using continuous tense.** - Please make one simple sentence that using simple continuous tense. I want you make the exercise in 5 minute individually. - please read your example - Which one is the subject? - Which one is verb? - B, please read your example - Which one is the subject? - Which one is verb?	**The students do the exercise individually in 5 minutes**

3.	Closing (4 minutes)	**The teacher reviews the material and close the class**	**The students response and answer teacher question**
		• Ok because time is up we will discuss in the next lesson • What have you learn today? • Anyone can mention the pattern of simple continuous tense? • Ok good, lets close our lesson today by reciting hamdalah together.	• Asking for help sir • the chracteristic is people who need helps mostly using word "Can you help me?"

Second day :

No	Name of Activity	Description of activity.	
		Teacher's activity	Student's activity
4.	Opening (4 minutes)	**The teacher starts the class by saying salam and greeting**	**The students answer teacher's salam**

		• Assalamu'alaikumwr.wb • Good morning, students? • How are you today? • Very well. **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The teacher asks students to pray together** • Please, the leader of the class, lead your friends to pray" **The teacher tells the learning aim of today's lesson** • So, what we are going to learn today is listening exercises with simple continous tense.	• Wa'alaikumsalam wr. Wb • Good morning, sir • Pretty well, sir. And you? • No one, sir. **The student (leader of the class) lead all students to pray** • To start our meeting today, let's pray together. Praying begins!
5.	**Main Activity** Observing (10 minutes)	**The teacher discusses both of the students exercise from the last meeting.**	**The student pay attention and give their response.**

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		• Last time we have done the exercise. • Now, let me check check your understanding. **The teacher asking to student's about the material** • So, student what does it mean to simple continuous tense?	**Student give their response.**
Questioning (4 minute)	**The teacher gives a chance to the student to answer their exercise in the whiteboard** • Who wants to write the exercise in the whiteboard. **The teacher allows students to ask about question** • any question student?	**The students take a chance to write their exercise in the whiteboard** **The students ask a question related to the task**
Exploring (30 minutes)	**The teacher distributes the gaps text that will fill in the blank by listening to audio.**	**The students prepare to listen audio .**

		• Ok here I have another gaps text and audio file that you will listen for another exercise. • Please prepare yourself to listen the audio in pairs. **Teacher plays dialog or monologue audio.** **The teacher asks to students to mention the dialog.** • I will choose one of you to mention the answer of the text and I will write down your answer on the whiteboard **The teacher leads the student to identify the dialog before answer the question.**	• Ok, sir. **The students mention the dialog from recording audio.** **The student identify the text together with teacher to find out the correct answer**

		• Ok students, lets identify the text together one by one. • Which sentence that using V1+ing.in the dialog or monolog. • From the identification we can conclude that the pattern of continous tense.	
	Creating (5 minute)	**Teacher ask the students to make simple sentence using continuous tense.** • Now please make some simple sentence using continuous tense.	**The students make their simple sentence using continuous tense.** • Student collect their duty to the teacher
6.	Closing (2 minutes)	**The teacher closes the class by giving motivation** • Well, thanks for time and don't forget to study	**Students response and answer the teacher**

		• Ok, lets close lesson today by reciting hamdallah together	• Alhamdulillah ,,

H. LEARNING OUTCOMES ASSESSMENT

    a. **Attitude :**

        1. Aspect : Students' confidence in the class.

        2. Scoring Rubric

Aspect	Criteria	Score
Confidence	Always confidence to practice (answer) without asking their friends	5
	Confidence to practice (answer) without asking their friends	4
	Several times showing an attitude of confidence	3
	Often shows a lack of confidence	2
	Very often shows a lack of confidence	1

Note : 5 = very good, 4 = good, 3 = enough, 2 = less, 1 = bad/very less

    b. **Knowledge :**
       Aspect : Distinguish understanding of meaning from the context
       Scoring rubric

Name	Vocabulary	The accuracy of meaning	Understand communicative goals	Average of value

Scroing guidelines

Aspect	Description	Score
Vocabulary	Accuracy of word choices	**60-100**
Meaning	Accuracy of meaning	**60-100**
Purpose	Understand communicative goals.	**60-100**

c. **Skills.**

Activities : listening

Instrument	An Example Instrument	Key Answer	Score.
Completion test	Fill in the blanks the words provided in the box.		

A. **Remedial Learning and Enrichment**.

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score

2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial value is obtained processed into the final value.The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.

2. The final value after remedial for the skill aspect is taken from the KD optimal value.

3. Assessment of learning outcomes enrichment activities are not the same as ordinary learning

activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

Kendal, 13 Desember 2021

Mengetahui,

Peneliti   Guru Mata Pelajaran

M.Nasrullah Al Fatih   Walsini S.Pd.
NIM.1503046043   NIP.197311252005012002

LESSON PLAN FOR CONTROLLED CLASS

Educational Unit   : MTsN 02 Kendal

Class/Semester   : VIII/2

Subject   : English

Skills   : Listening

Time Allocation   : 4 x 30 menit

B. CORE COMPETENCE

C-1 : Appreciating and practicing religious teachings that the students believe.

C-2 : Demonstrating honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.

C-3 : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

C-4 : Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

C. BASIC COMPETENCE AND INDICATOR

BASIC COMPETENCE	INDICATOR
3.8. Apply social functions, text structures, and linguistic	3.8.1 Distinguishing of

elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances/actions/activities/events that are being carried out/now spoken, according to the context which it is used. (Pay attention to the language element present continuous tense	positive, negative, and interrogative sentence of simple continuous tense. 3.8.2 Compossing sentences using simple continuous pattern.
4.8 compose very short and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to the situation/action/activity/event that is being carried out/going on when spoken, taking into account social functions, text structure, and linguistic elements that are correct and in context	4.8.1 Students can respond to various information contained in a text recording. 4.8.2 Creating a short conversation about the daily

	activity using continuo us tense and presntin g in front of class

D. LEARNING AIMS

By the end of the lesson, through scientific instruction, students are expected to be able to:

1. Identify various information in the text dialogue or monologue audio.
2. Answering questions related to recording correctly.
3. students are expected to be able to fill in the missing words in the text being played

E. LEARNING MATERIAL

1   Dialog text.
2   Simple continuous tense.

   Meeting 1.

Mother   :   Hi, sweetheart. How is the school?

Anita   :   Good, Mom. We're preparing for sport competitions next month. All schools in our regency are joining.

Mother   :   I have heard about it from your teacher. Are you joining one sport competition?

Anita   :   I am joining three competitions, Mom.

Mother   :   Wow, cool. What are they?

Anita : Swimming, Badminton, and Chess. But I am not sure about chess. Many students in my school are good at playing chess.

Mother : Don't worry. I think they're going to choose you. Just do your best.

Anita : I am trying my best, Mom.

Mother : I know, dear.

Anita : Mom, what are we eating for dinner?

Mother : Hmm, check the list here. We have decided it last week, remember?

Anita : Yeah, I see. Coconut pudding, spaghetti, avocado juice…Hm… yummy. But, can we have chocolate pudding, Mom? I want to eat chocolate pudding.

Mother : We need to ask your sister too.

Anita : Okay, Mom. I am sending a message to Yuri. I am asking her whether she wants to eat chocolate pudding or not. And…. We are waiting for her answer.

Mother : Okay. Hopefully she is fine.

Anita : I hope so. Oh, she is typing a message. Yeay… she says Okay. We are having chocolate pudding this evening.

Mother : Well, we're going to a superKenet to buy the ingredients for dinner.

Anita : Okay, Mom.

Meeting 2.

Ken : Hey, Josh. Where are you going?

Josh : I am going to the office.

Ken : What? You work on weekends?

Josh : No, I don't work on weekends.

Ken : So, why are you going to the office on Sunday?

Josh : What? Sunday?
Ken : Yeah.
Josh : What day is it today? Sunday?
Ken : Yes, today is Sunday.
Josh : Oh, no. I woke up very late this morning. I think I've lost my mind.
Ken : It's okay. Most people have ever experienced it.

F. LEARNING METHOD

Approach :Scientific Approach
Strategy :*Observe Practice – Questioning – Experimenting*
Method :*Collaborative Learning and Inquiry/Experencial Learning*

G. LEARNING SOURCES AND MEDIA

Source :**Students' handbook**
    Siti Wachidah, Asep Gunawan, Diyantari dan Yuli Rulani Khatimah. 2017. *when english rings a bell.*(Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.)
    Teacher's handbooks:
    Azhar, Betty Schrampfer. 1999. *Understanding and Using English Grammar 3rd Edition*. United States Of America: Pearson Education.
    Internet source

Media : Dialog Text

H. LEARNING ACTIVITIES
First day:

No.	Name Of Activities	Description of Activity	
		Teacher's Activity	Student's Activity
1.	Opening (4 Minute)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaikumwr.wb • Good morning, students? • How are you today? **The teacher checks students' attendance** • Who is absent today? • Ok, good. **The teacher asks students to pray together** • Please, the leader of the class, lead your friends to prays **The teacher tells the learning aim of today's lesson** • So, what we are going to learn today is Listening a dialog that containing simple continuous tense.	**The students answer teacher's salam** • Wa'alaikumsalamwr. Wb • Good morning, sir • Pretty well, sir. And you? • No one, sir. **Student (leader of the class) lead all students to pray** • To start our meeting today, let's pray together. Praying begins!

			Student answer the teacher.
2.	Main Activity **Observing** (15 minutes)	**The teacher distributes the gaps text that will fill in the blank by listening to audio.** • Ok, good. Here I have dialog text. • Please read the text carefully. **The teacher asks the students to underlinethe sentences that use verb one** • Now, which sentences that are used Ving in the dialog?	**Student prepare themselves to listen the audio.** **Student underlined the text.**
	Questioning (2 minute)	**Teacher allow students to ask about the question in the form of the texts about the dialog.**	**Students ask a question.**
	Exploring (30 minute)	**The teacher asks the students to mention the sentences that have been underlined and the teacher writes it on the white board.** • Please, mention which sentences that you have underlined.	**The student mention the text with the meaning**

		Oke, I will write the sentences on the white board	
		The teacher leads the student to identify the text where students have answered	
		• Well students, let's identify the text which you have underlined.	**The students together with the teacher identify to find out the sentence that containing simple continuous tense of the text.**
		The teacher concludes the pattern of the characteristic of the text that they identify together with the teacher.	
		• From the identification before we can conclude that the pattern of this text is … • S + be (am,is,are) + V1 + ing. • S + be (am,is,are) + not + V1 + ing.	**Students pay attention to the teacher and give their response.**

		• Be (is,am,are) + S + V1 + ing +?	
	associating (5 minutes)	**Teacher request to the students to make some sentence using continuous tense.** • Please one of you make some sentence that using simple continuous tense. I want you make the exercise in 5 minute individually. • please read your example • Which one is the subject? • Which one is verb? • B, please read your example • Which one is the subject? • Which one is verb?	**The students do the exercise individually in 5 minutes**

3.	Closing (4 minutes)	**The teacher reviews the material and close the class** • Ok because time is up we will discuss in the next lesson • What have you learn today? • Anyone can mention the pattern of simple continuous tense? • Ok good, lets close our lesson today by reciting hamdalah together.	**The students response and answer teacher question** • Asking for help sir • the chracteristic is people who need helps mostly using word "Can you help me?"

Second Day :

NO.	Name Of Activities	Description of activity	
		Teacher's Activity	Students' Activity
1.	Opening (4 Minute)	**The teacher starts the class by saying salam and greeting** • Assalamu'alaikumw r.wb • Good morning, students? • How are you today?	**Students answer teacher's salam** • Wa'alaikumsalamwr. Wb • Good morning, mom • Pretty well, mom. And you?

			• No one, mom.
		The teacher checks students' attendance • Who is absent today? • Ok, good. **The teacher asks students to pray together** • Please, the leader of the class, lead your friends to pray" **The teacher tells the learning aim of today's lesson** • So, what we are going to learn today is about simple continuous tense.	**Student (leader of the class) lead all students to pray** • To start our meeting today, let's pray together. Praying begins!

2.	Main Activity **Observing** (15 minutes)	**The teacher disscusses both of the students exercise from the last meeting.** • Last time we have done the exercise. • Now, let we check both of your friend answer	**student pay atenttion and give their response**
	Questioning (2 minute)	**The teacher gives a chance to students to answer one of the questions** • who wants to answer number 3? **The teacher allows students to ask about question** • any question student?	**students take a chance to answer the question** **student ask a question related to the taks**

	Exploring (30 minute)	**The teacher distributes dialougue containing simlple present** - Ok, good. Here, I have another dialogue that I took from *internet* - Please read the text in pairs! **The teacher asks the student to mention the sentences containing simple continuous** - I wil choose some of you to mention the sentences and I will write the sentences on the white board. **The teacher leads the student to find the pattern of simple continuous**	**The studentsread the dialogue in pairs** alright sir **the students mention the sentences containin simple present** **Students togather with the teacher identify and find the formula of simple present**

		• Well my students, lets identify the sentences one by one, • Which one is the subject? • Which one is verb?	
	associating (5 minutes)	**The teacher asks the students to make their daily activities individualy** • Now, please make your daily activities individualy.	**Students make their own daily activities individualy** • Student collect their duty to the teacher
3.	Closing (4 minutes)	**Teacher closes the class by giving motivation** • Well, thanks for time and don't forget to study • Oke good, lets close lesson today	**Students response and answer the teacher** • Alhamdulillah,,

		and say hamdallah together	

I. LEARNING OUTCOMES ASSESSMENT

d. **Attitude :**

3. Aspect : Students' confidence in the class.
4. Scoring Rubric

Aspect	Criteria	Score
Confidence	Always confidence to practice (answer) without asking their friends	5
	Confidence to practice (answer) without asking their friends	4
	Several times showing an attitude of confidence	3
	Often shows a lack of confidence	2
	Very often shows a lack of confidence	1

Note : 5 = very good, 4 = good, 3 = enough, 2 = less, 1 = bad/very less

e. **Knowledge :**

1. Aspect : Distinguish understanding of meaning from the context

Scoring rubric

Name	Vocabulary	The accuracy of meaning	Understand communicative goals	Average of value

2. Intruement.Exercise 1.

Instruction: Listen carefully and complete the blank spaces in the dialogue below with one of possible answers in the possible answer column!

1.   A: Hi, Nina! What are you doing?
        B: Hello Dinda! I'm _____ a book.

2.   A: Where is your mother?
        B: My mother is _____ at kitchen.

3.   A: What about your sister? What is she doing in the bedroom?
        B: She is _____.

4.   A: Where is your father?
        B: He is _____ in the office.

5.   A: What about your brother?
        B: He is _____ at the field.

1. Read/Reading/Reads	4. Cook/Cooks/Cooking
2. Play/Playing/Plays	5. Work/Working/World
3. Sleeps/Sleeping/Sleep	

Scroing guidelines

Aspect	Description	Score
Vocabulary	Accuracy of word choices	**60-100**

Meaning	Accuracy of meaning	**60-100**
Purpose	Understand communicative goals.	**60-100**

f. **Skills.**

Activities : listening

Instrument	An Example Instrument	Key Answer	Score.
Completion test	Fill in the blanks the words provided in the box.		

J. **Remedial Learning and Enrichment**.

d. Remedial Learning Program, carried out with 2 alternatives:

   3. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score

   4. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

e. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

f. Rating Result

4. The remedial value is obtained processed into the final value.The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.

5. The final value after remedial for the skill aspect is taken from the KD optimal value.

6. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

Kendal, 13 November 2021

Mengetahui,

Peneliti   Guru Mata Pelajaran

M.Nasrullah Al Fatih   Walsini S.Pd
NIM.1503046043   NIP.197311252005012002

APPENDIX 3

Students' Name list of try out test

DAFTAR NAMA SISWA KELAS UJI COBA VIII A			
No.	JK	Nama	Code
1	P	Arsyida Alivia Rahma	T-1
2	P	Azalia Ainun Mahya	T-2
3	P	Bunga Jikta Rini Utami	T-3
4	P	Dita Asyara Ramadhani	T-4
5	P	Diyanatul Qoyyimah	T-5
6	P	Dzakiah Talita Sakhi	T-6
7	P	Elok Miftikhatul Farihah	T-7
8	L	Eric Saha Saputra	T-8
9	L	Fairuz Zirly Annabiel	T-9
10	P	Firyal Balois Karendra	T-10
11	P	Fortuneta Nurjuniannisha	T-11
12	P	Asrining Putri	T-12
13	P	Intan Tazida Ilmannafia	T-13
14	P	Marliyatus Sakdiyah	T-14
15	L	Mohamad Malik Farrel Atsila	T-15
16	L	Muhammad Afio Affendi	T-16
17	L	Muhamad Annur Royan Muttaqi	T-17
18	L	M. Muhakkam Hilman Ali	T-18
19	L	Mukhammad Indra Farmani	T-19
20	L	Mukhammad Khotibul Firdaus	T-20
21	P	Nadya Azima Tyagita	T-21
22	P	Naela Salsabila	T-22
23	L	Novril Setya Mardika	T-23
24	P	Qothrunnada	T-24
25	L	Rafy Wardhana	T-25
26	P	Natasya Oktavia	T-26
27	P	Arzaqina	T-27
28	P	Tsaltsa Fursan Rumbania Bachti	T-28

APPENDIX 4

Students' Name list of Controlled Class

No.	JK	Nama	Code
DAFTAR NAMA SISWA KELAS EKSPERIMEN VIII B			
1	L	A. Edo Hendarto	B-1
2	L	Aditya Ainur Satya Tama	B-2
3	P	Afrilia Nimayatul Inayah	B-3
4	L	Ahmad Ghozali	B-4
5	P	Alin Navsa Adzkia	B-5
6	L	Andhika Rafalla Rachman	B-6
7	L	Bagus Miftakhul Falah	B-7
8	P	Firza Ayu Khera Almira	B-8
9	P	Julia Ayu Lestari	B-9
10	P	Julia Indah Lestari	B-10
11	L	Kaffa Maulana Jauzan	B-11
12	P	Kafka Nafisa	B-12
13	P	Khairunisa Tauta Sakhi	B-13
14	L	Lutfi Saumurida	B-14
15	L	M. Fardina Nazilatun Naim	B-15
16	P	Maida Sania	B-16
17	L	Mey Fina Salma Azzahra	B-17
18	L	Mokhammad Imam Maulana	B-18
19	L	Muhammad Awalul Riviansyah	B-19
20	P	Muhammad Azam Amir Abdillah	B-20
21	P	Muhammad Faizul Isnaini	B-21
22	L	Muhamad Nailul Falah	B-22
23	P	Mustika Dwi Cahyani	B-23
24	L	Naufal Hamdani Rahmat Hidaya	B-24
25	P	Navizya Zahra Annajwa	B-25
26	P	Nurul Zulfa Maulida	B-26
27	L	Radiansyah Fadillah Akbar	B-27
28	L	Reza Adi Pangestu	B-28

APPENDIX 5

Students' Name list of Controlled Class

DAFTAR NAMA SISWA KELAS EKSPERIMEN VIII B			
No.	JK	Nama	Code
1	L	A. Edo Hendarto	B-1
2	L	Aditya Ainur Satya Tama	B-2
3	P	Afrilia Nimayatul Inayah	B-3
4	L	Ahmad Ghozali	B-4
5	P	Alin Navsa Adzkia	B-5
6	L	Andhika Rafalla Rachman	B-6
7	L	Bagus Miftakhul Falah	B-7
8	P	Firza Ayu Khera Almira	B-8
9	P	Julia Ayu Lestari	B-9
10	P	Julia Indah Lestari	B-10
11	L	Kaffa Maulana Jauzan	B-11
12	P	Kafka Nafisa	B-12
13	P	Khairunisa Tauta Sakhi	B-13
14	L	Lutfi Saumurida	B-14
15	L	M. Fardina Nazilatun Naim	B-15
16	P	Maida Sania	B-16
17	L	Mey Fina Salma Azzahra	B-17
18	L	Mokhammad Imam Maulana	B-18
19	L	Muhammad Awalul Riviansyah	B-19
20	P	Muhammad Azam Amir Abdillah	B-20
21	P	Muhammad Faizul Isnaini	B-21
22	L	Muhamad Nailul Falah	B-22
23	P	Mustika Dwi Cahyani	B-23
24	L	Naufal Hamdani Rahmat Hidaya	B-24
25	P	Navizya Zahra Annajwa	B-25
26	P	Nurul Zulfa Maulida	B-26
27	L	Radiansyah Fadillah Akbar	B-27
28	L	Reza Adi Pangestu	B-28

APPENDIX 6

WORKSHEET

TRYOUT TEST

Instrument of T-Test

I. **Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen from the column.**

Dialogue 1.

Anggi   : Hello. Anggi is 1. _____. Who is it?

Harmoni   : Hello Anggi. I'm Harmoni.

Anggi   : Oh, Harmoni. Are you using somebody's 2. _____? This isn't your phone numbers, right?

Harmoni   : No, it isn't. I am using my mother's phone. My battery is 3. _____ out. By the way, what are you doing?

Anggi   : Oh, I'm studying right now. We are having Science 4. _____ tomorrow morning. Do you forget it?

Harmoni   : Of course not. That's why I am 5_____ you now.

Anggi   : Oh, what's up? Is there anything I can help?

Harmoni   : Owh, I do not know where to start learning. These are difficult materials. I am trying to 6. _____ all things. I have been reading the Science books five times. But I cannot remember almost all of them. I am afraid that I will fail the exam.

Anggi   : Keep calm, Harmoni. You cannot 7._____ at the same time you're worrying about the

failure. Start from the easiest material. One more, you should not memorize all things. Try to understand them.

Harmoni   : Yeah, I think so. I will try to 8. _____ those materials.

Anggi   : O yeah, I am just 9. _____ something. I have some Science videos. I have watched all of them. Those videos give me clear explanation about Science. I think you should watch them too.

Harmoni   : Oh, that sounds great.

Anggi   : I am in front of my 10._____ now. I am sending the links of the videos to your email. Check them out.

Harmoni   : Wow, thanks, Anggi. You're saving my life!

Anggi   : Oh, don't mention it. Good luck on the exam tomorrow. Bye.

Harmoni   : U too. Bye.

1. Phone / Telphone	6. Undersatand / underline
2.Speaking / Speak / Picking	7. Concern / Concentrate
3.Remembering / member	8. Remember / redefine
4.Exams / Examination	9. Computer / combine
5.Calls / Calling / Call up	10. Run out / Running out

II.   **Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.**

Dialogue 2

Man   : Honey, the basketball game is about to 1.
                  _____. And could you bring some chips and
                  a bowl of 2. _____? And . . . uh . . . a
                  slice of pizza from the fridge.

Woman   : Anything else?

Man   : Nope, that's all for now. Hey, hon, you
                  know, they're 3. _____ a company
                  basketball team, and I'm 4. _____ about
                  joining. What do you think?

Woman   : Humph

Man   : "Humph" What do you mean "Humph." I
                  was the star 5._____ in high school.

Woman   : Yeah, twenty-five years ago. Look, I just
                  don't want you having a heart attack running
                  up and down the court.

Man   :So, what are you 6. _____? Should I just
                  abandon the idea? I'm not that out of shape.

Woman   : Well . . . you ought to at least have a
                  physical before you 7._____. I mean, it has
                  been at least five years since you played at all.

Man   :Well, okay, but . . .

Woman   : And you need to watch your diet and cut
                  back on the fatty foods, like ice cream. And

you should try eating more fresh fruits and
8._____.

Man   : Yeah, you're probably right.

Woman   : And you should take up a little weight
training to strengthen your muscles or perhaps
try cycling to 9._____ up your
cardiovascular system. Oh, and you need to go
to bed early instead of watching TV half the
night.

Man   : Hey, you're 10. _____ to sound like my
personal fitness instructor!

Woman   : No, I just love you, and I want you to be
around for a long, long time.

1.suggest / suggesting	6.begin / begining
2.start / started	7.think thinking
3.organizing / organize	8.vegetables / tables
4.player / players'	9.build / building
5.ice Cream / ice Skate	10.starting / started

Answer key ;
Dialogue 1

1.speaking	6.remember
2.phone	7. concentrate
3.running	8.understand
4.examination	9.remembering
5.calling	10.computer

Dialogue 2

1.start	5.player	9.build
2.ice cream	6.suggesting	10.starting
3.organizing	7.begin	
4.thinking	8.vegetables	

APPENDIX 8

SCORE OF TRY-OUT TEST

SCORE OF TRY-OUT TEST		
No.	CODE	SCORE
1	T-1	55
2	T-2	55
3	T-3	70
4	T-4	75
5	T-5	70
6	T-6	80
7	T-7	85
8	T-8	80
9	T-9	85
10	T-10	85
11	T-11	65
12	T-12	90
13	T-13	85
14	T-14	80
15	T-15	80
16	T-16	90
17	T-17	75
18	T-18	80
19	T-19	90
20	T-20	95
21	T-21	80
22	T-22	90
23	T-23	80
24	T-24	45
25	T-25	70
26	T-26	55
27	T-27	40
28	T-28	65

APPENDIX 9

The computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out test Instrument

The page contains a large rotated spreadsheet table computing validity, reliability, difficulty level (Kesukaran), and discriminating power for a try-out test instrument (codes T-1 through T-28, items 1–20).

Reliability section:
- r_{11} (KR-20)
- k = 28
- $k-1$ = 27
- s^2 = 8.267806268
- $\sum pq$ = 2.82
- r_{11} (KR-20) = 0.683264505
- keputusan: Reliabel

Reliability criteria (keterangan reability):
- if $r_{11} > r_{tabel}$ = reliabel
- if $r_{11} < r_{tabel}$ = tidak reabel

Validity criteria:
- if $r_{xy} > r_{tabel}$ = valid
- if $r_{xy} < r_{tabel}$ = tidak valid

Tabel Indeks Kesukaran Soal:

Tingkat Kesukaran	Kriteria
< 0,30	Difficult
0,30 – 0,70	Medium
> 0,70	Easy

Scoring / item-analysis matrix (rotated table). Columns 1–20 are student responses; Y is the total score.

No	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Y
20	T-20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
16	T-16	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	18
19	T-19	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	18
12	T-12	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	18
22	T-22	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	17
13	T-13	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	17
9	T-9	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	17
10	T-10	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	17
7	T-7	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	16
6	T-6	1	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	16
8	T-8	1	1	1	0	1	0	0	1	1	1	1	1	0	0	0	1	1	1	0	1	16
14	T-14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
15	T-15	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	0	0	16
18	T-18	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	1	1	1	16
21	T-21	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	16
23	T-23	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	15
4	T-4	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	15
17	T-17	0	0	0	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	15
3	T-3	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	14
5	T-5	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	14
25	T-25	0	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	1	0	0	14
28	T-28	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	0	0	13
11	T-11	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	0	1	1	13
1	T-1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	13
2	T-2	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	1	1	1	11
26	T-26	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	1	1	1	11
24	T-24	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	9
27	T-27	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0	1	1	1	1	8

Discriminating power	criteria	Good	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Excellent	Poor	Poor	Good	Satisfactory	Satisfactory	Excellent	Poor	Good	Satisfactory	Satisfactory	poor	Poor	poor	Poor
	D	0,50	0,38	0,38	0,38	0,26	0,75	0,04	0,13	0,53	0,39	0,38	0,76	0,21	0,64	0,40	0,26	-0,11	0,13	-0,10	0,13
	BB	4	5	5	5	5	2	5	7	2	4	5	1	1	2	3	5	8	7	7	7
	JB	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	BA	9	9	9	9	8	9	6	9	7	8	9	8	3	8	7	8	8	9	7	8
	JA	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Appendix 10

<h2 style="text-align:center">WORKSHEET OF PRE-TEST</h2>

I. **Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.**

Anggi   : Hello. Anggi is 1. _____. Who is it?

Harmoni   : Hello Anggi. I'm Harmoni.

Anggi   : Oh, Harmoni. Are you using somebody's 2. _____? This isn't your phone numbers, right?

Harmoni   : No, it isn't. I am using my mother's phone. My battery is 3. _____ out. By the way, what are you doing?

Anggi   : Oh, I'm studying right now. We are having Science 4. _____ tomorrow morning. Do you forget it?

Harmoni   : Of course not. That's why I am 5_____ you now.

Anggi   : Oh, what's up? Is there anything I can help?

Harmoni   : Owh, I do not know where to start learning. These are difficult materials. I am trying to 6. _____ all things. I have been reading the Science books five times. But I cannot remember almost all of them. I am afraid that I will fail the exam.

Anggi   : Keep calm, Harmoni. You cannot 7._____ at the same time you're worrying about the failure.

Start from the easiest material. One more, you should not memorize all things. Try to understand them.

Harmoni : Yeah, I think so. I will try to 8. _____ those materials.

Anggi : O yeah, I am just 9. _____ something. I have some Science videos. I have watched all of them. Those videos give me clear explanation about Science. I think you should watch them too.

Harmoni : Oh, that sounds great.

Anggi : I am in front of my 10._____ now. I am sending the links of the videos to your email. Check them out.

Harmoni : Wow, thanks, Anggi. You're saving my life!

Anggi : Oh, don't mention it. Good luck on the exam tomorrow. Bye.

Harmoni : U too. Bye.

1. Phone / Telphone	6. Undersatand / underline
2.Speaking / Speak / Picking	7. Concern / Concentrate
3.Remembering / member	8. Remember / redefine
4.Exams / Examination	9. Computer / combine
5.Calls / Calling / Call up	10. Run out / Running out

II. Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.

Dialogue 2

Man   : Honey, the basketball game is about to 1. _____. And could you bring some chips and a bowl of 2. _____? And . . . uh . . . a slice of pizza from the fridge.

Woman   : Anything else?

Man   : Nope, that's all for now. Hey, hon, you know, they're 3. _____ a company basketball team, and I'm 4. _____ about joining. What do you think?

Woman   : Humph

Man   : "Humph" What do you mean "Humph." I was the star 5._____ in high school.

Woman   : Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man   :So, what are you 6. _____? Should I just abandon the idea? I'm not that out of shape.

Woman   : Well . . . you ought to at least have a physical before you 7._____. I mean, it has been at least five years since you played at all.

Man   :Well, okay, but . . .

Woman : And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and 8._____.

Man : Yeah, you're probably right.

Woman : And you should take up a little weight training to strengthen your muscles or perhaps try cycling to 9._____ up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Man : Hey, you're 10. _____ to sound like my personal fitness instructor!

Woman : No, I just love you, and I want you to be around for a long, long time.

1.suggest / suggesting	6.begin / begining
2.start / started	7.think thinking
3.organizing / organize	8.vegetables / tables
4.player / players'	9.build / building
5.ice Cream / ice Skate	10.starting / started

Appendix 12

NORMALITY TEST OF PRE-TEST OF THE CONTROLCLASS

Uji Normalitas *Pre-test* Kelas Kontrol

		kelas VIII G						

Hipotesis

Ho : Data berdistribusi normal

Ha : Data tidak berdistribusi normal

Pengujian Hipotesis

$$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika		Ho	$X^2_{hitung} < X^2_{tabel}$			

Pengujian Hipotesis

Nilai maksimal	=	90						
Nilai minimal	=	30						
Rentang nilai (R)	=	90-30 + 1	=	61				
Banyaknya kelas (K)	=	1 + 3,3 log 28	=	5,776	=	6	Kelas	
Panjang kelas (P)	=	R /K = 61/6	=	10,167	=	10		

Tabel Mencari Rata-Rata dan Standar Deviasi

NO	X	$X - \overline{X}$	$(X - \overline{X})^2$					
1	30	-28,57	816,3					
2	40	-18,57	344,9					
3	30	-28,57	816,3					
4	60	1,43	2,0					
5	80	21,43	459,2					
6	90	31,43	987,8					
7	70	11,43	130,6					
8	30	-28,57	816,3					
9	50	-8,57	73,5					
10	30	-28,57	816,3					
11	70	11,43	130,6					
12	60	1,43	2,0					
13	50	-8,57	73,5					
14	60	1,43	2,0					
15	70	11,43	130,6					
16	90	31,43	987,8					
17	60	1,43	2,0					
18	80	21,43	459,2					
19	70	11,43	130,6					
20	70	11,43	130,6					
21	80	21,43	459,2					
22	40	-18,57	344,9					
23	50	-8,57	73,5					
24	70	11,43	130,6					
25	70	11,43	130,6					
26	30	-28,57	816,3					
27	50	-8,57	73,5					
28	60	1,43	2,0					
Σ	1640		9342,9					

Rata -rata ($\bar{x}$) =	$\dfrac{\sum X}{N}$	=	$\dfrac{1640}{28}$	=	58,6	

Standar deviasi (S):

S^2	=	$\dfrac{\sum (X_i - \overline{X})^2}{n-1}$	
	=	$\dfrac{9342,86}{27}$	
S^2	=	346,0	
S	=	18,6	

Daftar Nilai Frekuensi *Pretest* VIII G

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			29,5	-1,56	0,4410				
30	–	39				0,0957	5	2,6796	2,0093
			39,7	-1,02	0,3453				
40	–	49				0,1645	2	4,6066	1,4749
			49,8	-0,47	0,1807				
50	–	60				0,2113	9	5,9175	1,6058
			60,0	0,08	-0,0306				
61	–	70				0,2029	7	5,6801	0,3067
			70,2	0,62	-0,2335				
71	–	80				0,1455	3	4,0742	0,2832
			80,3	1,17	-0,3790				
81	–	90				0,0780	2	2,1835	0,0154
			90,5	1,72	-0,4570				
Jumlah							28	X^2 =	**5,6954**

Keterangan:

Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5
Zi	=	$= \dfrac{Bk_i - \overline{X}}{S}$
P(Zi)		Nilai Zi pada tabel di bawah lengkung kurva normal standar
Luas Daerah		$= P(Z_1) - P(Z_2)$
Ei		= luas daerah x N
Oi		$= f_i$

Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperoleh X^2 tabel = 11,07

Karena X^2 < X^2 tabel, maka data tersebut berdistribusi normal

Appendix 12

NORMALITY TEST OF PRE-TEST OF THE EXPERIMENTALCLASS

			Uji Normalitas *Pre-test* Kelas Eksperimen					
			kelas VIII B					

Hipotesis
Ho : Data berdistribusi normal
Ha : Data tidak berdistribusi normal

Pengujian Hipotesis

$$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika		Ho	$X^2_{hitung} < X^2_{tabel}$	

Pengujian Hipotesis

Nilai maksimal	=	80				
Nilai minimal	=	30				
Rentang nilai (R)	=	(90 - 30) + 1	=	51		
Banyaknya kelas (K)	=	1 + 3,3 log 28	=	5,776	=	6	Kelas
Panjang kelas (P)	=	R /K = 61/6	=	8,500	=	9

Tabel Mencari Rata-Rata dan Standar Deviasi

NO	X	$X - \overline{X}$	$(x - \overline{x})^2$
1	50	-6,8	46,0
2	70	13,2	174,6
3	70	13,2	174,6
4	60	3,2	10,3
5	70	13,2	174,6
6	40	-16,8	281,8
7	70	13,2	174,6
8	70	13,2	174,6
9	60	3,2	10,3
10	40	-16,8	281,8
11	60	3,2	10,3
12	50	-6,8	46,0
13	60	3,2	10,3
14	40	-16,8	281,8
15	60	3,2	10,3
16	50	-6,8	46,0
17	30	-26,8	717,5
18	40	-16,8	281,8
19	40	-16,8	281,8
20	80	23,2	538,9
21	60	3,2	10,3
22	30	-26,8	717,5
23	80	23,2	538,9
24	70	13,2	174,6
25	60	3,2	10,3
26	70	13,2	174,6
27	60	3,2	10,3
28	50	-6,8	46,0
$\sum$	1590		5410,7

| Rata -rata ($\bar{x}$) = $\dfrac{\sum X}{N}$ | | = $\dfrac{1590}{28}$ | = | 56,8 | | | |

Standar deviasi (S):

S^2	=	$\dfrac{\sum (X_i - \overline{X})^2}{n-1}$			
	=	$\dfrac{5410,71}{27}$			
S^2	=	200,4			
S	=	14,2			

Daftar Nilai Frekuensi *Pretest* VIII B

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			29,5	-1,93	0,4730				
30	–	38				0,0653	4	1,8281	2,5804
			38,0	-1,33	0,4078				
39	–	46				0,1415	4	3,9617	0,0004
			46,5	-0,73	0,2663				
47	–	55				0,2161	5	6,0500	0,1822
			55,0	-0,13	0,0502				
56	–	63				0,2325	7	6,5114	0,0367
			63,5	0,47	-0,1824				
64	–	72				0,1764	6	4,9392	0,2279
			72,0	1,07	-0,3588				
73	–	80				0,0943	2	2,6403	0,1553
			80,5	1,68	-0,4531				
Jumlah							28	X^2 =	**3,1828**

Keterangan:

Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5
Zi	=	$\dfrac{Bk_i - \overline{X}}{S}$
P(Zi)		Nilai Zi pada tabel di bawah lengkung kurva normal standar
Luas Daerah		$= P(Z_1) - P(Z_2)$
Ei		$= luas\ daerah\ x\ N$
Oi		$= f_i$

Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperoleh X^2 tabel = 11,07
Karena X^2 < X^2 tabel, maka data tersebut berdistribusi normal

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Appendix 13

HOMOGENEITY TEST OF PRE-TEST OF THE CONTROL CLASS AND EXPERIMENTAL CLASS
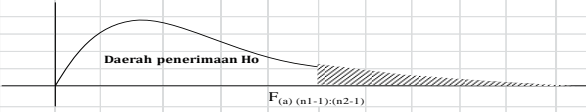
Uji Homogenitas Data Nilai *Pretest* Kelas Eksperimen dan Kelas Kontrol
(KELAS VIII B DAN VIII C)

Hipotesis

Ho : $\sigma_1 = \sigma_2$

Ha : $\sigma_1 \neq \sigma_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{Varian\ terbesar}{Varian\ terkecil}$$

Ho diterima apabila $F \leq F_{(a)\ (n1-1):(n2-1)}$

Daerah penerimaan Ho

$F_{(a)\ (n1-1):(n2-1)}$

Dari data diperoleh:
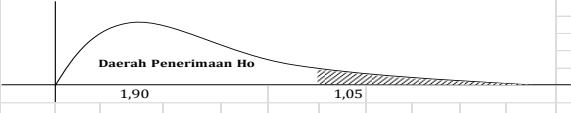
Sumber variasi	Eksperimen	Kontrol
Jumlah	1590	1540
N	28	28
$\overline{X}$	56,79	55,00
Varians (s^2)	200,4	211,1
Standart deviasi (s)	14,1562	14,5297

Berdasarkan rumus di atas diperoleh:

$$F_{count} = \frac{211,1}{200,4} = 1,05$$

Pada a = 5% dengan:

dk pembilang = nb - 1		=	28	-	1	=	27
dk penyebut = nk -1		=	28	-	1	=	27

F_{tabel} $F_{(0.05)(27,27)}$ =   1,90

Daerah Penerimaan Ho

1,90   1,05

Karena F hitung < F tabel, maka data Ho diterima, maka disimpulkan bahwa kedua kelas homogen

Appendix 14

THE AVERAGE SIMILARITY OF PRE TEST OF THEEXPERIMENT AND CONTROL CLASS

Uji Persamaan Dua Rata-Rata Nilai Pree Test Antara Kelas Eksperimen dan Kelas Kontrol

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dimana:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_1 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho diterima jika t count < t table

Ho ditolak jika t count > t table

Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	1590	1540
N	28	28
$\bar{X}$	56,8	55,0
Varians (s^2)	200,4	211
Standart deviasi (s)	14,1562	14,5297

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(28-1)\,200,4 + (28-1)\,211}{(28 + 28) - 2}}$$

$$s = \sqrt{\frac{5411 + 5700}{54}} = \sqrt{205,7539683}$$

$$s = 14,3$$

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$$t_{count} = \frac{56,8 - 55,0}{14,3 \sqrt{\dfrac{1}{28} + \dfrac{1}{28}}} = \frac{1,786}{14,3 \sqrt{0,267}}$$

$$t_{count} = \frac{1,786}{14,3 \quad x \quad 0,267} = 0,466$$

Pada a = 5% dengan dk = 28 + 28 - 2 = 54 diperoleh t_{tabel} = $t_{(0.05)(}$ = 2,00488

daerah penerimaan

0,466   2,005   =

Karena t hitung kurang dari t tabel, maka dapat disimpulkan bahwa Ho diterima dan Ha ditolak

karena t berada pada daerah penerimaaan Ho, maka dapat disimpulkan bahwa TIDAK ada persamaan rata - rata dari kedua kelas

Appendix 15

NORMALITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS

		Uji Normalitas *Post-test* Kelas Kontrol						
		kelas VIII C						
Hipotesis								
Ho : Data berdistribusi normal								
Ha : Data tidak berdistribusi normal								
Pengujian Hipotesis								
$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$								
Kriteria yang digunakan								
diterima jika		Ho	$X^2_{hitung} < X^2_{tabel}$					
Pengujian Hipotesis								
Nilai maksimal		=	90					
Nilai minimal		=	30					
Rentang nilai (R)		=	90-30 + 1		=	61		
Banyaknya kelas (K)		=	1 + 3,3 log 28		=	5,776	=	6	Kelas
Panjang kelas (P)		=	R /K = 61/6		=	10,167	=	10	
Tabel Mencari Rata-Rata dan Standar Deviasi								
NO	X	$X - \overline{X}$	$(x - \overline{x})^2$					
1	60	3,93	15,4					
2	30	-26,07	679,7					
3	70	13,93	194,0					
4	50	-6,07	36,9					
5	70	13,93	194,0					
6	50	-6,07	36,9					
7	40	-16,07	258,3					
8	60	3,93	15,4					
9	40	-16,07	258,3					
10	60	3,93	15,4					
11	70	13,93	194,0					
12	50	-6,07	36,9					
13	60	3,93	15,4					
14	70	13,93	194,0					
15	40	-16,07	258,3					
16	50	-6,07	36,9					
17	60	3,93	15,4					
18	40	-16,07	258,3					
19	30	-26,07	679,7					
20	60	3,93	15,4					
21	60	3,93	15,4					
22	70	13,93	194,0					
23	70	13,93	194,0					
24	40	-16,07	258,3					
25	70	13,93	194,0					
26	60	3,93	15,4					
27	50	-6,07	36,9					
28	90	33,93	1151,1					
Σ	1570		5467,9					

Rata -rata ($\bar{x}$) =	$\dfrac{\sum X}{N}$		=	$\dfrac{1570}{28}$	=	56,1		
Standar deviasi (*S*):								
	S^2	=	$\sqrt{\dfrac{\sum (X_i - \bar{X})^2}{n-1}}$					
		=	$\dfrac{5467,9}{27}$					
	S^2	=	202,5					
	S	=	14,2					

Daftar Nilai Frekuensi *Post-test* VIII G

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			29,5	-1,87	0,4691				
30	–	39				0,0936	2	2,6198	0,1466
			39,7	-1,15	0,3755				
40	–	49				0,2061	2	5,7698	2,4630
			49,8	-0,44	0,1694				
50	–	60				0,2782	6	7,7892	0,4110
			60,0	0,28	-0,1088				
61	–	70				0,2303	10	6,4478	1,9569
			70,2	0,99	-0,3390				
71	–	80				0,1169	5	3,2722	0,9124
			80,3	1,70	-0,4559				
81	–	90				0,0363	3	1,0173	3,8643
			90,5	2,42	-0,4922				
Jumlah							28	X^2 =	**9,7542**

Keterangan:

Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5
Zi	=	$\dfrac{Bk_i - \bar{X}}{S}$
P(Zi)		Nilai Zi pada tabel di bawah lengkung kurva normal standar
Luas Daerah		$= P(Z_1) - P(Z_2)$
Ei		$= luas\ daerah\ x\ N$
Oi		$= f_i$

Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperole X^2 tabel = 11,07

Karena $X^2 < X^2$ tabel, maka data tersebut berdistribusi normal

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Appendix 16

NORMALITY TEST OF POST-TEST OF THE CONTROLCLASS

Uji Normalitas *Post-test* Kelas Kontrol								
		kelas VIII C						
Hipotesis								
Ho : Data berdistribusi normal								
Ha : Data tidak berdistribusi normal								
Pengujian Hipotesis								

$$X^2 = \sum_{t=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan								
diterima jika		Ho	$X^2_{hitung} < X^2_{tabel}$					
Pengujian Hipotesis								
Nilai maksimal	=	90						
Nilai minimal	=	30						
Rentang nilai (R)	=	90-30 + 1		=	61			
Banyaknya kelas (K)	=	1 + 3,3 log 28		=	5,776	=	6	Kelas
Panjang kelas (P)	=	R /K = 61/6		=	10,167	=	10	

Tabel Mencari Rata-Rata dan Standar Deviasi

NO	X	$X - \overline{X}$	$(X - \overline{X})^2$
1	60	3,93	15,4
2	30	-26,07	679,7
3	70	13,93	194,0
4	50	-6,07	36,9
5	70	13,93	194,0
6	50	-6,07	36,9
7	40	-16,07	258,3
8	60	3,93	15,4
9	40	-16,07	258,3
10	60	3,93	15,4
11	70	13,93	194,0
12	50	-6,07	36,9
13	60	3,93	15,4
14	70	13,93	194,0
15	40	-16,07	258,3
16	50	-6,07	36,9
17	60	3,93	15,4
18	40	-16,07	258,3
19	30	-26,07	679,7
20	60	3,93	15,4
21	60	3,93	15,4
22	70	13,93	194,0
23	70	13,93	194,0
24	40	-16,07	258,3
25	70	13,93	194,0
26	60	3,93	15,4
27	50	-6,07	36,9
28	90	33,93	1151,1
∑	1570		5467,9

Rata -rata ($\bar{x}$) =	$\dfrac{\sum X}{N}$		=	$\dfrac{1570}{28}$	=	56,1			

Standar deviasi (S):

$$S^2 = \dfrac{\sum (X_i - \overline{X})^2}{n-1}$$

$$= \dfrac{5467,9}{27}$$

$$S^2 = 202,5$$

$$S = 14,2$$

Daftar Nilai Frekuensi _Post-test_ VIII G

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			29,5	-1,87	0,4691				
30	–	39				0,0936	2	2,6198	0,1466
			39,7	-1,15	0,3755				
40	–	49				0,2061	2	5,7698	2,4630
			49,8	-0,44	0,1694				
50	–	60				0,2782	6	7,7892	0,4110
			60,0	0,28	-0,1088				
61	–	70				0,2303	10	6,4478	1,9569
			70,2	0,99	-0,3390				
71	–	80				0,1169	5	3,2722	0,9124
			80,3	1,70	-0,4559				
81	–	90				0,0363	3	1,0173	3,8643
			90,5	2,42	-0,4922				
Jumlah							28	X^2 =	**9,7542**

Keterangan:

Bk	=	Batas kelas bawah -0,5 atau batas kelas bawah +0,5
Zi	=	$= \dfrac{Bk_i - \overline{X}}{S}$
P(Zi)		Nilai Zi pada tabel di bawah lengkung kurva normal standar
Luas Daerah		$= P(Z_1) - P(Z_2)$
Ei		$= $ luas daerah x N
Oi		$= f_i$

Untuk a = 5%, dengan dk =K-1 = 6-1 = 5 diperole X² tabel = 11,07

Karena X² < X² tabel, maka data tersebut berdistribusi normal

Appendix 17

HOMOGENEITY TEST OF POST-TEST OF THE EXPERIMENTAL AND CONTROL CLAS

Uji Homogenitas Data Nilai *Post-test* Kelas Eksperimen dan Kelas Kontrol
(KELAS VIII B DAN VIIIC)

Hipotesis

Ho   : $\mu_1 = \mu_2$

Ha   : $\mu_1 \neq \mu_2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{Varian\ terbesar}{Varian\ terkecil}$$

Ho diterima apabila $F \leq F_{(a)\ (n1-1):(n2-1)}$

Daerah penerimaan Ho

$F_{(a)\ (n1-1):(n2-1)}$

Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2260	1570
N	28	28
$\overline{X}$	80,71	56,07
Varians (s^2)	147,6	202,5
Standart deviasi (s)	12,1	14,2

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Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2260	1570
N	28	28
$\overline{X}$	80,71	56,07
Varians (s^2)	147,6	202,5
Standart deviasi (s)	12,1	14,2

Berdasarkan rumus di atas diperoleh:

$$F_{count} = \frac{202,5}{147,6} = 1,37$$

Pada a = 5% dengan:

dk pembilang = nb - 1	=	28	- 1	= 27
dk penyebut = nk -1	=	28	- 1	= 27

F_{tabel} $F_{(0.05)(27,27)}$ =   1,90

Daerah Penerimaan Ho

1,90   1,37

Karena F hitung < F tabel, maka data Ho diterima, maka disimpulkan bahwa kedua kelas homogen

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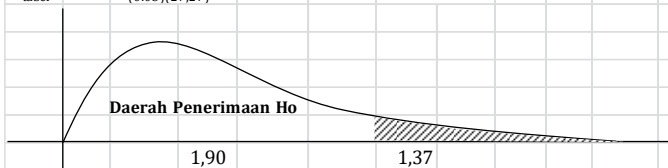
Appendix 18

THE AVERAGE SIMILARITY OF POST TEST OF THEEXPERIMENTAL AND CONTROL CLASS

Uji Persamaan Dua Rata-Rata Nilai Post Test Antara Kelas Eksperimen dan Kelas Kontrol

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dimana:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_1 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho diterima jika t count < t table
Ho ditolak jika t count > t table

Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2260	1570
N	28	28
X⁻	80,7	56,1
Varians (s^2)	147,6	202,5
Standart deviasi (s)	12,1	14,2

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(28-1)\,202,5 + (28-1)\,147,6}{(28+28)-2}}$$

$$s = \sqrt{\frac{3985,7 + 5468}{54}} = \sqrt{175,066138}$$

$$s = 13,2$$

$$t_{count} = \frac{80,7 - 56,1}{13,2\sqrt{\frac{1}{28} + \frac{1}{28}}} = \frac{24,643}{13,2 \cdot 0,1}$$

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t_{count}	=	24,643			=	**6,969**						
		13,2	x	0,267								

Pada a = 5% dengan dk = 28 + 28 - 2 = 54 dipe t_{tabel} = $t_{(0.05)(}$ = 2,005

daerah penerimaan Ho

| | | 2,005 | | 6,969 | | | = | | | | | |

Karena t hitung lebih dari t tabel, maka dapat disimpulkan bahwa Ho ditolak dan Ha diterima

Sehingga diketahui bahwa Rata-rata motivasi belajar siswa pada pembelajaraan listening skills menggunakan media ESL.Lab

lebih tinggi dibandingkan dengan rata-rata motivasi belajar siswa yang tidak menggunakan media ESL.Lab

APPENDIX 19

DOCUMENTATION

The teacher give the treatment to the students

The students ask to the teacher

The students practice in front of the class

The students do their tasks

Students try out test worksheet

76.6

Lembar Kerja Siswa

Nama   : Jairuz Zirly Annabiel

Kelas   : 8 A

No.Absen   : 29

I.   Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.

Anggi   : Hello. Anggi is 1. Speaking Who is it?

Harmoni : Hello Anggi. I'm Harmoni.

Anggi   : Oh, Harmoni. Are you using somebody's 2. Phone ? This isn't your phone numbers, right?

Harmoni : No, it isn't. I am using my mother's phone. My battery is 3._____ ✓ out. By the way, what are you doing?

Anggi   : Oh, I'm 4. studying right now. We are having Science 5. _____ ✓ tomorrow morning. Do you forget it?

Harmoni : Of course not. That's why I am 6. Calling you now.

Anggi   : Oh, what's up? Is there 7._____ I can help? ✗

Harmoni : Owh, I do not know where to start learning. These are difficult materials. I am trying to 8. remember all things. I have been reading the 9._____ ✗ books five times. But I cannot remember almost all of them. I am afraid that I will fail the exam.

Anggi   : Keep calm, Harmoni. You cannot 10. Concentrate at the same time you're worrying about the failure. Start from the easiest material. One more, you should not memorize all things. Try to understand them.

Harmoni : Yeah, I think so. I will try to 11. understand those materials.

Anggi   : O yeah, I am just 12. _____ something. I have some 13. Science videos. I have watched all of them. Those videos give me clear explanation about Science. I think you should watch them too.

Harmoni : Oh, that sounds great.

Anggi   : I am in front of my 14. Computer now. I am sending the links of the videos to your email. Check them out.

Harmoni : Wow, thanks, Anggi. 15. _____ !

Anggi   : Oh, don't mention it. Good luck on the exam tomorrow. Bye.

Harmoni : U too. Bye.

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II.   **Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.**

Man   : Honey, the basketball game is about to 16. _Start_. And could you bring some chips and a bowl of 17. _Ice Cream_ ? And . . . uh . . . a slice of pizza from the 18. _frige_ .

Woman   : Anything else?

Man   : Nope, that's all for now. Hey, hon, you know, they're 19. _organizing_ company basketball team, and I'm 20. _thinking_ about joining. What do you think?

Woman   : Humph

Man   : "Humph" What do you mean "Humph." I was the star 21. _Player_ in high school.

Woman   : Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man   : So, what are you 22. _Suggesting_ ? Should I just abandon the idea? I'm not that out of shape.

Woman   : Well . . . you ought to at 23. _least_ have a physical before you 24. _begin_. I mean, it has been at least five years since you played at all.

Man   : Well, okay, but . . .

Woman   : And you need to watch your diet and cut back on the 25. _fatty_ foods, like ice cream. And you should try eating more fresh fruits and 26. _vegetables_

Man   : Yeah, you're probably right.

Woman   : And you should take up a little 27. _weight_ training to strengthen your muscles or perhaps try cycling to 28. _build_ up your 29. _Cardiovascular_ system. Oh, and you need to go to bed early instead of watching TV half the night.

Man   : Hey, you're 30. _Starting_ to sound like my personal fitness instructor!

Woman   : No, I just love you, and I want you to be around for a long, long time.

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Students pre-test worksheet for experimental and control class

Lembar Kerja Siswa

80

Nama   : Nama nur syifaunnufus
Kelas   : 8C
No.Absen : 18

I. Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.

Anggi   : Hello. Anggi is 1. speaking . Who is it? ✓

Harmoni : Hello Anggi. I'm Harmoni.

Anggi   : Oh, Harmoni. Are you using somebody's 2. phone ? This isn't your phone ✓
numbers, right?

Harmoni : No, it isn't. I am using my mother's phone. My battery is 3. raining out. By
the way, what are you doing?

Anggi   : Oh, I'm studying right now. We are having Science 4. exsemen sif tomorrow ✗
morning. Do you forget it?

Harmoni : Of course not. That's why I am 5.   you now. ✗

Anggi   : Oh, what's up? Is there anything I can help?

Harmoni : Owh, I do not know where to start learning. These are difficult materials. I
am trying to 6. remember all things. I have been reading the Science books five times. But I ✓
cannot remember almost all of them. I am afraid that I will fail the exam.

Anggi   : Keep calm, Harmoni. You cannot 7.   at the same time you're   ✗
worrying about the failure. Start from the easiest material. One more, you should not
memorize all things. Try to understand them.

Harmoni : Yeah, I think so. I will try to 8. andes aen those materials. ✗

Anggi   : O yeah, I am just 9. remember something. I have some Science videos. I ✓
have watched all of them. Those videos give me clear explanation about Science. I think you
should watch them too.

Harmoni : Oh, that sounds great.

Anggi   : I am in front of my 10. computer now. I am sending the links of the videos to ✓
your email. Check them out.

Harmoni : Wow, thanks, Anggi. You're saving my life!

Anggi   : Oh, don't mention it. Good luck on the exam tomorrow. Bye.

Harmoni : U too. Bye.

154

Nama : Katka Nafisa

Kelas : 12

No.Absen : 8B

I. **Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.**

Anggi : Hello. Anggi is 1. _speaking_ Who is it?

Harmoni : Hello Anggi. I'm Harmoni.

Anggi : Oh, Harmoni. Are you using somebody's 2. _phone_ ? This isn't your phone numbers, right?

Harmoni : No, it isn't. I am using my mother's phone. My battery is 3. _raining_ out. By the way, what are you doing?

Anggi : Oh, I'm studying right now. We are having Science 4. _exsemena_ tomorrow morning. Do you forget it?

Harmoni : Of course not. That's why I am 5._____ you now.

Anggi : Oh, what's up? Is there anything I can help?

Harmoni : Owh, I do not know where to start learning. These are difficult materials. I am trying to 6. _remember_ all things. I have been reading the Science books five times. But I cannot remember almost all of them. I am afraid that I will fail the exam.

Anggi : Keep calm, Harmoni. You cannot 7._____ at the same time you're worrying about the failure. Start from the easiest material. One more, you should not memorize all things. Try to understand them.

Harmoni : Yeah, I think so. I will try to 8. _andester_ those materials.

Anggi : O yeah, I am just 9. _rembember_ something. I have some Science videos. I have watched all of them. Those videos give me clear explanation about Science. I think you should watch them too.

Harmoni : Oh, that sounds great.

Anggi : I am in front of my 10. _computer_ now. I am sending the links of the videos to your email. Check them out.

Harmoni : Wow, thanks, Anggi. You're saving my life!

Anggi : Oh, don't mention it. Good luck on the exam tomorrow. Bye.

Harmoni : U too. Bye.

Student post-test worksheet for experimental and control class

Lembar Kerja Siswa 4.

Nama : Aqmarina Mutiara ramadhani

No. Abs : 3

Kelas : 8c

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I. Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.

Man : Honey, the basketball game is about to 1. start . And could you bring some ✓ chips and a bowl of 2. ice cream ? And . . . uh . . . a slice of pizza from ✓ the fridge.

Woman : Anything else? ✗ , organizing

Man : Nope, that's all for now. Hey, hon, you know, they're 3. organiz a company basketball team, and I'm 4. thinking about joining. What do you ✓ think?

Woman : Humph

Man : "Humph" What do you mean "Humph." I was the star 5. Player in high ✓ school.

Woman : Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man : So, what are you 6. suggesting? Should I just abandon the idea? I'm not that ✓ out of shape.

Woman : Well . . . you ought to at least have a physical before you 7. begin . I mean, it ✓ has been at least five years since you played at all.

Man : Well, okay, but . . .

Woman : And you need to watch your diet and cut back on the fatty foods, like ice ↵ cream. And you should try eating more fresh fruits and 8. ~~refresh~~ vegetables

Man : Yeah, you're probably right.

Woman : And you should take up a little weight training to strengthen your muscles or ✗ perhaps try cycling to 9. strong up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

build

Man : Hey, you're 10. braid to sound like my personal fitness instructor! ✗
× starting

Woman : No, I just love you, and I want you to be around for a long, long time.

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Nama : Raza odi pangestu

No. Abs : 28

Kelas : 8B

I. Listen carefully to the audio, and complete the sentences with the correct form of the audio that you listen.

Man : Honey, the basketball game is about to 1. _Start_. And could you bring some chips and a bowl of 2. _ice cream_ ? And . . . uh . . . a slice of pizza from the fridge.

Woman : Anything else?

Man : Nope, that's all for now. Hey, hon, you know, they're 3. _organizing_ a company basketball team, and I'm 4. _thinking_ about joining. What do you think?

Woman : Humph

Man : "Humph" What do you mean "Humph." I was the star 5. _Player_ in high school.

Woman : Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man : So, what are you 6. _suggesti_ Should I just abandon the idea? I'm not that out of shape.

Woman : Well . . . you ought to at least have a physical before you 7. _begin_. I mean, it has been at least five years since you played at all.

Man : Well, okay, but . . .

Woman : And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh fruits and 8. _vegetables_

Man : Yeah, you're probably right.

Woman : And you should take up a little weight training to strengthen your muscles perhaps try cycling to 9. _Bull_ up your cardiovascular system. Oh, and you need to go to bed early instead of watching TV half the night.

Man : Hey, you're 10. _searcing_ to sound like my personal fitness instructor!

Woman : No, I just love you, and I want you to be around for a long, long time.

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INSTITUT TEKNOLOGI STATISTIKA DAN BISNIS MUHAMMADIYAH SEMARANG

Jl. Prof DR. Hamka (Ngaliyan Km.01) Tambakaji Semarang - Jawa Tengah 50158
Telp. (024) 7608786 Fax (024) 7619177 - www.itesa.ac.id

PENELITI   : Mohammad Nasrullah Al Fatih

NIM   : 1503046043

JURUSAN   : Pendidikan Guru Bahasa Inggris

JUDUL   : THE EFFECTIVENESS OF TEACHING LISTENING USING ESL-LAB RESOURCES TO THE EIGHTH GRADERS OF MTS N 2 KENDAL

HIPOTESIS:

a. **Hipotesis Uji Homogenitas Data Tahap Awal**

   $H_0: \sigma_1^2 = \sigma_2^2$

   $H_1: \sigma_1^2 \neq \sigma_2^2$

b. **Hipotesis Uji Homogenitas Data Tahap Akhir**

   $H_0: \sigma_1^2 = \sigma_2^2$

   $H_1: \sigma_1^2 \neq \sigma_2^2$

c. **Hipotesis Perbedaan Rata-Rata Data Tahap Awal**

   $H_0: \mu_1 \leq \mu_2$

   $H_1: \mu_1 > \mu_2$

d. **Hipotesis Perbedaan Rata-Rata Data Tahap Akhir**

   $H_0: \mu_1 \leq \mu_2$

   $H_1: \mu_1 > \mu_2$

HASIL DAN ANALISIS DATA

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Kontrol	Eksperimen
Mean	55	56.78571429
Variance	211.1111111	200.3968254
Observations	28	28
df	27	27
F	1.053465347	
P(F<=f) one-tail	0.446674977	
F Critical one-tail	1.904822988	

Keterangan:

Sig. = 0.446 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen).**

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Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Kontrol	Eksperimen
Mean	56.07142857	80.71428571
Variance	202.5132275	147.6190476
Observations	28	28
df	27	27
F	1.371863799	
P(F<=f) one-tail	0.208339654	
F Critical one-tail	1.904822988	

Keterangan:

Sig. = 0.208 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama**

(Homogen).

Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample Assuming Equal Variances

	Eksperimen	Kontrol
Mean	56.78571429	55
Variance	200.3968254	211.1111111
Observations	28	28
Pooled Variance	205.7539683	
Hypothesized Mean Difference	0	
df	54	
t Stat	0.465802571	
P(T<=t) one-tail	0.321615102	
t Critical one-tail	1.673564906	
P(T<=t) two-tail	0.643230204	
t Critical two-tail	2.004879288	

Keterangan:

Sig. = 0.643 > 0.05, maka H_0 diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas

Eksperimen dan Kelas Kontrol

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Telp. (024) 7608786 Fax (024) 7619177 - www.itesa.ac.id

Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample Assuming Equal Variances

	Eksperimen	Kontrol
Mean	80.71428571	56.07142857
Variance	147.6190476	202.5132275
Observations	28	28
Pooled Variance	175.0661376	
Hypothesized Mean Difference	0	
df	54	
t Stat	6.968735838	
P(T<=t) one-tail	2.31552E-09	
t Critical one-tail	1.673564906	
P(T<=t) two-tail	4.63104E-09	
t Critical two-tail	2.004879288	

Keterangan:

Sig. = 0.000 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Ekperimen dan Kelas Kontrol

Semarang, 24 Desember 2021

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN KENDAL
MADRASAH TSANAWIYAH NEGERI 2 KENDAL
Alamat Jalan Islamic Centre Bugangin Kendal
Telepon (0294) 381651 Kotak Pos 140 Kode Pos 51314
Email : mtsn.kendal@yahoo.co.id

SURAT KETERANGAN

Nomor : 98 / Mts. 11. 101 / PP. 00.5 / 12/ 2021

Berdasarkan surat dari Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang Nomor 3405/Un.10.3/D1/DA.04/11/2021 tanggal 9 November 2021 perihal permohonan izin riset, dengan ini Kepala MTs Negeri 2 Kendal menerangkan bahwa mahasiswa yang namanya tersebut dibawah ini :

Nama   : Mohammad Nasrullah Al Fatih

NIM   : 1503046043

Universitas   : Universitas Negeri Walisongo Semarang

Program Studi   : Pendidikan Bahasa Inggris

Mahasiswa tersebut diatas telah melakukan penelitian di MTs Negeri 2 Kendal mulai tanggal 14-18 Desember 2021. Dengan judul "The Effectiveness of Teaching Listening using ESL-Lab Resources to the eighth grade of MTs Negeri 2 Kendal".

Demikian Surat keterangan ini dibuat dan diberikan guna penulisan skripsi.

Kendal,18 Desember 2021
Kepala

Drs. H. Junaedi, M. Pd
NIP. 19650802199603100

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 3405/Un.10.3/D1/DA.04/11/2021   9 November 2021
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : M. Nasrullah Al Fatih
NIM   : 1503046043

Yth.
Kepala Sekolah MTs N 02 Kendal
di Kendal

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : M. Nasrullah Al Fatih
NIM   : 1503046043
Alamat   : Bugangin Kendal
Judul skripsi : "The Effectiveness of using ESL-Lab Material at MTs N 02 Kendal"

Pembimbing :
    1. Daviq Rizal M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutandi berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 6 hari, mulai tanggal 15 November 2021 sampai dengan tanggal 20 November 2021. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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CURRICULUM VITAE

Name : Mohammad Nasrullah Al Fatih

Students' Number : 1503046043

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Home Address : Ds Bugangin Rt 04/ Rw 02,

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Phone : 089623151229

E-mail : nasrulunited16@gmail.com

Education

1. SD N Bugangin, graduated in 2009
2. SMP Muhammadiyah 06 Kendal, graduated in 2012
3. MA N Kendal, graduated in 2015
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, December 23th, 2022

The Researcher,

Mohammad Nasrullah Al Fatih

NIM : 1503046057