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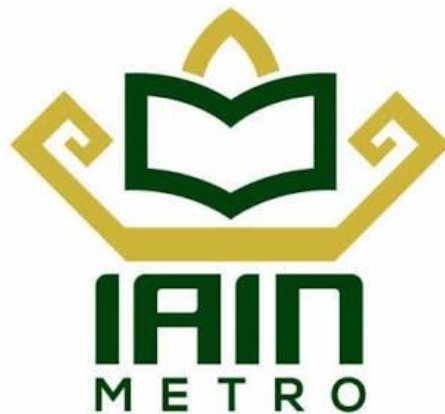
IMPROVING THE STUDENTS' LISTENING SKILL USING
EDPUZZLE APPLICATION AT THE TENTH GRADERS
OF SMA NEGERI 1 METRO

By:
DEWI WULANDARI
Student. ID. 2101053002

Tarbiyah and Teacher Training Faculty
English Education Department

STATE ISLAMIC INSTITUTE OF METRO
1446 H/ 2024 M

IMPROVING THE STUDENTS' LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO

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

By :
Dewi Wulandari
Student Number: 2101053002

Sponsor: Prof. Dr. Dedi Irwansyah, M.Hum

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

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1446 H/ 2024 M

APPROVAL PAGE

Title : IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO

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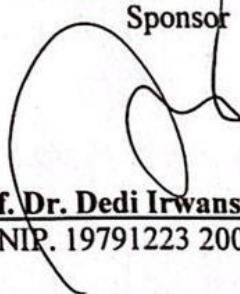
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To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

   We have given guidance and enough improvement to research thesis script which is written by:

Name   : Dewi Wulandari
Student Number : 2101053002
Study Program : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO

   It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study Program

Metro, December 2024
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Dr. Much Deniatur, M.Pd.B.I.
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                Saudari Dewi Wulandari

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
    Tempat

Assalamu'alaikumWr.Wb.

    Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Dewi Wulandari
NPM   : 2101053002
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO

    Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

    Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, 02 Desember 2024
Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum.
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RATIFICATION PAGE

No. B-5836/In.28.1/D/PP.00.9/12/2024

An undergraduate thesis entitled: IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO, Written by Dewi Wulandari, student number: 2101053002, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 16th, 2024 at 09.00-11.00 WIB.

BOARD OF EXAMINERS:

Chairperson : Prof. Dr. Dedi Irwansyah, M.Hum (....................................)

Examiner I : Dr. Widhiya Ninsiana, M.Hum. (....................................)

Examiner II : Dr. Yuniarti, M.Pd (....................................)

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ABSTRACT

IMPROVING THE STUDENTS' LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO

By:
DEWI WULANDARI

This study aims to improve students' listening skills by utilizing videos on the Edpuzzle application as a learning medium. This study was conducted on 34 students of Class X of SMA Negeri 1 Metro with the aim of answering the low listening skills of students. This study uses the Classroom Action Research (CAR) method which is implemented in two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection. Data collection techniques include tests, observations, documentation and field notes which all contribute to a comprehensive evaluation of the effectiveness of the study.

The results of the study showed a significant increase in students' listening skills. In cycle I, the average student score was 60.5 with a passing percentage of 47.6%. These initial results indicate that although there has been some progress, students still face challenges in meeting minimum competency standards. However, in cycle II, student performance improved rapidly with the average score increasing to 75.29 and the passing percentage increasing to 76.47%. This increase indicates that the use of Edpuzzle videos as a learning tool has a major impact on improving students' listening skills.

Based on these findings, the researcher concluded that the use of the Edpuzzle application is an effective learning medium for improving students' listening skills. The integration of interactive video content not only helps students understand the listening material more effectively but also increases their engagement and motivation. As a result, students become more active in the learning process, which further contributes to improving their overall performance. This study highlights that the use of technology in the classroom can be a powerful tool to encourage student engagement and improve learning outcomes..

Keywords: *Classroom Action Research, Edpuzzle Application, Listening Skill*

ABSTRAK

MENINGKATKAN KEMAMPUAN MENYIMAK SISWA DENGAN MENGGUNAKAN APLIKASI EDPUZZLE PADA SISWA KELAS SEPULUH DI SMA NEGERI 1 METRO

By:
DEWI WULANDARI

Penelitian ini bertujuan untuk meningkatkan keterampilan menyimak siswa dengan memanfaatkan video pada aplikasi Edpuzzle sebagai media pembelajaran. Penelitian ini dilakukan terhadap 34 siswa Kelas X SMA Negeri 1 Metro dengan tujuan untuk menjawab rendahnya keterampilan menyimak siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat tahap, yaitu perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data meliputi tes, observasi, dokumentasi dan field note yang semuanya berkontribusi terhadap evaluasi menyeluruh terhadap efektivitas penelitian.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan menyimak siswa. Pada siklus I, nilai rata-rata siswa sebesar 60,5 dengan persentase kelulusan sebesar 47,6%. Hasil awal ini menunjukkan bahwa meskipun terdapat beberapa kemajuan, siswa masih menghadapi tantangan dalam memenuhi standar kompetensi minimal. Namun, pada siklus II, kinerja siswa meningkat pesat dengan nilai rata-rata meningkat menjadi 75,29 dan persentase kelulusan meningkat menjadi 76,47%. Peningkatan ini menandakan bahwa penggunaan video Edpuzzle sebagai alat pembelajaran berdampak besar pada peningkatan kemampuan mendengarkan siswa.

Berdasarkan temuan ini, peneliti menyimpulkan bahwa penggunaan aplikasi Edpuzzle merupakan media pembelajaran yang efektif untuk meningkatkan keterampilan mendengarkan siswa. Integrasi konten video interaktif tidak hanya membantu siswa memahami materi mendengarkan dengan lebih efektif, tetapi juga meningkatkan keterlibatan dan motivasi mereka. Hasilnya, siswa menjadi lebih aktif dalam proses pembelajaran, yang selanjutnya berkontribusi pada peningkatan kinerja mereka secara keseluruhan. Penelitian ini menyoroti bahwa pemanfaatan teknologi di kelas dapat menjadi alat yang ampuh untuk mendorong keterlibatan siswa dan meningkatkan hasil pembelajaran.

Kata Kunci: *Aplikasi Edpuzzle, Keterampilan Menyimak, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name   : Dewi Wulandari

Student Number   : 2101053002

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

States that this thesis is original result of my research, except for certain parts that

are referred to from the source and mentioned the the bibliography.

Metro, 30 November 2024
The Researcher

DEWI WULANDARI
Student Number. 2101053002

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Dewi Wulandari

NPM   : 2101053002

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan asli hasil penelitian

saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan

disebutkan dalam daftar pustaka.

Metro, 30 November 2024

Penulis

DEWI WULANDARI

NPM. 2101053002

MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَاۤ

"Allah does not charge a soul except (with that within) its capacity".

(Q.S Al-Baqarah: 286)

"Education is the most powerful weapon you can use to change the world".

-Nelson Mandela-

DEDICATION PAGE

This undergraduate thesis is special dedicated to:

Allah SWT, the Most Compassionate and Most Merciful, the source of strength, inspiration, and guidance in every step of my life. All praise is due to who has enabled me to complete this journey.

My beloved parents Mr. Manto dan Mrs. Sri Lestari, who have given unlimited love, prayers, support, and sacrifices throughout my life. Thank you for all the affection and motivation that has been the main force in this journey. I also dedicate this thesis to my dearest Brother Ryfaldo Dwi Saputra, who is always a source of enthusiasm and happiness in the midst of busyness.

Last but not least, my deepest gratitude goes to my best friends, who always support, encourage, and provide color at every step of this journey. Finally, I also dedicate this work to myself, as a reminder of every effort, hard work, and determination that I have put in to reach this point. May this be the beginning of a better journey in the future.

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Alhamdulillahi Robbil 'Alamin, first of all, the researcher would like to offer all praise to Allah SWT. God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher to complete this Undergraduate Thesis entitled "Improving the Students' Listening Skill Using Edpuzzle Application at the Tenth Graders of SMA Negeri 1 Metro". In the second place, researcher honors the prayers and greeting of the role model' muslim in the world the prophet Muhammad SAW.

In completing this thesis, the researcher realizes that many people had given their helps and useful suggestion for the finishing of this thesis. Therefore, the researcher would like to express her appreciation and sincere thank to:

1. Prof. Dr. Siti Nurjanah, M. Ag. P.I.A as the Rector of State Islamic Institute of Metro.

2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty.

3. Dr. Much Deniatur, M.Pd, B.I as the head of English Education Department of IAIN Metro.

4. Prof. Dr. Dedi Irwansyah, M.Hum, my supervisor who has spent a of time to give guidance, suggestion, and advice for the researcher in the process in writing this Undegraduate Thesis.

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Metro, 30 November 2024

The Researcher

Dewi Wulandari

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CHAPTER I
INTRODUCTION

A. Background of Study

Listening is a very important skill to learn as it plays a key role in effective communication. This skill allows individuals to be able to understand the message being conveyed more deeply and accurately, thus reducing the chances of miscommunication.[1] When a person listens well, she or he is able to pick up both verbal and non-verbal messages, which helps in understanding the speaker's intentions, emotions, and perspectives more clearly.

In addition, active listening is believed to strengthen interpersonal relationships by showing respect and empathy towards others.[2] Therefore, listening is an essential component of effective and successful communication. Research on listening skills in learning has produced a variety of significant findings. A study by Chairuddin et al, highlighted that good listening skills can improve students' understanding and retention of information in academic contexts.[3] In another study Tong Ho asserted that studentswho are trained to listen actively can show success and

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[1] Mrs. K. Sree Vani and Dr. Noonsavathu Veeranjaneyulu Naik, 'Significance of Listening Skills in Enhancing the Communication Skills', *Smart Moves Journal Ijellh*, 2023, p. 194, doi:10.24113/ijellh.v11i7.11442.

[2] Mardhatillah Arief, Eny Syatriana, and Sitti Maryam Hamid, 'An Analysis on Emphatic Listening Style in Efl Classroom', *English Language Teaching Methodology*, 3.3 (2023), pp. 317–18, doi:10.56983/eltm.v3i3.553.

[3] Chairuddin Chairuddin, Muhammad Hasyimsyah Batubara, and Dina Wulansari, 'Improving Students Understanding in Listening Lessons with The Use of Film Media', *Journal of Linguistics, Literature, and Language Teaching (JLLLT)*, 2.2 (2023), pp. 47–48, doi:10.37249/jlllt.v2i2.563.

motivate students in learning.[4] Ni Luh revealed that listening strategies using songs can improve students' vocabulary comprehension and learning motivation.[5] The last research by Rizal and Majudin reported that students' listening skills can significantly improve academic achievement.[6] These findings point to the importance of integrating effective listening skills teaching in the field of education to improve student learning outcomes.

Therefore, this study uses edpuzzle application to improve students' listening skills. Edpuzzle is a video-based learning platform that allows teachers to turn ordinary videos into interactive learning tools. It is designed to increase student engagement by adding interactive elements, such as questions, notes or comments, to the video. In general, Edpuzzle is very effective for improving listening skills as it combines visual and audio media with active activities that engage students.

On the other hand, by using its interactive and multimedia features, the app can help students understand the subject matter better and improve their concentration during the learning process. In addition, this research also aims to utilize technology in the form of application during the learning process, as well as identify factors that may support or hinder the implementation of this technology in the classroom. The

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[4] Tong Ho Chi Hue, 'An Overview of Listening Skill Theories', *Proceedings of Elt Upgrades*, June, 2019, pp. 978–604, doi:10.5281/ZENODO.3591877.

[5] Ni Luh Eka Yuliarini, 'The Use of Song in Improving Students' Listening Skill', *Indonesian Journal Of Educational Research and Review*, 5.2 (2022), pp. 226–33, doi:10.23887/ijerr.v5i2.48760.

[6] Syamsul Rizal and Masjudin Masjudin, 'Improving the Listening Skills of the First Semester Students of PAI Program of Hamzanwadi Islamic Institute of Pancor through Watching English Movie', *Jurnal Penelitian Tarbawi: Pendidikan Islam Dan Isu-Isu Sosial*, 7.1 (2022), pp. 1–13, doi:10.37216/tarbawi.v7i1.611.

results of this study are expected to provide useful insights for educators in designing more effective and technology-based learning strategies.

Based on the results of observation with English teachers in class X of SMA Negeri 1 Metro on July 31, 2024, they indicated that the level of students' listening comprehension is still low, because students have problems such as lack of understanding the topic of conversation, unfocused and uninterested during listening activities so it is difficult to remember and even respond to what has been heard. In addition, the listening comprehension of tenth grade students at SMA Negeri 1 Metro is categorized into two categories of listening skills assessment, namely:

Table 1

The Data of Pre Survey Result of Listening Skill Among

the Tenth Graders at SMA Negeri 1 Metro

In the Academic Year of 2024/ 2025

No.	Grade	Frequency	Percentage	Criteria
1.	>70	12	35%	Complete
2.	<70	22	65%	Incomplete
	Total	34	100%	

From the table above, it is known that the Minimum Completeness Criteria (MCC) are >70. Many students failed the listening test. That is, they did not have a good understanding of the text heard. From the percentage of pre-survey results, it can be seen that only 12 students out of 34 students had good scores in the listening

test, it can be said that 65% of students have not reached the minimum completeness criteria. The researcher assumes that to motivate students in learning English, especially low listening skills, the researcher is interested in using the Edpuzzle application to help improve students' listening skills.

In other words, one of the teaching media that can be used in the listening learning process is the use of the Edpuzzle application. This is because the use of the Edpuzzle application is expected to focus and increase student interest in the listening learning process. Therefore, based on the description above, the researcher intends to apply learning media in the form of Edpuzzle applications to conduct class action research. It is important to investigate how the use of Edpuzzle application can have a positive impact on students' listening skills. In this case, the researcher compiled a research proposal entitled *Improving the Students' Listening Skill Using Edpuzzle Application at The Tenth Graders of SMA Negeri 1 Metro.*

B. Identification of the Problems

Based on the research context, the researcher can pinpoint the problems as outlined below:

1. Students have low listening skills making it difficult to understand material the material presented. Low listening skills can affect overall understanding and learning outcomes.

2. The learning method used is still optional. The learning methods used have not fully attracted students' attention or encouraged their participation optimally, so

students tend to lose concentration and are less actively involved in the learning process.

3. Students have difficulty remembering texts they have heard. Often students face such problems that affect their comprehension and accuracy of answers.

4. Less than optimal utilization of technology in learning. Although technology is widely available, its use in the listening learning process may still be less than optimal or not fully utilized.

C. Problem Limitation

Based on the identification of problems, researcher limits the research problem by focusing on the low listening skills of students. In this case, the researcher overcomes the problem by conducting research using interactive video media provided by the Edpuzzle application

D. Problem Formulation

The researcher has outlined the problem formulation related to the problem boundaries above. The problem formulation of this research: Can the use of Edpuzzle application improve the listening skills of tenth grade students at SMA Negeri 1 Metro?

E. Objective and Benefits of the Study

1. Objective of the study

The purpose of this study is to determine whether the Edpuzzle application can improve the listening skills of tenth grade students at SMA Negeri 1 Metro.

2. Benefits of the study

By conducting this research, researcher hopes that this research can be useful for teachers, students, and other researchers. The benefits of this research are as follows:

a. For the Students

Students are expected to feel more focused in listening activities and increase their score in listening classes. By using Edpuzzle, students can improve their listening skills through an interactive and engaging learning media. In addition, this feature helps students to understand the material more deeply, as they can replay difficult parts of the video and answer questions related to the content. This improvement in listening skills also supports the development of other language skills, such as speaking and reading comprehension, all of which are important for academic success and everyday communication.

b. For the teachers

Through the findings in this study, it is hoped that it can provide information and help teachers to use media such as Edpuzzle in teaching and learning activities. Edpuzzle allows teachers to insert questions, comments, and notes on the learning video, so that students can be more focused and actively involved in the learning process. In addition, by using Edpuzzle, teachers can create more interesting and interactive listening learning materials, which can increase student engagement in the learning process. The app allows teachers to insert questions, quizzes and notes into the video, which helps evaluate students' understanding in real-time.

In addition, Edpuzzle provides detailed analytical data on student performance, so teachers can identify areas where students may need additional help. In this way, teachers can be more effective in designing teaching strategies that are tailored to students' individual needs. The ease of integrating Edpuzzle with various learning platforms also helps teachers save time in material preparation and focus on direct interaction with students.

c.   For the other researcher

This research provides insight into how technology can be used to improve students' listening skills, which is an important aspect of language learning and communication. For other researchers, the findings could form the basis for further studies into the use of technology in education, allowing further exploration into the effectiveness of other digital tools.

Readers from academia and educational practitioners can also benefit from the interactive media outlined in this study to apply in their own contexts. In addition, this study contributes to the educational literature by providing empirical evidence regarding the effectiveness of Edpuzzle, which can be referenced in the development of more innovative and student-centered curricula and educational policies

F. Prior Research

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Table 2

Prior Research

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No	Researcher	Year	Research Method	Participant	Result
1	Egilistiani and Prayuana[7]	2021	Descriptive Qualitative	UNPAM English Literature Student	Researchers have shown that the Edpuzzle application is worth using in classroom activities to overcome existing difficulties in learning, create a new atmosphere, and avoid boredom from conventional ways of learning.
2	Chuyen dan Hieu[8]	2022	Mixed research is quantitative and qualitative	4th Grade Student of Gia Sang Elementary School	The researcher showed that the Edpuzzle application successfully improved students' English listening skills in grade 4 elementary school.
3	Lestari et,al[9]	2023	Mixed research is quantitative and qualitative	Students at Songkhla Technological College, Songkhla, Thailand	The results showed that the EdPuzzle-assisted listening activity was challenging and engaging for students, keeping them focused on the whole story before finishing the lesson.

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[7] Rahmita Egilistiani and Ratu Prayuana, 'Students' Responses through the Use of Edpuzzle as an Application in Achieving Listening Comprehension', *Linguists : Journal Of Linguistics and Language Teaching*, 7.2 (2021), p. 63, doi:10.29300/ling.v7i2.5469.

[8] Nguyen Thi Hong Chuyen and Le Thanh Hieu, 'The Effectiveness of Edpuzzle in Improving Grade 4 Th Students' Listening Skills', *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12.6 (2022), pp. 37–42, doi:10.9790/7388-1206023742.

[9] Monica Indriya Lestari and others, 'Experiencing EdPuzzle-Based Listening Activity: Do the EFL Students Feel Satisfied?', *Journal of English Teaching, Literature, and Applied Linguistics*, 7.2 (2023), p. 32, doi:10.30587/jetlal.v7i2.5820.

The similarity between this research and the previous research lies in the use of the same learning application, namely Edpuzzle, and the main focus directed at developing students' listening skills. In addition, this study and the previous study utilized the interactive features of the Edpuzzle application to improve students' understanding of the audio-delivered material, while actively involving them in the learning process. With a focus on listening skills, this and previous research both aim to help students better understand information in depth through interesting and innovative approaches.

On the other hand, the difference between this research and previous research lies in the type of research method used and the level of participants involved. This research uses the Classroom Action Research (CAR) method, which focuses on improving the quality of learning through iterative cycles of planning, action, observation, and reflection. In addition, this study was conducted at the high school level, which makes it unique because there has been no previous research using the Edpuzzle application to develop listening skills at this level of education. This provides a new contribution in the context of using interactive learning applications at the upper secondary level.

Based on the above studies, it appears that the use of the Edpuzzle application to improve listening skills at the senior high school level with a Classroom Action Research design has not been done much.

CHAPTER II
THEORETICAL REVIEW

A. The Concept of Listening

1. Definition of Listening

Listening is the active process of receiving, understanding, and responding to messages conveyed by others through verbal communication.[1] This process involves the sense of hearing, understanding the meaning, interpreting the context, and giving an appropriate response. Good listening requires focus and attention, as well as the skills to avoid distractions that can interfere with communication. To build strong relationships, solve problems, and achieve understanding in interpersonal communication, it is essential to have good listening skills. In addition, active listeners select and interpret information through auditory and visual cues. Therefore, listeners will connect existing or previously obtained information with what they hear when listening.

Furthermore, listening is the skill of understanding spoken language which is important for communication and is the basis for second language learning. Someone will be better able to accept and respond to what is said or asked through the listening process. Nadiyya and Suryadi support this statement, that listening is a skill to

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[1] Farrell Thomas, 'Teaching Listening',TESOL (International Association), (2013), pp. 1

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understand opinions and information conveyed or explained by others.[2] Therefore, listening is not only to find out information, but also to respond to information so that communication can continue.

2. Types of Listening

According to Brown, there are four types of listening as follows:[3]

a. Intensive Listening

Intensive Listening is a type of listening to understand the elements (phonemes, words, intonation, discourse markers, etc.) of a larger scope of language. The focus is on the elements of one's discourse. The bottom-up technique is one of them, and it focuses on sounds, words, intonation, grammar, structure, and other elements of spoken language. An example is when students listen to individual exercises. The teacher repeats a word or sentence until the student understands what it means. Students are asked to listen to a sentence and pay attention to certain elements, such as intonation, stress, or a grammatical structure.

b. Responsive Listening

To make the response equally concise, listen to relatively short stretches of language (greetings, questions, commands, comprehension checks, etc.) The goal is not to find broad or universal meanings, but to be able to find important information in areas of information that may be distracting. Speeches, media broadcasts, stories

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[2] Roudhotun Nadiyya and Suryadi, 'The Power of English Music to Improve Students' Listening Skills', *Ideguru: Jurnal Karya Ilmiah Guru*, 9.2 (2024), pp. 683–84, doi:10.51169/ideguru.v9i2.772.

[3] Brown Douglas, *Language Assessment Principles and Classroom Practice*, Longman (San Francisco State University, 2004).

and anecdotes, and conversations are some examples that can be used in listening assignments. Teachers can ask students to listen for names, dates, specific facts or events, locations, situations, and main ideas.

c. Selective Listening

Selective listening is processing stretches of discourse, such as short monologues, to "scan for specific information." The goal of the performance is not necessarily to look for broad or general meanings, but they should be able to understand the information in the broader context of the spoken language, such as teacher directions in class, television or radio news, stories, or radio news. Students can be asked to listen for names, numbers, categories of grammatical categories, directions (in map form or in map exercises), or specific facts and events as part of the assessment of tasks for selective listening.

d. Extensive Listening

In this case, extensive listening is one way to develop global understanding through listening, starting from understanding spoken language. Extensive performance ranges from listening to conversations and getting a comprehensive message or purpose. Extensive listening activities such as students listening to podcasts, songs, YouTube videos, movies or TV series without focusing on specific details, but rather on understanding the main idea and enjoying the content.

This chapter has outlined four types of listening exercises that should be understood. All four types are considered beneficial for language learning and acquisition, and some combinations of the four types are considered most suitable for

certain learning situations. Based on the above, the researcher concentrates on the insentive and selective listening type. Both types of listening serve to train students to more effectively absorb information, improve their understanding of the subject matter, and prepare them for situations that require focused and purposeful listening skills.

3. Problem in Listening

Listening is a complex skill that requires the listener to be able to understand and interpret the information obtained. This is also experienced by most students who encounter many challenges when they want to improve listening skills. As a result, some problems in listening will be faced by students. Here are some problems that are often experienced when improving listening skills:[4]

1. Low Concentration

When concentration is low, the brain tends to ignore important information conveyed by the speaker. When you can't focus, your understanding of the material is limited. This makes it difficult to connect the ideas or concepts presented. Low concentration also makes students unable to capture what is said by the speaker so that students have difficulty remembering information that has just been heard. That is why when in class students want to answer questions it is difficult to remember material or discussions that have been heard before.

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[4] Ryan Rayhana Sofyan, Andi Mushrihah, and Andi Mushrihah, 'Learning Difficulties in Listening Comprehension', *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 3.2 (2019), pp. 86–92, doi:10.26858/eralingua.v3i2.9856.

2. Limited Vocabulary

Listening skills can be greatly influenced by a limited vocabulary because without understanding the words used, someone will have difficulty understanding the context and content of the conversation. If many unfamiliar words appear during listening, the comprehension process is hindered and the listener has to try harder to guess the meaning from the context. This disrupts the flow of information and makes the listener quickly tire and lose interest. In addition, a limited vocabulary restricts the listener from following various topics of conversation, especially those that use formal language or specialized terminology. As a result, the process of learning and improving listening skills becomes slower and ineffective.

3. Accent and Intonation

Each accent or intonation has different sound and rhythm characteristics, which can make words sound unfamiliar even when they are familiar. This can lead to confusion and difficulty understanding the message being conveyed. In addition, accents play an important role in conveying meaning and emotion, while intonation refers to the rise and fall of tone in speech that can greatly change the meaning of a sentence. If listeners are unfamiliar with a particular intonation style, they may misinterpret the intended information or emotion. As a result, the skill to accurately understand conversations is impaired, and the process of improving listening skills is hindered.

4. Speech

Speech rate can affect listening skills because when someone speaks too fast, listeners may find it difficult to capture and process information effectively. With a high speaking speed, listeners tend to miss important details or not understand the overall context because they lack time to comprehend every word and sentence. As a result, they feel overwhelmed and frustrated, which can hinder the development of their listening skills. Listening to speech at a reasonable pace allows listeners to better internalize information and improve their understanding gradually.

4. Process Listening

In the book "Listening: Attitudes, Principles, and Skills" by Brownell, some listening processes are as follows:[5]

a. Receiveing (Hearing)

Hearing is the initial stage where the listener receives input or messages through the sense of hearing. This process involves physical skills to listen to the sound sent by the speaker. In addition, understanding what is heard and requires the individual to constantly attend to, interpret and remember what is heard. In this stage, the technical aspects of hearing, such as sound intensity, clarity, and frequency, are crucial. Factors such as environmental distractions, physical impairments, or hearing disabilities can affect the effectiveness of message reception.

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[5] Brownell Judi, *Listening (Attitudes, Principles, and Skills*, *Angewandte Chemie International Edition, 6(11), 951–952.*, Sixth Edit (Routledge, 2018), I.

b. Understanding (Learning)

Understanding is the stage where the listener tries to grasp the meaning of the message that has been received. This process involves interpreting words, tone of voice, and context to capture what the speaker actually meant. At this stage, the listener uses prior knowledge, experience, and language skills to decipher the message. Listener's skills to recognize and understand the emotions and nuances conveyed through the intonation and non-verbal expressions of the speaker.

c. Remembering (Recalling)

Remembering is the stage where the listener stores the information that has been understood. This process is important because the remembered information will be used to continue the conversation and provide relevant responses. The skill of recalling information involves the brain retaining important details of the message heard, such as facts, ideas, or instructions. Some techniques that can be used to improve recall skills are repeating information, taking notes, or linking new information to existing knowledge. Remembering is an important part because it means that one, besides receiving and interpreting the message, also adds it to the mind's storage bank, which means that the information will be remembered in our minds. Good recall helps listeners to give appropriate feedback by accessing information already heard and showing that they really pay attention and appreciate what the speaker is saying.

d.   Interpreting

Interpreting is the stage in the listening process where the listener analyzes and makes meaning of the messages received based on context, tone of voice, and non-verbal cues. This process involves interpreting words, phrases, and other information provided by the speaker taking into account background, culture, emotions, and certain situations. The listener attempts to understand what the speaker meant, including implied meanings and emotions that may not be expressed directly. Interpreting requires skill in understanding the nuances of language and non-verbal communication as well as the skill to place the message in its proper context.

e.   Evaluating (Judging)

Evaluating is the stage where the listener assesses or evaluates the message that has been heard. This process involves critical thinking to determine the validity, relevance, and importance of the information received. Listeners need to consider various aspects, such as the reliability of the source, the consistency of the message, and the evidence supporting the argument. Evaluation also includes emotional and logical analysis of the message, whether the message makes sense and whether there are hidden motivations behind the message. Therefore, the skill to evaluate messages effectively enables the listener to make better decisions and provide more informed and thoughtful responses.

f.   Responding (Answering)

Responding is the final stage in the listening process, where the listener provides a response or feedback to the speaker. This response can be verbal (such as

answering, asking, or making comments) or non-verbal (such as head nods, facial expressions, or eye contact). Therefore, giving the right response shows that the message has been received and understood. A good response also helps strengthen the relationship between speaker and listener, ensures that communication is two-way, and encourages further engagement in the conversation. An effective response involves listening attentively, clarifying information where necessary, and responding in a way that is relevant and supportive of the speaker.

5. Assesment Component of Listening

Listening comprises of some key component such as:[6]

a. Making sound distinctions.

b. Recognizing and comprehending significant words.

c. Recognizing linguistic word groups.

d. Recognizing the expressions and groups of expressions that demonstrate how to convey meaning.

e. Reviewing important words and ideas and using background knowledge to anticipate and confirm meaning.

The researcher draws the conclusion that there are numerous factors that affect listening score from the previous explanation, and the researcher selects certain keys to assess listening score.

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[6] TyagiBabita, "An important Skill and its various Aspect, An International Journal An English". (2013). ISSBN 0976-8265, p. 1

B. The Concept of Edpuzzle as Teaching Media

1.   Edpuzzle Application

Today, many educational institutions are using technology-enabled learning to teach their students. Creative and mindful use of technology of teacher and student learning experiences can lead to a broader understanding of what students are learning Learning through the internet or technology is called e-learning. Its purpose is to increase efficiency, improve students' communication skills, and give them more time to learn and activate their knowledge. This research uses EdPuzzle, an e-learning medium that allows teachers to create videos with audio, notes, and quizzes.

Edpuzzle is a free service that allows teachers to link to any online video, such as Khan Academy, Video, YouTube, or others. EdPuzzle is a website where you can upload videos, crop them, and add comments or questions about them. Not only that, it allows you to track assessments, assessment completion, time students spend watching videos, and time students spend completing lessons. Therefore, EdPuzzle allows users to import YouTube videos and add interactive elements such as open-ended questions and choices to make listening lessons more efficient in assignments.[7]

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[7] Luki Emiliya Hidayat and Muhammad Dzulfiqar Praseno, 'Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom', *Education of English as Foreign Language*, 4.1 (2021), pp. 1–8, doi:10.21776/ub.educafl.2021.004.01.01.

2. Procedure of Edpuzzle Application

e. For the teacher

1) Go to www.EdPuzzle.com and click start now.

2) Click register and then click "I am a teacher."

3) Then register with Edpuzzle, enter your email and personal details and password and then create an account.

4) To create a class, click on my class. To search for videos, type in your search word and press Enter (or back) on the keyboard. Select the video to show to the students.

5) After selecting the video, you can edit it by clicking on the video and then clicking edit. Then open the "Quiz Questions" menu, where you can add questions or comments. Then click on "Question Mark Slider", with open-ended questions being the default option. Once you have written your question in the box, click "Save" and click "Continue".

6) Using the other tabs, you can also add comments or questions of your own choice without having to answer. With multiple choice, you can assign true or false to each choice. This can work as true-false, classic multiple choice, or multiple true. Once everything is done, click "Save" and "Continue".

7) You can also add multiple questions in the same place in the video by clicking the "plus" (+) button. Then, click the tab to open your options for questions, multiple choice, or comments, and click the "Done" button at the top to finish.

8) Click the "Done" button at the top when finished. Type in the name of the class you will be teaching, then click the checkmark next to it. Then check the box next to "prevent skipping", which prevents your students from watching the video without answering the questions, after playing the video, and check the next box for "due date", which allows you to set the due date for any time in the future, for years to come. Then click "Submit".

9) You will now be taken to your Edpuzzle home screen. At the top will appear your class code, which you must provide to your students before they can participate. Each class has a unique code, so students who log in will only see the videos assigned to the class. You can click on "My Content" and then assign or edit those videos. You can also click on "My Class" to view student progress and see how they are progressing. many students have completed the assignment.

10) Now you can copy the embed, link, or embed code. Keep in mind that students' answers will not be saved if they are not logged in.

f. For the students

1) Download the Edpuzzle app on the Appstore or Play Store.

2) Click on "I am a student".

3) Register using email or Gmail.

4) Then enter the class code and wait for the teacher to verify you.

5) Work on the assignments already provided on the schedule.

3. Teaching Listening Using Edpuzzle

In teaching listening using the Edpuzzle application there is a three-phase technique by Masruroh and Mubarok which has been used by teachers, namely the pre-listening stage, the listening stage, and the post-listening stage.[8]

a. Pre-Listening Activities

1) Help the teacher to find out what the students already know about the topic.

2) Prepare students for the vocabulary and language structures in the text.

3) Help reduce the anxiety that comes with listening in a foreign language by providing clear context.

4) Provide opportunities for students to speak up in class and interact more.

b. Listening Activities

1) Determining the important elements heard

2) Understanding the structure of the text.

3) Keeping themselves concentrated throughout the listening activity.

4) Demonstrating whether or not they understand the material taught through listening skills.

g. Activities after Listening

1) Summarizing and asking students to summarize the information they heard, this can be done orally or in writing.

2) Discussing on the topic.

Here, researchers also used the Edpuzzle application for listening learning in the experimental class. The three stages of this method are as follows:

a. Pre-Listening Activities

1) The teacher introduces the Edpuzzle app as an innovative tool that can help improve classroom learning. The teacher enthusiastically explains to students how Edpuzzle allows them to watch educational videos that have been personalized with interactive questions and important notes. The teacher demonstrates how the app works, from selecting relevant videos to adding interactive elements that help students stay focused and engaged. With a live demonstration, the teacher ensures that each student understands how to use this app to help With this understanding, the instructor hopes to build a more lively and interactive learning environment.

2) The teacher asks students to prepare themselves to listen to the audio on Edpuzzle. First of all, the teacher asks students to make sure that their devices, be it laptops, tablets, or cell phones, are full of power and connected to the internet well. After that, the teacher asks students to find a quiet place where they can concentrate without distractions. The teacher also teaches students to use earphones or headphones to improve listening quality. After all the technical preparations are done, the teacher reminds students to have notes or stationery nearby so that they can note down important aspects of the sounds they hear. The teacher emphasizes that it is important to listen carefully because after listening, there will be interactive questions to answer. By providing these guidelines, the

teacher helps students maximize their learning experience through the Edpuzzle app.

b. Learning Activities

1) The teacher instructs the students to play the video from the Edpuzzle app twice, on the first playback the teacher asks the students to watch and listen to the video and on the second playback, the teacher asks the students to write down the sounds they listen to. Both from vocabulary that is not understood and vocabulary that is understood.

2) The teacher asks the students to discuss and remember what they saw and heard. To improve students' understanding, the teacher discusses with them after listening to the material on the Edpuzzle app. The teacher starts by asking open-ended questions about the important things that have been heard, encouraging students to share their opinions and their responses. In addition, the teacher takes this opportunity to explain concepts that may still confuse students and emphasizes that the knowledge learned can be applied in the real world. Students not only strengthen their understanding, but they also learn to think critically and communicate well. The teacher ensures that every student has the opportunity to participate, creating a collaborative and interactive learning environment.

c.   Activities After Learning

1) The teacher and students make inferences about the materials and videos from the Edpuzzle app. In this process, the teacher selects relevant learning videos and adds interactive questions in them. Students then watch the video and answer the

questions that arise, which helps them focus and understand the material better. After completing the task, the teacher and students discuss together to summarize the key points of the material that has been learned. With this method, students' listening skills improve because they not only listen, but also actively respond and analyze the information presented.

2) The teacher assigns tasks to students using Edpuzzle to improve their listening skills. In this task, the teacher selects a learning video that is suitable for the material being studied and adds interactive questions to the video. Students are asked to watch the video carefully, answer the questions that arise, and record the important points they capture. This process encourages students to focus more on the material and improves their skills in understanding oral information. With direct feedback from the teacher through the Edpuzzle platform, students can find out the areas they need to improve and are more motivated to improve their listening skills.

3) The teacher gives students time to complete the task. In this session, students are given the freedom to watch the learning video that has been selected by the teacher and enriched with interactive questions. Students can do this assignment in class or as homework, depending on their needs and learning schedule. With enough time allocated, students can focus on understanding the content of the video, answering the questions carefully and reflecting on their understanding. This approach not only improves listening skills, but also teaches students to learn independently and take responsibility for their learning process.

4) The teacher provides evaluation and assessment related to the tasks that students have done. After students have completed the task by watching the video and answering the interactive questions, the teacher reviews their work through the platform. This evaluation includes assessing the accuracy of the answers, understanding of the material, as well as students' skills in capturing information from the video. Through this assessment, teachers can provide constructive feedback, identify areas for improvement, and provide encouragement for students to continue developing their listening skills. This systematic and data-driven assessment helps teachers to design more effective learning strategies that suit the needs of each student.

4. The Advantages and The Disadvantages of Using Edpuzzle

a. The Advantages of Using Edpuzzle Application in Education

There are advantages to using Edpuzzle as a learning tool in the classroom. Among these advantages are:[9]

1) Edpuzzle provides analytic tools that allow teachers to monitor student progress and performance in real-time.

2) Teachers can know how long students watch videos, answer questions or problems given and how many times students give responses.

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[9] Endang Mastuti Rahayu and Pradana Bhaskoro, 'Interactive Media Edpuzzle and Its Implementation in Teaching Vocabulary in New Normal Era', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 9.1 (2022), p. 1, doi:10.33394/jo-elt.v9i1.4425.

3) Students can access content anytime and anywhere, thus providing flexibility in learning.

4) There is a feature that makes students unable to skip while watching videos provided by the teacher.

5) Students can use Edpuzzle to watch the video in shorter sections and help students concentrate more on the video before answering questions.

b. The Disadvantages of Using Edpuzzle Application in Education

There are some drawbacks to using Edpuzzle as a learning tool in the classroom. These include the following:[10]

1) The use of Edpuzzle requires a stable internet connection, which can be an obstacle for students with limited internet access.

2) Although the media is interactive, the teacher can only provide right and wrong feedback but it does not completely replace face-to-face interaction between the teacher and the students.

3) For teachers or students who are not familiar with this technology, it may take time to learn and adapt to the Edpuzzle platform

C. Action Hypothesis

Based on the theoretical framework above, the researcher formulates an action hypothesis that the use of Edpuzzle will be able to improve students' listening skills at the tenth grade of SMA Negeri 1 Metro.

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[10] Vivianingsih and others, 'The Effect of Interactive Learning Video Media Aided by Edpuzzle toward Student Learning', *Jurnal Inovasi Dan Teknologi Pembelajaran*, 10.1 (2023), p. 24, doi:10.17977/um031v10i12023p024.

CHAPTER III
RESEARCH METHOD

A. The Operational Definition of Variables

An operational definition is a definition based on the characteristics of the things to be defined, and can be observed or measured. The operational definition variables are as follows:

1. Independent Variable

Independent variables are variables that may cause, influence or affect the results. The independent variable of this study is the Edpuzzle application as a learning media. Despite the name, researchers measure these types of variables separately (independent) from the dependent variable, and they identify these variables as worthy of study because they expect them to influence the outcome.

Researchers will measure the independent variables by using observations. Then, researchers determine some indicators that must be achieved by students as follows:

a. Students attention in listening activites through Edpuzzle.

b. Student activeness such as asking or answering questions during the learning process.

c. Students do the listening task.

2. Dependent variable

The variable that is measured score and observation sheet is called the dependent variable. In addition, the dependent variable is the variable that is affected by one or more independent variables. The dependent variable in this study is students' listening skills. The researcher will measure the dependent variable by using a listening test. Questions prepared by the teacher for students have been inserted in the video through the Edpuzzle application. This test will be applied to tenth grade students of SMA Negeri 1 Metro.

Regarding the dependent variable in this study, some indicators that students must achieve are as follows:

a. Students attention in listening activites through Edpuzzle.

b. Student activeness such as asking or answering questions during the learning process.

c. Students do the listening task.

B. Research Location

This research was conducted at SMA Negeri 1 Metro, which is one of the high schools in the city of Metro.

C. Research Subject

Based on the data obtained during the pre-survey, the tenth grade students of SMA Negeri 1 Metro totaled 310 students. The subjects of this study are tenth grade students of SMA Negeri 1 Metro consisting of 34 students. The researcher took the class because it had a low average score.

Table 3

Total Students as Subject Research

No	Class	Gender		Total
		Male	**Female**	
1	X5	14	20	34

Based on the table above, there are 14 male students and 20 female students in class ten five. The total number of students is 34.

D. Action Plan

The design used in this research is Classroom Action Research (CAR). Action research is a systematic inquiry conducted by research teachers, principals, school counselors, or other stakeholders in a teaching-learning environment to gather information about how certain schools, how they teach, and how well their students learn.[1] It can be known that classroom action research is research that uses real conditions to solve problems in the learning process. In other words, McNiff stated that Classroom Action Research is a learning how to do things in more personally and socially beneficial ways, and education refers to the experience of the interaction between people which leads to further learning.[2] The following will describe the meaning of classroom action research based on the three words that make it up.

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[1] Muhammad Djajadi, *Classroom Action Research - Penelitian Tindakan Kelas*, *Workshop on Teaching Grant for Learning Innovation*, 2019.

[2] Jean McNiff and Jack Whitchead. Action Research : Principles and Practice. (London and New York: Routledge Falmer, 2002), p.15

1. Research

Research refers to the process of studying something in a certain way and methodological rules to obtain useful data and information to improve the quality of something that is interesting and important to the researcher.

2. Action

Action is a term that refers to an activity carried out deliberately with a specific purpose. In research, action takes the form of a cycle of activities carried out by students.

3. Class

In this case, class is not tied to the notion of a classroom, but in a more specific sense in the field of education and teaching, the term "class" refers to a group of students who are simultaneously taught the same material by the same teacher.

approaches into the on going system. Fourth, this method is intended to improve communication between practicing teachers and academic researchers. Fifth, this research aims to provide a better alternative to the more subjective and subjective methods of solving problems in the classroom. . Therefore, through CAR teachers will be trained to creatively develop the curriculum in the classroom or school so that they can innovate learning. In Classroom Action Research (CAR), researchers or teachers need to identify problems found in the classroom before carrying out CAR. McNiff also said that this is a practical way to look at a teacher's practice to check if

there are significant changes.[3] The researcher used a classroom action research procedure based on McNiff's design. This research consists of four main components, namely planning, acting, observing, and reflecting. After one cycle is completed, especially after reflecting, then proceed with re-planning or revising the implementation of the previous cycle and continuing the second cycle. This design can be illustrated and described as follows:
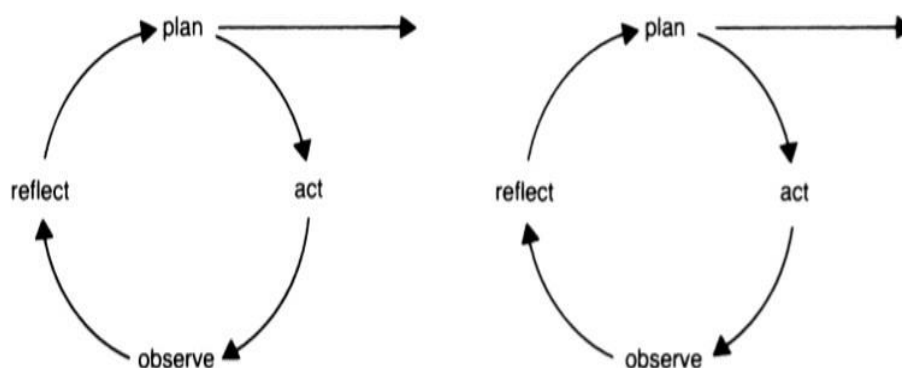
Figure 1
Research Design Of Jean Mc Niff & Witehead,
Mcniff (2002:41)

CYCLE 1

a) Planning

Planning can be implemented as identifying classroom problems and deciding on appropriate actions. The planning steps are as follows:

1) The researcher makes learning modules based on the independent curriculum and the action scenarios to be carried out based on the syllabus.

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[3] Jean McNiff, *You and Your Action Research Project*, *You and Your Action Research Project*, Third Edit (Routledge, 2016), doi:10.4324/9781315693620. pp. 1-2

2) The researcher prepares the necessary supporting facilities or facilities, teaching aids and everything needed in the lesson plan.

3) The researcher prepares observation sheets to determine student and teacher activities in the learning process.

4) The researcher prepares tests (pre-test and post-test) with school assessment standards (in this case 70).

b) Acting

Acting means taking appropriate action by considering the problem. The steps in acting are as follows:

a. The researcher opens the learning and provides motivation as an opener.

b. The researcher conducted a pre-test.

c. The researcher delivers learning materials using EdPuzzle E-Learning.

d. The researcher gives examples related to the use of EdPuzzle E-Learning in listening activities.

e. The researcher provides a material through Edpuzzle Researcher provides one video and students listen to it.

f. The researcher confirms students' understanding of the listening material through Edpuzzle.

g. The researcher provides opportunities for students to ask for difficulties related to the material that has been heard.

h. The researcher gives students a listening task through EdPuzzle Application (post test).

i.   The researcher gives conclusion.

j.   The researcher provides feedback and assessment of learning outcomes.

c)   Observing

1)   The real teacher observes the teaching and learning activities in the classroom, such as the classroom situation, learning flow, and student responses.

2)   The researcher identifies student achievement in listening learning by giving tests after CAR in cycle 1.

3)   The researcher calculates the student improvement score from the test before CAR to the test after CAR in cycle 1 whether it has increased or not.

In this stage, researchers observe students and activities in the learning process to determine the condition of the class and the improvement of students' listening skills in cycle 1 through the use of EdPuzzle.

d)   Reflecting

Reflection is an analysis of research findings used to analyze the data that has been collected to determine the next action and to determine the improvement of students' listening skills by using EdPuzzle.

a.   The teacher and researcher discuss not only the results of the implementation of CAR, but also student achievement and the media used.

b.   The teacher and researcher develop lesson plans for the next cycle and for tests after CAR in cycle 2 in order to determine the increase in student scores and to solve unresolved problems.

CYCLE 2

1. Planning

a. The researcher makes learning modules based on the independent curriculum and the action scenarios that will be carried out based on what has been compiled based on the syllabus.

b. The researcher prepares the necessary supporting facilities or facilities, teaching aids and everything needed in the lesson plan.

c. The researcher prepares observation sheets to determine student and teacher activities in the learning process.

d. The researcher studies the results of reflection on cycle 1.

2. Acting

Acting means taking appropriate action by considering the problem. The steps in acting are as follows:

a. The researcher opens the lesson and provides motivation as an opener.

b. The researcher delivers learning materials using EdPuzzle Application.

c. The researcher explains the overview related to the topic of listening through Edpuzzle English.

d. The researcher gives one audio and students listened to it.

e. The researcher confirms students' understanding of the listening material through Edpuzzle.

f. The researcher provides opportunities for students to ask for difficulties related to the material.

g. The researcher gives listening assignments to students through EdPuzzle E-Learning.

h. The researcher gives conclusion

i. The researcher gives feedback and assessment of the learning outcomes

3. Observing

a. The researcher makes observations of teaching and learning activities in the classroom which included classroom situations, teacher performance, and student responses.

b. The researcher calculates students' improvement scores from the test before CAR to the test after CAR in cycle 1 to the test after CAR in cycle 2.

4. Reflecting

The researcher and collaborators reflect on all actions to be taken and identify the results of observations in the learning process and compare pre-test and post-test scores.

E. Data Collection Technique

In the data collection procedure, there are three steps to follow in the research:

1. Observation

In research using observation sheet as data collecting tecnhnique. The purpose of observation is to describe the situation being investigated, the activities, people or individuals involved. In a data collection technique where the activities of the subject

are visually observed, observation is a data collection method that involves direct observation of the phenomenon or subject under investigation.

2. Test

A test is a way to measure a person's ability, knowledge, and performance in a particular field.[4] Tests are also exercises or questions common to a person that are used to measure the intelligence, knowledge, skills, and abilities of an individual or group. The researcher used multiple choice test and have ten number. This tests are usually conducted using elements that are in the survey and determine how they work. In this study, researchers used pre-test and post-test to collect data and measure students' listening skills.

a. Pre Test

The pre-test was carried out at the first meeting before the treatment. With the pre-test, researcher used multiple choice test that can understand the basic level of the variables studied, making it easier to determine the ability and to find out the extent of students' skill.

b. Post test

The post-test used multiple choice test will be carried out at the last meeting after treatment to find out whether the Edpuzzle given can affect students' listening skills in class or whether there is a difference between the pre-test value before treatment and the post-test value after treatment.

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[4] Douglas. *Ibid*

3.   Documentation

Davison and Smith stated that documentation or documents are data collection techniques used to complement the research under study such as diaries, diaries and journals, biographical notes, autobiographies, life histories, directories, archives, photographs, books, articles, and others.[5] The main purpose is to put in writing all activities related to the audit.

Researchers used the documentation method to obtain some information about:

a. Profil of SMA Negeri 1 Metro.

b. The Vision and Mision of SMA Negeri 1 Metro

c. The building condition and school facilities in SMA Negeri 1 Metro

d. The quantity of students at SMA Negeri 1 Metro

e. Organizational structure of SMA Negeri 1 Metro.

4. Field Note

Field notes are written records made by researchers during or after observations and include details of what was seen, heard and experienced during the research. These notes not only record events, but also include the researcher's personal thoughts, interpretations and feelings about what they saw and heard. It may include contextual descriptions such as classroom atmosphere, student reactions, or interactions between students that may not be recorded in a conventional observation

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[5] R. C.Richard Davison and Paul M. Smith, *Quantitative Data Analyses*, *Research Methods in Physical Activity and Health*, 2018, doi:10.4324/9781315158501-17.

format. The purpose of this data collection technique is to capture every element that can help understand the phenomenon under study, both planned and unplanned.

F. Data Collecting Instrument

Data collecting instrument is a tool used by the writer to collect data. In this study, the instruments used are as follows:

1. Listening Test

This test measures students' understanding of topics in English subjects that focus on listening skills. This test consists of pre-test and post-test and the number of questions in this test is 10 questions with 4 options. In this study in the form of multiple choice test that ask students to listen to videos through the Edpuzzle application and they must answer the questions correctly

2. Observation Sheet

Observation sheet are record of observations in the field. This instrument aims to observe students' engagement, behavior, and improvement of listening skills during the use of Edpuzzle application in listening learning. The indicators in the observation sheet include:

a) Students attention in listening activites through Edpuzzle.

b) Student activeness such as asking or answering questions during the learning process.

c) Students do the listening task.

3. Documentation Sheet

Documentation sheet is a tool used to collect data and documentation archives is in each cycle such as photos or videos during the learning process and identity the school, tutorial of the use of Edpuzzle, results of student work on Edpuzzle (e.g. quiz scores, feedback provided by the app).

G. Data Analysis Technique

In this study, researcher uses data analysis by taking the average of the results or scores of the pre-test and post-test. To find out the improvement, this study also compared the pre-test and post-test scores. Then, the results will be matched with the Minimum Completeness Criteria (MCC) set by the school.

In the tenth grade of SMA Negeri 1 Metro, the Minimum Completeness Criteria (MCC) for English subject is 70.

1. This study uses the formula to calculate the average score as follows:

Notes :
$$M = \frac{\sum X}{N}$$

M= Mean

∑X= Total of students score

N= Total of the students[6]

2. Scoring the students' correct answer pre-test and post tests :

$$Score = \frac{Student\ correct\ answer}{Total\ numbers\ of\ item} \times 100$$

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[6] Timothy C. Urdan, Statistics in Plain English, (London:Lawrence Erlbaum Associates,2005), P. 2-8

3. The formula to determine the percentage of students who pass the MCC in each cycle is as follows:

Notes : $$P = \frac{F \times 100\%}{N}$$

P= Precentage

F= Frequency

N= Total of the student[7]

H. Research Indicator of Succes

Indicators of success are taken from the teaching and learning process and during the action research process. This research is declared successful if 75% of students reach the Minimum Completeness Criteria (MCC) of 70 in their listening skills and learning activities.

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[7] Gay, L., Mills, G. and Airasian, P. (2012) Educational Research: Competencies for Analysis and Applications. 10th Edition, Pearson, Toronto

CHAPTER IV
RESULT AND DISSCUSION

A. Research Result

1. Description Resarch Location

a. The History of the School

SMA Negeri 1 Metro was established in 1959 on the initiative of the Metro community and the Regional Government of Central Lampung Regency under the leadership of Syahri Djajawijaya. At the beginning of its establishment, the school was named SPTA (Sekolah Perisapan Tingkat Atas) with 35 students. The main school building was built in 1962 as a result of community cooperation on a land area of 19.965 M2.

b. Vision and Mission of SMA Negeri 1 Metro

The vision of SMA Negeri 1 Metro is discipline, excellence, based on faith and taqwa (Digul Imtaq). The vision is (1) Developing discipline, leadership, and personality within the framework of devotion to God Almighty through various student activities, both through student organizations, extracurricular activities, and other activities rooted in national culture. (2) Developing quality academic and non-academic competencies towards national and international standards by implementing and developing a national curriculum that is adapted to the international curriculum. (3) Developing a quality, effective and dynamic learning process by utilizing innovative and contextual learning resources.

(4) Developing a sportive competitive attitude through various fields and opportunities by prioritizing the spirit of excellence and national spirit. (5) Developing a school culture that is in accordance with religious norms, community norms, and national norms in a harmonious and trusting system.

c. The Quantity of the Students of SMA Negeri 1 Metro

The graph of student quantity of SMA Negeri 1 Metro is as follows:
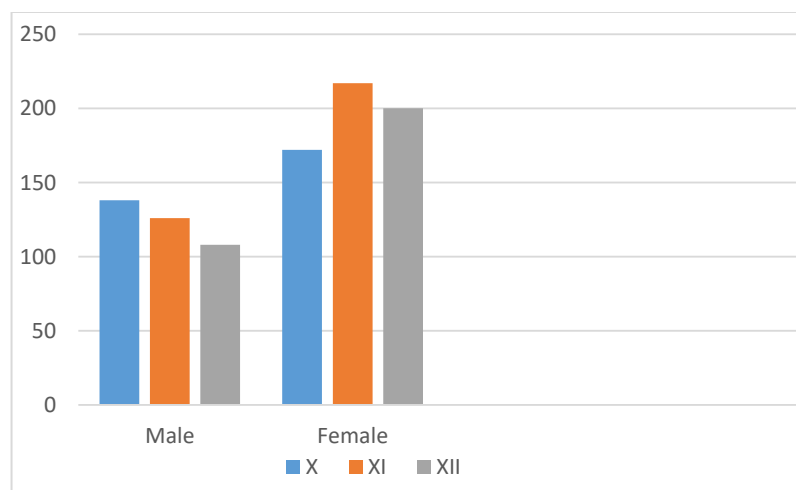
Figure 2. The quantity of the studens SMA Negeri 1 Metro

Source: The School Archive, taken on November 6th 2024

Based on the graphic diagram above, the total number of class X is 310, class XI is 343, and class XII is 308 with a total of 961 students in SMA Negeri 1 Metro.

d. The Building of SMA Negeri 1 Metro

SMA Negeri 1 Metro has several room facilities that total 53 rooms and spaces. These include 28 classrooms to accommodate students, along with essential administrative rooms such as the Teacher Office, Headmaster Room, and Administration Room, each consisting of one unit. For educational support, there is 1

library and 6 laboratories, ensuring ample resources for learning and practical activities. Additionally, the institution has a Counseling Room and a UKS (School Health Unit) to cater to student welfare.Extracurricular and communal facilities are also well-represented. The institution features a mosque for religious activities, a canteen for dining, and a Sport Area for physical education and sports. A Conference Room is available for meetings and events, while the OSIS Room is dedicated to student council activities. Other supporting spaces include 7 toilets, a warehouse for storage, and various other essential facilities to ensure a comfortable and functional environment for all stakeholders.

2. Description of Research Data

This research is a Classroom Action Research (CAR) conducted in class X SMA NEGERI 1 METRO in the academic year 2024/2025. This research was conducted in two cycles, each consisting of four steps: planning, action, observation and reflection. Students' listening skills were measured through tests including pre-test and post-test, which were given at the beginning of the study and at the end of each cycle. Students' activities were recorded through observation during the learning activities.

e. Pre Test

At the pre-test implementation stage, it is carried out at the beginning before the subject matter is given, as a step to measure the level of understanding of students' listening skills. The pre-test was conducted on Wednesday, August 18, 2024 at 14.00 - 15.00 PM, the test consisted of 10 items in the form of multiple choice questions that had to be completed within 60 minutes.

Table 4
The Score Pre-Test

No	Name	Score	Category	No	Name	Score	Category
1.	AMR	30	Incomplete	18.	GDNF	0	Incomplete
2.	ADDA	70	Incomplete	19.	HAFI	70	Incomplete
3.	AB	60	Incomplete	20.	IHR	70	Complete
4.	APK	60	Incomplete	21	KZJ	30	Incomplete
5.	ARK	70	Complete	22.	KPZ	20	Incomplete
6.	AR	70	Incomplete	23.	MRAH	70	Complete
7.	A	70	Incomplete	24.	MCK	70	Complete
8.	BK	10	Incomplete	25.	MRN	20	Incomplete
9.	BES	20	Incomplete	26.	MFS	70	Incomplete
10.	DNA	30	Incomplete	27.	MBFY	20	Incomplete
11.	DSP	10	Incomplete	28.	NAP	20	Incomplete
12.	DAC	10	Incomplete	29.	NS	60	Complete
13.	DKOW	20	Complete	30.	RCB	70	Complete
14.	EPF	40	Incomplete	31.	SR	20	Incomplete
15.	EAP	10	Incomplete	32.	NSA	70	Complete
16.	EI	60	Incomplete	33.	WA	10	Incomplete
17.	FZAP	30	Incomplete	34.	YHB	70	Incomplete
High Score						70	
Low Score						0	
Avarege Score						42	

The percentage of the students pre-test score can be seen on the following table.

Table 5

The Precentage of Pre-test

No.	Grade	Frequency	Percentage	Criteria
1.	>70	12	35.29%	Complete
2.	<70	22	64.71%	Incomplete
	Total	**34**	**100%**	

The diagram of precentage students pre-test score can be seen on the following table.
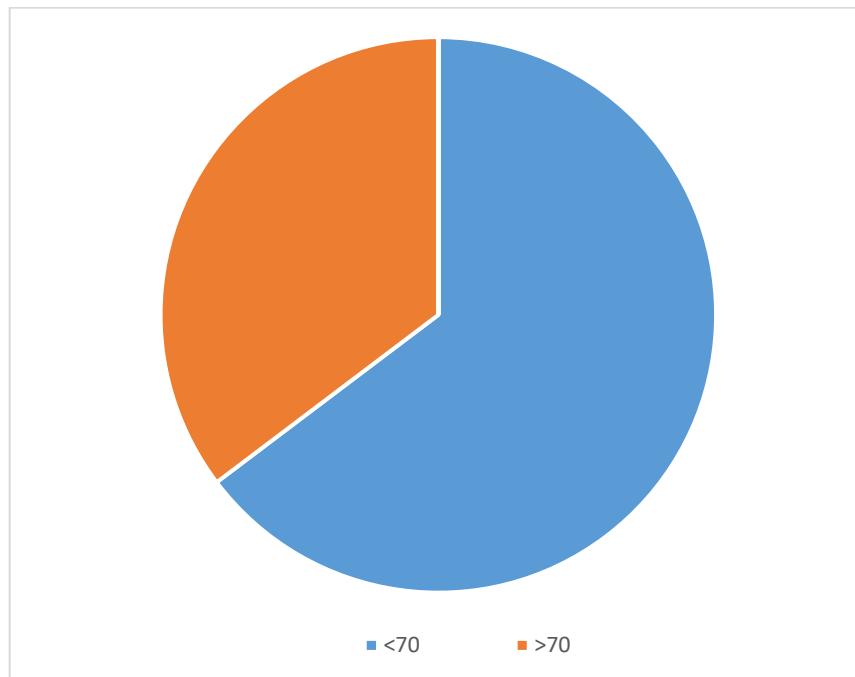
Figure 3. The Percentage of Students Pre-test Score

Based on the results of the students' pre-test, it can be concluded that only 35% or equivalent to 12 students who scored above 70 passed the Minimum Completeness Criteria (MCC). On the other hand, 65% or 22 students who scored below 70 did not meet the Minimum Completion Criteria (MCC). This shows that student performance in listening skills is still below standard..

a. Cycle 1

1) Planning

At this stage, researcher developed teaching modules and media for learning activities. Furthermore, researcher made an observation sheet containing records of student activities observed during the learning process.

2) Acting

The researcher implemented this cycle in two sessions. The action schedule for this cycle is outlined as follows:

Table 6
The Schedule of Cycle I

Meeting	Date	Time
1st	Wednesday, October 15th 2024	14.00-15.00 PM
2nd	Thrusday, October 16th 2024	13.00-14.0 PM

a) First Meeting

The first meeting was held on Wednesday, October 15, 2024 at 14.00-15.00 PM and lasted for 60 minutes or 2x30 minutes. At this meeting, the researcher who acted

as a teacher collaborated with Mr. Minar to create a harmonious and productive collaborative atmosphere.

The first activity in class began with the teacher welcomed students with a warm and friendly smile. Before starting the lesson, the teacher checked the students' attendance list to ensure all students were present and ready to learn. As a start of motivation, the teacher provided ice breaking related to listening and English, namely "Simon Says Games". To start the discussion, the teacher asked the students "what is your least favorite thing about listening?".

After that the teacher introduced the Edpuzzle application to students, about how to used it and what are the benefits for listening activities. After understanding it, the teacher asked students to install and login to the Edpuzzle application. After that, the teacher asked questions related to the material taught by the teacher and continued the discussion about "Asking and Giving Opinion" in general on the board, and then the teacher shared the link in the Edpuzzle application to watch the video with the title "Expression of Asking and Giving Opinion" and understand better.

Then, students answered questions from the teacher regarding, What is the content of the video in Edpuzzle? What is in the Edpuzzle video? What are the examples of asking and giving opinion? at the end of the meeting, the teacher summarized the main points of the day's learning, gave some tips and motivation and gave directions for the next meeting.

a) **Second Meeting**

The second meeting was held on Thursday, October 16, 2024 at 13.00 - 14.00 and lasted for 60 minutes or 2x30 minutes. At the beginning of the meeting, the teacher

cheerfully greeted students one by one while checking students' attendance in a unique way, namely students answering roll call with the *Feeling of the Day*. When the student hears his name being called in sequence through roll call, then the student answered by expressing his feelings on that day. This step not only created a warm and inclusive atmosphere in the classroom, but also showed that teachers and students can establish a good relationship.

After creating a conducive and comfortable atmosphere to start learning, the teacher gave students the opportunity to explain the material that has been delivered in the previous meeting regarding "Asking and Giving Opinion". Next, the teacher asked students to watch the video in the Edpuzzle application that has been distributed, then students were asked to work on tasks totaling 10 items in the form of multiple choice questions and done for 40 minutes.

Edpuzzle videos are carefully selected to match the level of difficulty and context of student learning. This task was carried out to assess the results of the post-test I score. When students work, the teacher monitors the process and checks on the application to what extent students have completed the questions, the teacher also sees which question numbers make students difficult to answer.

The results of students' scores on Post Test I can be seen in the table below:

Table 7
The Score of Post-Test I

No	Name	Score	Category	No	Name	Score	Category
1.	AMR	60	Incomplete	18.	GDNF	40	Incomplete
2.	ADDA	80	Complete	19.	HAFI	80	Complete
3.	AB	70	Complete	20.	IHR	*80*	Complete
4.	APK	70	Incomplete	21	KZJ	50	Incomplete
5.	ARK	80	Complete	22.	KPZ	50	Incomplete
6.	AR	80	Incomplete	23.	MRAH	80	Complete
7.	A	80	Complete	24.	MCK	80	Complete
8.	BK	-	Incomplete	25.	MRN	60	Incomplete
9.	BES	50	Incomplete	26.	MFS	80	Complete
10.	DNA	50	Incomplete	27.	MBFY	80	Complete
11.	DSP	30	Incomplete	28.	NAP	50	Incomplete
12.	DAC	40	Incomplete	29.	NS	70	Complete
13.	DKOW	50	Incomplete	30.	RCB	80	Complete
14.	EPF	60	Incomplete	31.	SR	50	Incomplete
15.	EAP	40	Incomplete	32.	NSA	80	Complete
16.	EI	70	Complete	33.	WA	40	Incomplete
17.	FZAP	60	Incomplete	34.	YHB	80	Complete
High Score							80
Low Score							30
Avarege Score							60,5

The percentage of the students post-test score can be seen on the following table :

Table 8
The Precentage of Post-test Cycle I

No.	Grade	Frequency	Percentage	Criteria
1.	>70	17	51.52%	Complete
2.	<70	16	48.48%	Incomplete
Total		**33**	**100%**	

The diagram of precentage students pre-test score can be seen on the following table
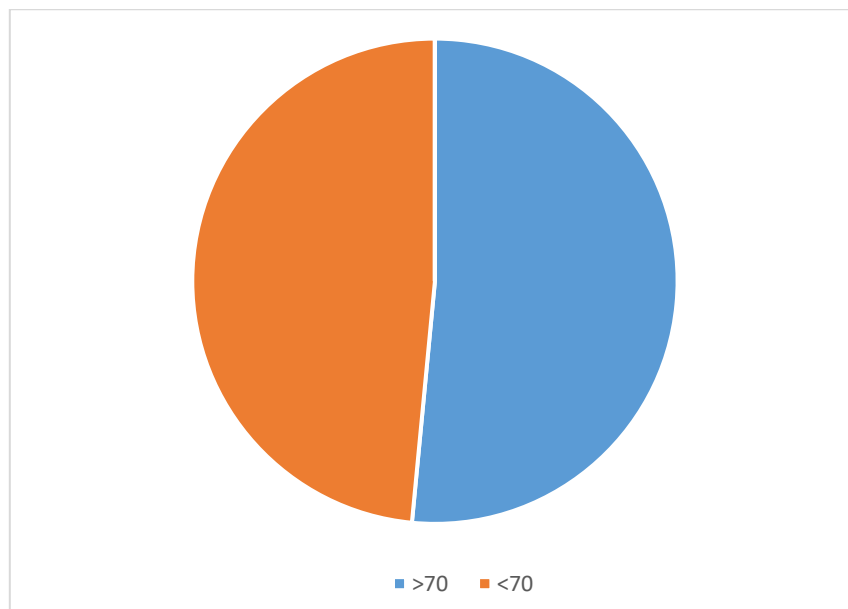
Figure 4. The Percentage of Post-test I Scores

Based on the results presented, it can be concluded that of the total number of students who have completed post-test I, out of 33 students only 17 students (52%) achieved a

score ≥ 70, while 16 students (48%) got a score ≤ 70. This shows that the results of post-test I cannot be categorized as successful based on the predetermined success indicators.

3. Observing

During the learning process, student activity was also observed by the observer. Students who are actively involved in learning will get points by ticking on the observation sheet for meeting 1 and meeting 2.

The indicators of student activity are:

 a) Students attention in listening activites through Edpuzzle.

 b) Student activeness such as asking or answering questions during the learning process.

 c) Students do the listening task.

The results of observation sheet can be observed as follows:

Table 9
The Observation Sheet in Cycle I

No	Observation Sheet	Frequency	Percentage
1.	Students Attention	18	52.94%
2.	Student's Activeness	14	41.18%
3.	Students do the task	33	97%
Total Students		**34**	

The graph of percentage students' activities in cycle I as follows:
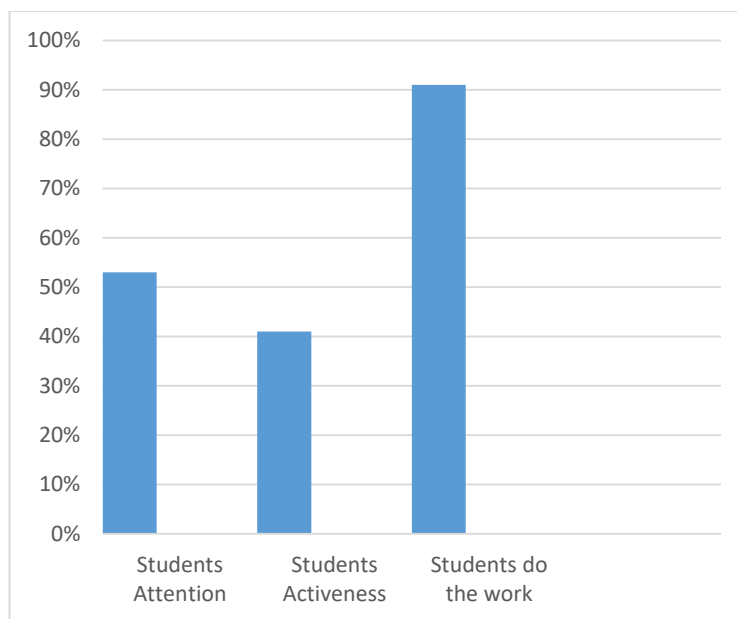
Figure 5. The Percentage of Students Activity

Based on the results seen, it can be seen the result of students after used Edpuzzle Application at the learning process that not all students actively participate in learning activities of the total number of students, 18 students (53%) paid attention to the lesson, 14 students (41%) answered questions and asked questions, while 33 students (97%) did the assignments.

4. Reflecting

Based on the observation of the learning process in cycle I, it can be seen that the learning process in cycle I, it can be seen that the learning process has not yet reached the Minimum Completeness Criteria (MCC) set in the study. Based on the results of field notes, some students are still confused with the use of the application, besides that some students are still not active during the learning process. Not only that, the

lack of internet connection instability also caused students' focus to decrease. At the end of this cycle, researcher analyzed and calculated all learning processes, including students' pre-test scores and post-test I results as well as the results of students' post-test I scores.

The comparison between the pre-test and post-test I scores is explained as follows:

Table 10

The Comparison Between Pre-Test and Post-Test I Scores in Cycle I

No	Name	Pre-Test	Post-Test	Improving	Category
1.	AMR	30	60	30	Improve
2.	ADDA	70	80	10	Improve
3.	AB	60	70	10	Improve
4.	APK	60	70	10	Improve
5.	ARK	70	80	20	Improve
6.	AR	70	80	10	Improve
7.	A	70	80	10	Improve
8.	BK	10	50	40	Improve
9.	BES	20	50	30	Improve
10.	DNA	30	50	2 0	Improve
11.	DSP	10	30	20	Improve
12.	DAC	10	40	30	Improve
13.	DKOW	20	50	30	Improve
14.	EPF	40	60	20	Improve

No	Name	Pre-Test	Post-Test	Improving	Category
15.	EAP	10	40	30	Improve
16.	EI	60	70	10	Improve
17.	FZAP	30	60	30	Improve
18.	GDNF	0	40	40	Improve
19.	HAFI	70	80	10	Improve
20.	IHR	70	*80*	10	Improve
21	KZJ	30	50	20	Improve
22.	KPZ	20	50	30	Improve
23.	MRAH	70	80	10	Improve
24.	MCK	70	80	10	Improve
25.	MRN	20	60	40	Improve
26.	MFS	70	80	10	Improve
27.	MBFY	20	50	30	Improve
28.	NAP	20	50	30	Improve
29.	NS	60	70	10	Improve
30.	RCB	70	80	10	Improve
31.	SR	20	50	30	Improve
32.	NSA	70	80	10	Improve
33.	WA	10	40	30	Improve
34.	YHB	70	80	10	Improve
The Highest		**70**	**80**		
The Lowest		**0**	**30**		
Avarege Score		**42**	**60.5**		

In this study, there were 34 students who participated in the learning process. Before the intervention was conducted, the percentage of students who reached the KKM was 47%. After the learning process took place, the percentage increased to 53%, indicating an increase in student achievement of the set competency standards. The highest score obtained by students in the pre-test was 70, while in the post-test the highest score increased to 80, indicating a significant development in students' understanding of the material taught. The average student score also increased significantly, from 42 in the pre-test to 60.5 in the post-test.

The percentage of the students comparison score in cycle I can be seen on the following table:

Table 11
The Comparison between the of Students Pre-Test and Post-Test in Cycle I

No	Score	Pre-Test	Post-Test	Category
1.	≥70	35.29%	47.06%	Complete
2.	≤70	64.71	52.94%	Incomplete
	Total	**100%**	**100%**	

The graph of comparison students listening skill pre-test and post-test I score in cycle I as follow:
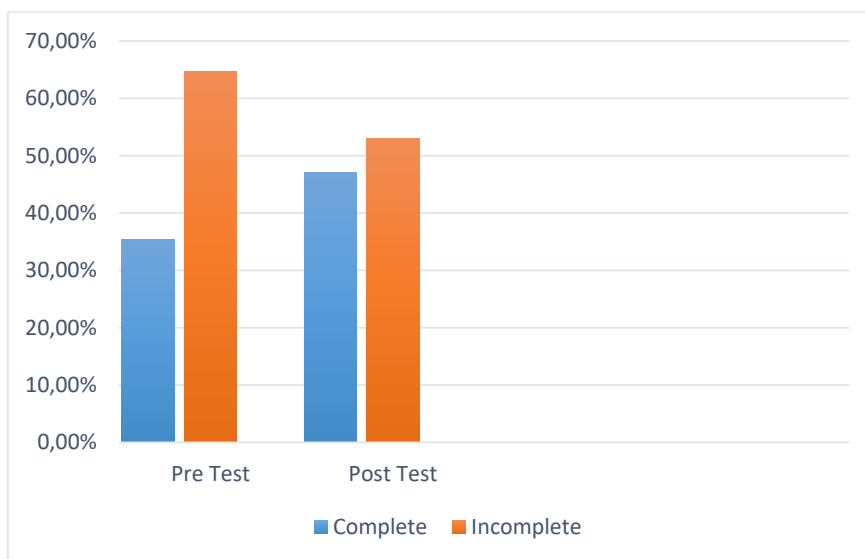

Figure 6. The Students Pre-test and Post-test Scores in Cycle I

Based on the research results, it can be seen that in the pre-test, out of 34 students, only 12 students (35%) managed to get a score ≥ 70 while 22 students (65%) got a score ≤ 70. Moving on to post-test I, 16 students (47%) managed to get a score ≥ 70, while 18 students (53%) still got a score ≤ 70. The average score for the pre-test was 42 and for post-test I was 60.5. Therefore, it can be concluded that there was an increase in results during cycle I, although it did not meet the success indicators. For this reason, further adjustments and improvements need to be made in the implementation of cycle II.

b) **Cycle II**

To improve the weaknesses in cycle I such as some students are still confused with the use of the application, still not active during the learning process, and lack of internet connection instability also caused students' focus to decrease, the researcher

must continue the treatment in cycle II which consists of the same four stages, namely planning, action, observation, and reflection. In the implementation of cycle II, the steps are as follows:

1) Planning

In planning cycle II, researcher and collaborator discussed the problems that occurred in cycle I. At this stage, researcher continue to apply the same strategies as in cycle I, namely developing teaching modules, and media for learning activities. At this stage, researcher will continue to apply the same strategy as in cycle I, namely compiling teaching modules, and media for learning activities.

Furthermore, the researcher made an observation sheet containing notes on student activities observed during the learning process.

2) Acting

The researcher compiled a schedule for cycle II, on:

Table 12
The Schedule of Cycle II

Meeting	Date	Time
1st	6 November 2024	13.00 PM
2nd	7 November 2024	14.00 PM

a) First Meeting

The first meeting was held on Wednesday, November 06, 2024 at 13.00 - 14.00 PM and lasted for 60 minutes or 2x30 minutes. At the beginning of the meeting in cycle 2, the classroom atmosphere was filled with warm greetings from the teachers who welcomed the students so that the classroom atmosphere became conducive and comfortable to start learning. After that, the teacher provided a TOEFL Exercise Short Conversation video on the Edpuzzle application.

With great enthusiasm, the students looked more enthusiastic and eager to understand the concept. The teacher asked the students to listen to the video on Edpuzzle that had been distributed. They were asked to listen to the video and then discuss it together. To make students stay focused and not feel bored while learning, the teacher provides ice breaking "Greeting Check".

The purpose of this ice breaking is to check the students' focus. at the beginning the teacher gives a word and instructions such as good morning (clap 1) and several other instructions. So, students do based on the agreement of the instructions at the beginning. Students are asked to focus on the commands given by the teacher and code the instructions with gestures.

At the end of the meeting, the teacher summarized the main points of the day's learning, gave some tips and motivation and gave directions for the next meeting. The results of students' scores on Pre Test I can be seen in the table below:

Table 13
The Score of Pre-Test Cycle 2

No	Name	Score	Category	No	Name	Score	Category
1.	AMR	70	Complete	18.	GDNF	30	Incomplete
2.	ADDA	70	Complete	19.	HAFI	70	Complete
3.	AB	50	Incomplete	20.	IHR	70	Complete
4.	APK	60	Incomplete	21	KZJ	70	Complete
5.	ARK	80	Complete	22.	KPZ	20	Incomplete
6.	AR	60	Complete	23.	MRAH	50	Incomplete
7.	A	70	Complete	24.	MCK	70	Complete
8.	BK	40	Incomplete	25.	MRN	40	Incomplete
9.	BES 32	20	Incomplete	26.	MFS	70	Complete
10.	DNA	30	Incomplete	27.	MBFY	50	Incomplete
11.	DSP	10	Incomplete	28.	NAP	30	Incomplete
12.	DAC	50	Incomplete	29.	NS	50	Incomplete
13.	DKOW	50	Incomplete	30.	RCB	70	Complete
14.	EPF	50	Incomplete	31.	SR	40	Incomplete
15.	EAP	70	Complete	32.	NSA	70	Complete
16.	EI	70	Incomplete	33.	WA	40	Incomplete
17.	FZAP	70	Complete	34.	YHB	70	Complete
High Score							80
Low Score							10
Avarege Score 183:34							5.38

The percentage of the students pre-test score can be seen on the following table.

Table 14
The Precentage of Pre-test

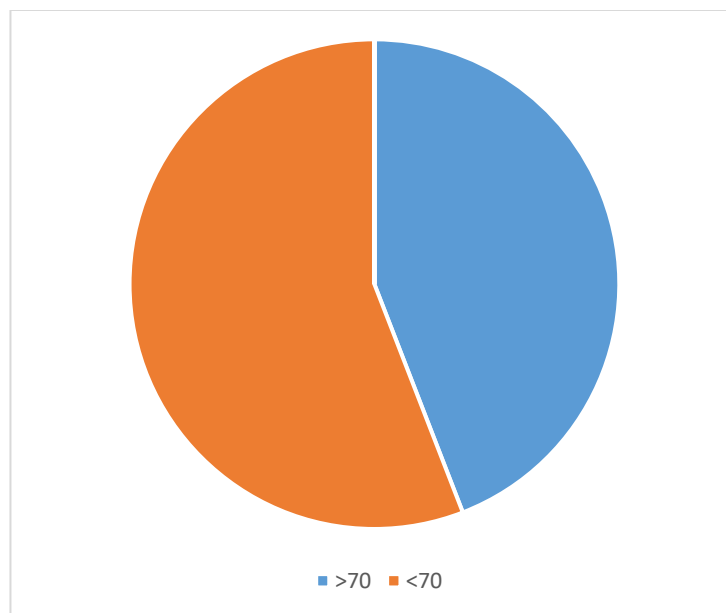| No.	Grade	Frequency	Percentage	Criteria
1.	>70	15	44.12%	Complete
2.	<70	19	55.88%	Incomplete
	Total	**34**	**100%**	

Figure 7. The Percentage of Students Pre-test Score

Based on the results of the students' pre-test, it can be concluded that only 44% or equivalent to 15 students who scored above 70 passed the Minimum Completeness Criteria (MCC). On the other hand, 56% or 19 students who scored below 70 did not

meet the Minimum Completion Criteria (MCC). This shows that student performance in listening skills is still below standard..

3) Second Meeting

The second meeting was held on Thursday, November 07, 2024 at 14.00-15.00 PM and lasted for 60 minutes or 2x30 minutes.

When class started, the teacher greeted students and checked students' attendance, following the same welcomed routine as in the previous meeting. After ensuring that the class conditions are conducive and comfortable to start learning, the teacher gave the ice breaking at the first meet "Do what you hear" and gave tips on dealing with the problems discussed in the previous meeting until students really understand. Next, the teacher provides a link to the Edpuzzle video and asks students to listen, then students are asked to work on questions related to the contents of the video on the answer sheet. Which consists of 10 items in the form of multiple choice questions and is done for 40 minutes.

When students work, the teacher monitors the process and checks on the application to what extent students have completed the questions, the teacher also sees which question numbers make students difficult to answer.

This task is specifically designed for post test II to measure whether there is an improvement in students' listening skills since post test I.

Then the results of post test II can be seen as follows:

Table 15
The Score of Post-Test II

No	Name	Score	Category	No	Name	Score	Category
1.	AMR	80	Complete	18.	GDNF	50	Incomplete
2.	ADDA	90	Complete	19.	HAFI	100	Complete
3.	AB	70	Complete	20.	IHR	80	Complete
4.	APK	80	Incomplete	21	KZJ	90	Complete
5.	ARK	100	Complete	22.	KPZ	60	Incomplete
6.	AR	80	Complete	23.	MRAH	80	Complete
7.	A	80	Complete	24.	MCK	80	Complete
8.	BK	70	Incomplete	25.	MRN	80	Complete
9.	BES	50	Incomplete	26.	MFS	100	Complete
10.	DNA	60	Incomplete	27.	MBFY	70	Complete
11.	DSP	30	Incomplete	28.	NAP	50	Incomplete
12.	DAC	60	Incomplete	29.	NS	70	Complete
13.	DKOW	70	Complete	30.	RCB	100	Complete
14.	EPF	70	Complete	31.	SR	100	Complete
15.	EAP	80	Complete	32.	NSA	90	Complete
16.	EI	70	Complete	33.	WA	80	Complete
17.	FZAP	90	Complete	34.	YHB	100	Complete
High Score							100
Low Score							30
Avarege Score							75.29

The percentage of the students pre-test score can be seen on the following table

Table 16
The Precentage of Pre-test

No.	Grade	Frequency	Percentage	Criteria
1.	>70	26	76.47%	Complete
2.	<70	8	23.53%	Incomplete
	Total	**34**	**100%**	

The graph of students Post Test score in cycle II as follow:
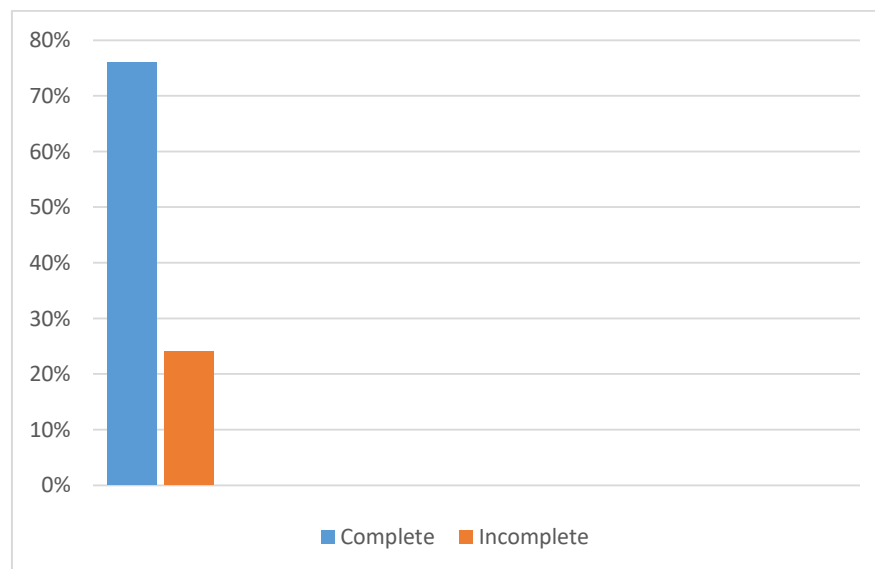

Figure 8 The Percentage of Post-test II Scores

Based on the results presented, it can be concluded that of the total number of students who completed the post-test II, 26 students (76%) achieved a score of ≥ 70 while 8 students (24%) obtained a score of ≤ 70. After seeing what has been

presented, it can be concluded by looking at the success indicators that the post-test II results have been successful.

4) Observing

At this stage, the researcher again used the observation sheet to assess student activity as in cycle II, the results of which can be seen in the following table:

Table 17
The Observation Sheet in Cycle II

No	Observation Sheet	Frequency	Percentage
1.	Students Attention	30	88.24%
2.	Student's Activeness	26	76.47%
3.	Students do the task	34	100%
Total Students		**34**	

The graph of percentage students' activities in cycle II as follows:
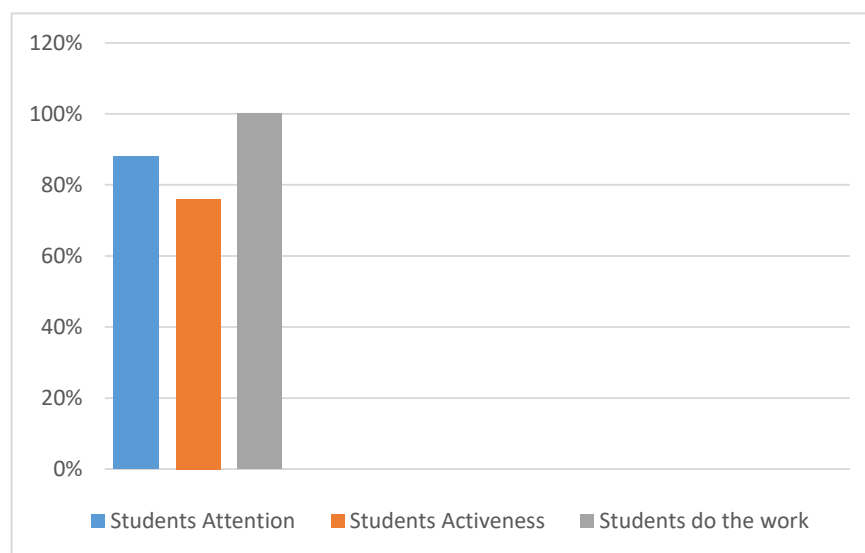

Figure 9. The Percentage of Students Activity

The table above showed that student activity in cycle II has increased. The percentage of students who pay attention to the lesson is 88%, students answered questions 76%, and students work on assignments 100%. Based on the results of the above research, the researcher showed that the learning process in cycle II was successful because student activity obtained a percentage above 75%.

5) Reflecting

At the end of this cycle, researcher analyzed and calculated all processes, which included students' post-test II scores and observations of students' learning activities. The difference between students' post-test I and post-test II scores is illustrated in the following table:

Table 18

The Comparison between Post-Test I and Post-Test II Scores in Cycle II

No	Name	Post TestI	Post-TestII	Increasing	Category
1.	AMR	60	80	20	Improve
2.	ADDA	80	90	10	Improve
3.	AB	70	80	10	Improve
4.	APK	70	80	10	Improve
5.	ARK	80	100	20	Improve
6.	AR	80	90	10	Improve
7.	A	80	90	10	Improve
8.	BK	50	70	20	Improve

No	Name	Post TestI	Post-TestII	Increasing	Category
9.	BES	50	60	10	Improve
10.	DNA	50	60	10	Improve
11.	DSP	30	40	10	Improve
12.	DAC	40	50	10	Improve
13.	DKOW	50	70	20	Improve
14.	EPF	60	70	10	Improve
15.	EAP	40	80	40	Improve
16.	EI	70	80	10	Improve
17.	FZAP	60	90	30	Improve
18.	GDNF	40	50	10	Improve
19.	HAFI	80	100	20	Improve
20.	IHR	*80*	90	10	Improve
21	KZJ	50	90	40	Improve
22.	KPZ	50	60	10	Improve
23.	MRAH	80	90	10	Improve
24.	MCK	80	90	10	Improve
25.	MRN	60	80	20	Improve
26.	MFS	80	100	20	Improve
27.	MBFY	50	70	20	Improve

No	Name	Post TestI	Post-TestII	Increasing	Category
28.	NAP	50	60	10	Improve
29.	NS	70	80	10	Improve
30.	RCB	80	100	20	Improve
31.	SR	50	100	50	Improve
32.	NSA	80	90	10	Improve
33.	WA	40	80	40	Improve
34.	YHB	80	100	20	Improve
Total Score		2120	2720		
The Highest		80	100		
The Lowest		30	40		
Avarege Score		62,35	80		

The percentage of the comparison between pre-test and post-test score can be seen on the following table

Table 19

The Comparison between the Students Scores in Cycle II

No	Score	Post-Test I	Post-Test II	Category
1.	≥70	47%	76%	Complete
2.	≤70	53%	24%	Incomplete
	Total	34	34	

In this study, a total of 34 students were involved. The post-test results in cycle I showed that only 47% of students managed to reach the MCC, but in cycle II, the percentage of students who reached the MCC increased significantly to 76%. The highest score obtained by students in cycle I was 80, while in cycle II, the highest score jumped to 100, indicating a significant increase. In addition, the average student score also increased, from 62 in cycle I to 80 in cycle II. This increase shows that the applied learning method successfully improved students' understanding and skills significantly between the first and second cycles.

The graph of percentage comparison students'score in cycle II as follows:
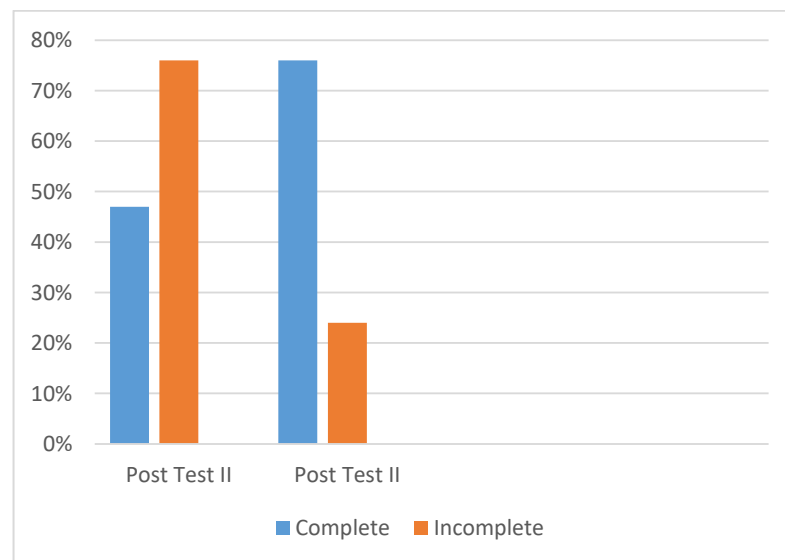
Figure 8. The percentage of Post-test I and Post-test II Scores in Cycle II

Based on the above results, it can be concluded that this Classroom Action Research (CAR) is considered successful and is not continued to the next cycle. This decision is due to the fulfillment of success indicators from both the learning process

and learning outcomes, which show that learning and learning outcomes, as well as the use of videos in the Edpuzzle application can improve students' listening skills.

B. DISCUSSION

1. Result of Students Learning

a. Result of Students Pre-Test Score

At this stage, researcher gave a pre-test to measure students' listening skills before implementing learning. Researcher obtained data through a multiple choice test which was completed within 60 minutes, held on August 18, 2024. From the results of the pre-test I, it can be seen that the majority of students find it difficult to do the test. Based on the average student result of 42, it shows that students have not passed the MCC. The minimum MCC is 70, only 12 students out of 34 students passed the MCC. In addition, researcher also conducted Pre Test II on November 6, 2024 and again it can be seen that the average student result of 5.38 showed that students have not passed the MCC. The minimum MCC is 70, only 15 students out of 34 students passed the MCC.

b. Result of Students Post-Test I Score

At this stage, to evaluate students' listening skills after being given treatment in the form of using edpuzzle in learning that has been designed, researchers carry out post-test I. This test aims to determine the extent of improvement in students' listening skills compared to the results of the previous pre-test. This test aims to determine the extent of improvement in students' listening skills compared to the results of the previous pre-test. Post-test I was held on October 16, 2024 with a

format similar to the pre-test, which uses multiple choice questions designed to measure students' understanding of the material that has been taught.

The results of the post-test I showed that the average student score reached 60.5. Although there was an increase compared to the pre-test results, this value was still below the Minimum Completion Criteria (KKM) that had been set, which was 70. Of the total 34 students who took the test, only 17 students managed to reach or exceed the MCC value. This shows that more than half of the students still face difficulties in improving their listening skills even though they have been given learning treatments in the first cycle.

Based on the analysis of post-test I results, the researcher concluded that learning in cycle I could not be said to be fully successful. There are still many students who have not achieved the expected competency standards because they have not paid full attention and there are still many students who have not been actively involved in the learning process. Therefore, improvements are needed in the implementation of learning in the next cycle.

c. Result of Students Post-Test II Score

At this stage of the study, researchers continued to cycle II. The results of post-test I conducted in cycle I showed that student performance in listening skills had not met the Minimum Completion Criteria (MCC) of 70. This indicates the need for further refinement in the instructional approach and continuation of the intervention to achieve the desired learning outcomes.

To evaluate the effectiveness of the modified teaching media and to measure the improvement of students' listening skills after the intervention in cycle II, researchers conducted a post-test II. The assessment was designed in the form of a multiple choice test to provide consistency with the previous test format. The test was completed within 40 minutes and was conducted on November 7, 2024.

The results of the post-test II showed a significant improvement in students' listening skills. Specifically, 26 out of 34 students managed to reach or exceed the MCC, which reflects an improvement compared to the post-test I results in cycle I. This progress illustrates that the success of this research in cycle II.

2. Comparison of Score in Pre-Test I dan II, Post-Test I in Cycle I, and Post Test II in Cycle I

The results of post-test I conducted in cycle I showed that students' performance in listening skills had not met the Minimum Completion Criteria (MCC) of 70. To evaluate the effectiveness of the modified teaching strategy and to measure the improvement of students' listening skills after intervention in cycle II, researchers conducted post-test II. The assessment was designed in the form of a multiple choice test to provide consistency with the previous test format. The test was completed within 40 minutes and was conducted on November 7, 2024.

The results of the post-test II showed an improvement in students' listening skills. Specifically, 26 out of 34 students managed to reach or exceed the MCC, which

reflects an improvement compared to the post-test I results in the first cycle. This progress illustrates that the use of edpuzzle application implemented during cycle II was effective in improving students' listening skills. This increase can be seen from the number of students who reached a score of 70 increasing from 12, 15 to 17 to 26 students. Therefore, the researcher concluded that this study was successful.

Based on these findings, it can be concluded that the use of Edpuzzle in listening learning can improve students' listening skills. This is supported by the increase in student scores from pre-test to post-test I and from pre-test II and post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

a. The Students Pay Attention to the Class

Students' attention to classroom learning has increased from cycle I to cycle II. In cycle I, the level of attention only reached 52.94% which reflected the low focus of students in the learning process. This was thought to be caused by students' lack of familiarity with the learning media, so students found the application uninteresting.

After improvements were made in cycle II, such as training by using the application in answering questions and learning, student attention increased to 88.24%, with an increase of 35.31%. This increase shows the success of the corrective actions taken to increase student engagement in learning..

b. The Students Activeness in learning

Student activeness in asking and answering questions showed an increase from the first meeting to the next. In the early stages, many students were hesitant to

participate, often avoiding eye contact or remaining silent when the teacher asked questions. This hesitation highlighted a lack of confidence and uncertainty in their understanding of the material. Only a few students were brave enough to answer, and even then, their answers were often incomplete or incorrect.

As the learning process continued, changes began to be seen. In cycle II, more students showed increased confidence and enthusiasm in participating. When the teacher asked questions, students were more willing to take risks in answering, even though their answers were not always accurate. This active engagement reflects a growing sense of comfort in the classroom environment, where students feel encouraged to express their thoughts without fear of being judged.

Quantitatively, student activeness increased by 34.99%, from 41.48% in cycle I to 76.47% in cycle II. This significant increase shows the effectiveness of the strategies implemented to encourage student engagement, such as interactive discussions and a supportive learning atmosphere.

c.   The Students Do the Work

The number of students completing assignments showed a positive increase throughout the study. In cycle I, 97% of students were seen completing assignments given by the teacher. Although this percentage already shows a high level of compliance and responsibility among students, there were still a small number of students who failed to submit assignments on time or did not complete them correctly. This problem can be attributed to factors such as lack of understanding of the material and absence during assignments. In cycle II, there was a marked

increase, with 100% of students successfully completing their assignments. This full compliance reflects the effectiveness of adjustments made to the teaching strategy between the two cycles. For example, clearer instructions, additional explanations of assignments, and efforts to ensure correct answers to questions. In addition, consistent encouragement from the teacher and positive reinforcement likely played a role in motivating students to continue carrying out their academic responsibilities. This increase in assignment completion is an important indicator of increased student responsibility and engagement in the learning process. The 100% completion rate in cycle II highlights success in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the learning process during the two cycles, the researcher wants to emphasize that the use of the Edpuzzle application can improve students' listening skills. Edpuzzle application is effective as a medium for learning listening skills. Student activeness in cycle I and cycle II shows an improve, which shows that the use of the Edpuzzle application can increase student participation. The average student activeness increased from <50% in cycle I to >75% in cycle II. Edpuzzle application helps students understand the content of the text more easily, which leads to an increase in the value of listening skills. This progress can be seen from the increase in scores from pre-test I to cycle I and pre-test II to cycle II. The average score of pre-test I was 42 increased to >60 and pre-test II had an average score of >50 increased to 80. Therefore, it can be concluded that the use of Edpuzzle application is effective in improving listening skills and student learning activities as reflected in the improvement of student performance during the learning process.

B. Suggestion

1. **For students**

To maximize the benefits of Edpuzzle, students are advised to actively utilize every feature available, such as repeating videos to understand the material better and answering interactive questions seriously. Students can also note down important points while watching the video to strengthen their understanding. If there are parts

that are unclear, use the opportunity to discuss with the teacher or friends. By learning independently and utilizing the flexibility of Edpuzzle access, students can deepen listening skills, improve concept understanding, and build effective learning habits.

2. **For the teacher**

The use of Edpuzzle application can be an effective tool in delivering subject matter in an interesting and interactive way to students. By utilizing creativity in creating video content that suits students' needs, teachers can not only increase their interest in learning but also enrich the teaching methods used. This allows students to be more actively involved in learning, as well as helping teachers to deliver material in a more dynamic and easy-to-understand way.

3. **For other researchers**

By using the Edpuzzle application to enhance listening skills, this research offers valuable insights into current digital media trends and highlights the growing impact of digital technology on education. The integration of such tools not only facilitates more engaging and interactive learning experiences but also demonstrates how digital resources can effectively support the development of essential skills in students. This study underscores the importance of incorporating innovative digital platforms into education to keep pace with technological advancements and improve learning outcomes.

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APPENDICES

LIST OF APPENDICES

ALUR TUJUAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS FASE E (KELAS X)

(Sesuai Kemendikbudristek No. 33 Th. 2022 Tentang Capaian Pembelajaran)

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Need, Feeling and Attitude	Profil Pelajar Pancasila	Modul	JP
10. A.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Mandiri, Bernalar Kritis	1	4
A.2	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri dan kreatif	1	4
TOTAL JAM PELAJARAN				**8 JP**

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka

menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Need, Feeling and Attitude	Profil Pelajar Pancasila	Modul	JP
10. B.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.	2	4
B.2	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Bergotong-royong, Bernalar Kritis dan Kreatif	2	4
TOTAL JAM PELAJARAN				**8 JP**

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

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Materi	Lagu dan Puisi	Profil Pelajar Pancasila	Modul	JP
10. C.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis.	3	4
C.2	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis	3	4
TOTAL JAM PELAJARAN				**8 JP**

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi

sosial.

CAPAIAN PEMBELAJARAN:

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By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Narrative (Fiksi dan Nonfiksi)	Profil Pelajar Pancasila	Modul	JP
10. D.1	Peserta didik dapat memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Berkebinekaan Global Bernalar Kritis	4	2
D.2	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	2
D.3	Peserta didik dapat menyimpulkan makna	Mandiri,	4	4

secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Bernalar Kritis		
TOTAL JAM PELAJARAN			**8 JP**

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Narrative (Fiksi dan Nonfiksi)	Profil Pelajar	Modul	JP

		Pancasila		
10. D.4	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar kritis	4	2
D.5	Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia.	Bernalar kritis	4	2
TOTAL JAM PELAJARAN				4

ELEMEN:

MENULIS-MEMPRESENTASIKAN

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review

and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Materi	Narrative (Fiksi dan Nonfiksi)	Profil Pelajar Pancasila	Modul	JP
X. D.7	Peserta didik dapat merancang teks tulis berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.	4	4
D.8	Peserta didik dapat mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri, Bernalar Kritis dan Kreatif.	4	4
TOTAL JAM PELAJARAN				**8**

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan

tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Descriptive Teks	Profil Pelajar Pancasila	Modul	JP
10. E.1	Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive).	Mandiri dan Bernalar Kritis	5	2
E.2	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat..	Bernalar kritis	5	2
E.3	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks,	Bernalar Kritis	5	4

	dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat.			
TOTAL JAM PELAJARAN				**8**

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Descriptive Text	Profil Pelajar Pancasila	Modul	JP
X. E.4	Peserta didik dapat memahami dan menganalisis	Mandiri,	5	2

		Bernalar Kritis		
	fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Bernalar Kritis		
E.5	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Bernalar Kritis	5	2
TOTAL JAM PELAJARAN				**4**

ELEMEN:

MENULIS-MEMPRESENTASIKAN

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

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punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Materi	Descriptive Text	Profil Pelajar Pancasila	Modul	JP
X. E.6	Peserta didik dapat merancang teks tulis berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Kreatif, Mandiri, dan Bernalar Kritis	5	4
E.7	Peserta didik dapat mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Percaya Diri, Kreatif dan Bernalar kritis	5	4
TOTAL JAM PELAJARAN				**8**

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Procedure Text	Profil Pelajar Pancasila	Modul	JP
X. F.1	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Mandiri dan Bernalar Kritis	6	4
F.2	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Beriman, bertakwa kepada Tuhan YME, berakhlak Mulia, percaya diri dan kreatif	6	4
TOTAL JAM PELAJARAN				**8**

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Procedure Text	Profil Pelajar Pancasila	Modul	JP
Modul JP F.3	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	6	4
F.4	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan	Bernalar kritis	6	4

tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.			
TOTAL JAM PELAJARAN			**8**

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as

Materi	Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Sejarah)	Profil Pelajar Pancasila	Modul	JP
	gestures, speed and pitch to be understood in some contexts.			
X. G.1	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Mandiri dan Bernalar Kritis	7	4
G.2	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Bernalar Kritis	7	4
TOTAL JAM PELAJARAN				**8**

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat

dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Bersejarah)	Profil Pelajar Pancasila	Modul	JP
X. G.3	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Mandiri, benalar kritis	7	4
G.4	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Bernalar kritis	7	4
TOTAL JAM PELAJARAN				8

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti

narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Advertisement, Invitation and Announcement	Profil Pelajar Pancasila	Modul	JP
X. H.1	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	8	2
H.2	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Bernalar kritis	8	2
TOTAL JAM PELAJARAN				**4**

ELEMEN:

MENULIS-MEMPRESENTASIKAN

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Materi	Advertisement, Invitation and Announcement	Profil Pelajar Pancasila	Modul	JP
X. H.3	Peserta didik dapat merancang teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat.	Kreatif, Mandiri, dan Bernalar Kritis	8	4
H.4	Peserta didik dapat mempresentasikan teks lisan dan tulis berbentuk iklan	Percaya Diri, Kreatif dan	8	4

	(advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Bernalar kritis		
TOTAL JAM PELAJARAN				**8**

TOTAL JAM PELAJARAN = 108

MODUL AJAR BAHASA INGGRIS
SMA NEGERI 1 METRO
X5/GENAP CYCLE 1

NO.	KOMPONEN	DESKRIPSI/KETERANGAN
A.	**Informasi Umum Perangkat Ajar**	
	1.Identitas Sekolah	
	Nama Penyusun	Dewi Wulandari
	Nama Institusi	SMA Negeri 1 Metro
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Atas (SMA)
	Kelas	X (Sepuluh)
	Alokasi Waktu	2x30 menit
	2.Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjai rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampikan.

	Elemen//Domain CP	Menyimak – Berbicara *(Listening – Speaking)*
		Pada akhir fase E, pesert didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan startegi untuk memulai dan mempertahankan percakapan dan dikusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau preesntasi mengenai topk yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perandingan. Mereka menggunakan elemen non-verbal eperti bahasa tubuh, kecepatan berbicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
	Tujuan Pembelajaran	Pada akhir Fase E, peserta didik mampu: a. Siswa dapat memahami dan menangkap informasi dari berbagai jenis teks lisan. b. Siswa dapat menjawab pertanyaan berdasarkan teks yang didengarkan c. Siswa dapat menunjukkan sikap mendengarkan yang baik.
	Essential Question(s)	Beberapa pertanyaan pemantik: a. How can the use of technology, such as Edpuzzle, help improve students' listening skills?

		b. What challenges did you face when listening to materials through digital media and how did you overcome them?
	Target Peserta Didik	Modul ini dapat digunakan oleh siswa kelas X (sepuluh) SMA atau sederajat. Sekolah dengan teknologi dan akses internet yang baik akan lebih diuntungkan dalam pembelajaran di modul ini, namun tetap bisa digunakan pada sekolah yang idak memiliki akses internet. Uumnya modul ini menjabarkan kegiatan pembelajaran tatap muka namun dapat dimodifikasi untuk pembelajaran online dalam jaringan sesuai kreatifitas guru.
	Pemahaman Bermakna	a. Siswa mampu memahami bahwa keterampilan menyimak bukan hanya tentang mendengarkan secara pasif, tetapi melibatkan kemampuan untuk menangkap, menganalisis, dan memahami informasi yang disampaikan melalui media audio-visual. Dengan memanfaatkan Edpuzzle, mereka menyadari bahwa teknologi dapat membuat proses menyimak lebih interaktif dan menarik, sehingga membantu meningkatkan konsentrasi, pemahaman, serta retensi informasi.
		b. Siswa juga diharapkan menyadari bahwa keterampilan menyimak yang baik akan mendukung keberhasilan akademis mereka di berbagai mata pelajaran, serta penting dalam kehidupan sehari-hari, baik dalam konteks formal maupun informal. Melalui pengalaman belajar ini,

		siswa dapat merefleksikan cara mereka belajar, mengidentifikasi tantangan dalam menyimak, dan menerapkan strategi yang lebih efektif untuk memperbaiki kemampuan tersebut menggunakan teknologi.
Acuan Alur Tujuan Pembelajaran (ATP)		
3. Profil Pelajar Pancasila		
	Profil Pelajar Pancasila yang berkaitan	a. *Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia*: Siswa diharapkan menunjukkan sikap yang baik selama proses pembelajaran, termasuk kesabaran dalam menyimak dengan teliti dan menghargai informasi yang disampaikan. b. *Bernalar Kritis*: siswa diharapkan mampu menganalisis informasi yang diterima secara kritis, mengevaluasi keakuratan, relevansi, dan kredibilitas informasi, serta menghubungkannya dengan pengetahuan yang sudah mereka miliki c. *Kreatif*: Siswa didorong untuk mengembangkan cara-cara baru dalam memahami informasi yang mereka dengar dan lihat melalui Edpuzzle. Mereka juga bisa mengeksplorasi penggunaan teknologi untuk meningkatkan keterampilan menyimak d. *Mandiri*: Siswa dilatih untuk mengambil inisiatif dalam proses belajar dengan Edpuzzle, di mana mereka mengatur waktu dan tempo belajar mereka sendiri. Mereka juga belajar bertanggung jawab

	atas pemahaman mereka terhadap materi yang telah disimak. e. *Bergotong royong*: Siswa bekerja sama dalam kelompok untuk menyelesaikan tugas menyimak dan berdiskusi mengenai materi yang telah mereka simak di Edpuzzle.
4. Materi Ajar, Alat, dan Bahan	
Materi atau Sumber Pembelajaran Utama	a. Listening Practice b. Asking and Giving Opinion
Sarana Prasarana	a. Laptop b. Internet c. LCD d. Handphone
Media	Edpuzzle Aplication
5. Model Pembelajaran	a. Blended Learning b. Task based Language Teaching (TBLT)
6. Urutan Kegiatan Pembelajaran	
Pertemuan 1	
Pendahuluan : 10 menit a. Guru dan siswa berdo'a. b. Guru dan siswa saling memberi salam dan menjawab salam serta menyampaikan kabarnya masing-masing. c. Guru mengecek kehadiran siswa. d. Guru memberikan motivasi dan semangat siswa dengan mengikuti ice breaking berupa game "*Simon Says Games*". e. Guru mendiskusikan dengan siswa tentang pentingnya mendengarkan.	

f. Guru melakukan Tanya jawab awal "apa yang kalian tidak sukai saat kegiatan menyimak ?"

Inti: 40 menit

a. Guru menjelaskan aplikasi Edpuzzle dan cara penggunaannya serta kelebihan dan kekurangannya.

b. Siswa menginstall dan masuk ke aplikasi Edpuzzle.

c. Guru menjelaskan materi tersebut secara umu dipapan tulis.

d. Guru membagikan sebuah link dan siswa menyimak video yang diberikan guru didalam Edpuzzle tentang Asking and Giving Opinion**.**

e. Siswa diminta untuk mengerjakan test yang telah didengarkan dan dibahas bersama.

f. Siswa dan guru berdiskusi terkait pertanyaan-pertanyaan yang telah disimak dan dikerjakan.

Penutup: 10 menit

a. Guru dan peserta didik menyimpulkan kegiatan yang telah dilakukan.

b. Guru memberikan tips untuk meningkatkan keterampilan mendengarkan dikehidupan sehari-hari.

c. Peserta didik diberi informasi tentang materi pembelajaran pada pertemuan berikutnya.

d. Guru memberikan motivasi kepada peserta didik untuk selalu semangat belajar.

e. Guru menutup pembelajaran dengan salam.

Pertemuan 2

Pendahuluan: 10 menit

a. Guru dan peserta didik berdo'a.

b. Guru dan peserta didik saling memberi salam dan menjawab salam serta menyampaikan kabarnya masing-masing.

c. Guru mengecek kehadiran peserta didik.

d. Guru memberikan motivasi dan semangat peserta didik dengan mengikuti ice breaking berupa game "Feeling of the Day".

e. Guru memberi apersepsi tentang materi yang akan dipelajari dengan memberikan pertanyaan pemantik.

Inti: 40 menit

a. Guru mengulas materi yang sebelumnya dibahas dan memberikan kesempatan kepada semua peserta didik untuk bertanya/menjawab pertanyaan dari guru.

b. Guru memberikan tugas menyimak kepada siswa melalui aplikasi Edpuzzle.

c. Guru memberi waktu siswa untuk mengerjakan dan mengapresiasi jawaban siswa.

Penutup: 10 menit

a. Guru dan peserta didik menyimpulkan kegiatan yang telah dilakukan.

b. Guru dan siswa melakukan refleksi pembelajaran secara bersama – sama

c. Peserta didik diberi informasi tentang materi pembelajaran pada peertemuan berikutnya.

d. Guru memberikan motivasi kepada peserta didik untuk selalu semangat belajar.

e. Guru menutup pembelajaran dengan salam.

7. Asesmen	
Target Penilaian	Individu dan Kelompok
Jenis Asesmen	Sumatif

8. Refleksi Guru dan Peserta Didik	
Refleksi Guru	a. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini?
	b. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada?
	c. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk

		mencapai tujuan pembelajaran?
	Refleksi Siswa	a. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini?
		b. Bagaimana perasaanmu selama mengikuti pembelajaran in?
		c. Cara belajar yang bagaimana yang paling membantumu dalam meningkatkan keterampilan menyimak?
		d. Langkah apakah yang dapat kalian lakukan untuk mengatasi kesuliatan yang kamu temukan?

9. Daftar Pustaka

Budi Hermawan, Dwi Haryanti, Nining Suryaningsih, *Bahasa Inggris untuk SMA/MA/SMK Kelas X*, Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Pusat Perbukuan, Jakarta Selatan : 2022.

Metro, 10 Oktober 2024

Guru Mata pelajaran   Mahasiswa

Minar Subowo, S.Pd   **Dewi Wulandari**
NIP. 19811226 200902 1 003   NPM. 2101053002

MODUL AJAR BAHASA INGGRIS

SMA NEGERI 1 METRO

X5/GENAP CYCLE 2

No.	Komponen	Deskripsi/Keterangan
A.	**Informasi Umum Perangkat Ajar**	
	1.Identitas Sekolah	
	Nama Penyusun	Dewi Wulandari
	Nama Institusi	SMA Negeri 1 Metro
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Atas (SMA)
	Kelas	X (Sepuluh)
	Alokasi Waktu	2x30 menit
	2.Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjai rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampikan.
	Elemen//Domain CP	Menyimak – Berbicara *(Listening – Speaking)*

		Pada akhir fase E, pesert didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan startegi untuk memulai dan mempertahankan percakapan dan dikusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau preesntasi mengenai topk yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perandingan. Mereka menggunakan elemen non-verbal eperti bahasa tubuh, kecepatan berbicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
	Tujuan Pembelajaran	Pada akhir Fase E, peserta didik mampu: d. Siswa dapat memahami dan menangkap informasi dari berbagai jenis teks lisan. e. Siswa dapat menjawab pertanyaan berdasarkan teks yang didengarkan f. Siswa dapat menunjukkan sikap mendengarkan yang baik.
	Essential Question(s)	Beberapa pertanyaan pemantik: c. How can the use of technology, such as Edpuzzle, help improve students' listening skills? d. What challenges did you face when listening to

		materials through digital media and how did you overcome them?
	Target Peserta Didik	Modul ini dapat digunakan oleh siswa kelas X (sepuluh) SMA atau sederajat. Sekolah dengan teknologi dan akses internet yang baik akan lebih diuntungkan dalam pembelajaran di modul ini, namun tetap bisa digunakan pada sekolah yang idak memiliki akses internet. Uumnya modul ini menjabarkan kegiatan pembelajaran tatap muka namun dapat dimodifikasi untuk pembelajaran online dalam jaringan sesuai kreatifitas guru.
	Pemahaman Bermakna	a. Siswa mampu memahami bahwa keterampilan menyimak bukan hanya tentang mendengarkan secara pasif, tetapi melibatkan kemampuan untuk menangkap, menganalisis, dan memahami informasi yang disampaikan melalui media audio-visual. Dengan memanfaatkan Edpuzzle, mereka menyadari bahwa teknologi dapat membuat proses menyimak lebih interaktif dan menarik, sehingga membantu meningkatkan konsentrasi, pemahaman, serta retensi informasi.
		b. Siswa juga diharapkan menyadari bahwa keterampilan menyimak yang baik akan mendukung keberhasilan akademis mereka di berbagai mata pelajaran, serta penting dalam kehidupan sehari-hari, baik dalam konteks formal maupun informal. Melalui pengalaman belajar ini, siswa dapat merefleksikan cara mereka belajar,

		mengidentifikasi tantangan dalam menyimak, dan menerapkan strategi yang lebih efektif untuk memperbaiki kemampuan tersebut menggunakan teknologi.

Acuan Alur Tujuan Pembelajaran (ATP)

3. Profil Pelajar Pancasila

Profil Pelajar Pancasila yang berkaitan	f.	*Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia*: Siswa diharapkan menunjukkan sikap yang baik selama proses pembelajaran, termasuk kesabaran dalam menyimak dengan teliti dan menghargai informasi yang disampaikan.
	g.	*Bernalar Kritis*: siswa diharapkan mampu menganalisis informasi yang diterima secara kritis, mengevaluasi keakuratan, relevansi, dan kredibilitas informasi, serta menghubungkannya dengan pengetahuan yang sudah mereka miliki
	h.	*Kreatif*: Siswa didorong untuk mengembangkan cara-cara baru dalam memahami informasi yang mereka dengar dan lihat melalui Edpuzzle. Mereka juga bisa mengeksplorasi penggunaan teknologi untuk meningkatkan keterampilan menyimak
	i.	*Mandiri*: Siswa dilatih untuk mengambil inisiatif dalam proses belajar dengan Edpuzzle, di mana mereka mengatur waktu dan tempo belajar mereka sendiri. Mereka juga belajar bertanggung jawab atas pemahaman mereka terhadap materi yang telah

		disimak.
	j.	*Bergotong royong*: Siswa bekerja sama dalam kelompok untuk menyelesaikan tugas menyimak dan berdiskusi mengenai materi yang telah mereka simak di Edpuzzle.
4. Materi Ajar, Alat, dan Bahan		
Materi atau Sumber Pembelajaran Utama	c.	Listening Practice
	d.	Asking and Giving Opinion
Sarana Prasarana	e.	Laptop
	f.	Internet
	g.	LCD
	h.	Handphone
Media		Edpuzzle Aplication
5. Model Pembelajaran	c.	Blended Learning
	d.	Communicative Language Teaching
6. Urutan Kegiatan Pembelajaran		
Pertemuan 1		
Pendahuluan : 10 menit		

Pendahuluan : 10 menit

g. Guru dan siswa berdo'a.

h. Guru dan siswa saling memberi salam dan menjawab salam serta menyampaikan kabarnya masing-masing.

i. Guru mengecek kehadiran siswa.

j. Guru mendiskusikan dengan siswa tentang pentingnya mendengarkan dan apa yang telah dipelajari pada pertemuan lalu.

Inti: 40 menit

g. Guru memberikan sebuah video toefl berupa exercise short conversation.

h. Siswa dan guru melakukan diskusi terkait soal yang ada didalam video.

i. Siswa menjawab soal dan hasilnya dibahas bersama-sama untuk meningkatkan pemahaman dan cara focus terhadap pertanyaan.

j. Siswa akan dipanggil secara acak untuk menunjukan jawabannya, dan ketika jawaban belum benar dioper ke teman sampingnya.

Penutup: 10 menit

f. Guru dan peserta didik menyimpulkan kegiatan yang telah dilakukan.

g. Guru memberikan Ice breaking "*Greeting Check" untuk membuat siswa tetap focus dalam pembelajaran.*

h. Guru memberikan tips untuk meningkatkan keterampilan mendengarkan dikehidupan sehari-hari.

i. Peserta didik diberi informasi tentang materi pembelajaran pada pertemuan berikutnya.

j. Guru memberikan motivasi kepada peserta didik untuk selalu semangat belajar.

k. Guru menutup pembelajaran dengan salam.

Pertemuan 2

Pendahuluan: 10 menit

f. Guru dan peserta didik berdo'a.

g. Guru dan peserta didik saling memberi salam dan menjawab salam serta menyampaikan kabarnya masing-masing.

h. Guru mengecek kehadiran peserta didik.

i. Guru memberikan motivasi dan semangat peserta didik dengan mengikuti ice breaking berupa game "Do what you hear".

Inti: 40 menit

d. Guru memberikan tips dalam menghadapi soal yang dibahas dipertemuan sebelumnya sampai siswa benar-benar paham.

	e. Guru membagikan sebuah link video edpuzzle dan meminta siswa menyimak video tersebut. f. Guru memberikan waktu 35 menit untuk siswa menyelesaikan semua soal yang disediakan. g. Guru memantau proges jawaban siswa melalui aplikasi. **Penutup: 10 menit** f. Guru dan peserta didik menyimpulkan kegiatan yang telah dilakukan. g. Guru dan siswa melakukan refleksi pembelajaran secara bersama – sama h. Guru memberikan motivasi kepada peserta didik untuk selalu semangat belajar. i. Guru menutup pembelajaran dengan salam.

7. Asesmen	
Target Penilaian	Individu dan Kelompok
Jenis Asesmen	Sumatif

8. Refleksi Guru dan Peserta Didik	
Refleksi Guru	d. Kendala apakah yang ditemukan guru selama melaksanakan pembelajaran ini? e. Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada? f. Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai? g. Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?
Refleksi Siswa	e. Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini? f. Bagaimana perasaanmu selama mengikuti

	pembelajaran in?
	g. Cara belajar yang bagaimana yang paling membantumu dalam meningkatkan keterampilan menyimak?
	h. Langkah apakah yang dapat kalian lakukan untuk mengatasi kesuliatan yang kamu temukan?
9. Daftar Pustaka	
	Budi Hermawan, Dwi Haryanti, Nining Suryaningsih, *Bahasa Inggris untuk SMA/MA/SMK Kelas X*, Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Pusat Perbukuan, Jakarta Selatan : 2022.

Metro, 10 Oktober 2024

Guru Mata pelajaran   Mahasiswa

Minar Subowo, S.Pd   **Dewi Wulandari**
NIP. 19811226 200902 1 003   NPM. 2101053002

BLUEPRINT

Subject   : English

Class/Semester   : X5 / Ganjil

Curriculum   : Merdeka

Time Allocation   : 2 x 45 Minutes

Aspect   : Listening

No	Listening Skill Focuse	Description	Type of Listening	Type of Test	Item Number
1.	Inference	Listening to analyze and interpret implied meanings or intentions in the audio. This question tests the student's ability to predict what action the speaker will take next based on the information provided in the audio. It requires understanding not only what has been explicitly said but also the context and 2.implied future actions.	Intensive Listening	Multiple Choice	1,2,3,4,5,
2.	Detail Information	Listening to pick out specific facts or details from the audio. This question tests the student's ability to listen for and recall specific factual details. It focuses on the ability to extract and remember key information from the audio.	Selective Listening	Multiple Choice	6,7,8,9, 10

PRE-TEST AND POST TEST

CYCLE 1

1. Man : I'm so sleepy right now and I don't think I can concentrate on the meeting. I think I need a cup of coffee Do you want one ?
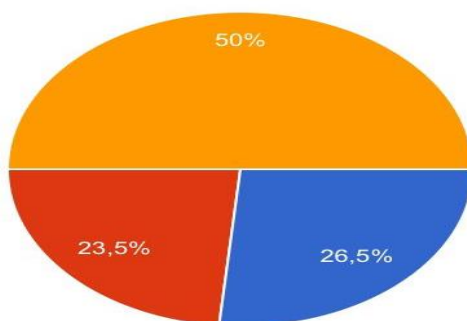
   Woman : I prefer tea.

   What does the women mean?

   (A) She does not like coffee.

   (B) There is no coffee available.

   (C) She wants to buy some tea.

   (D) She just had a cup of tea.

2. Man : Is the placement test for new students still scheduled for 08.00 a.m on Monday.

   Woman : As far as I know.

   What does the women mean?
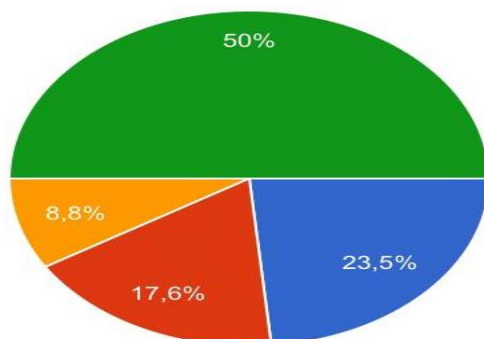
   (A) The test is far away.

   (B) The test is very difficult.

   (C) She thinks she knows when the test is.

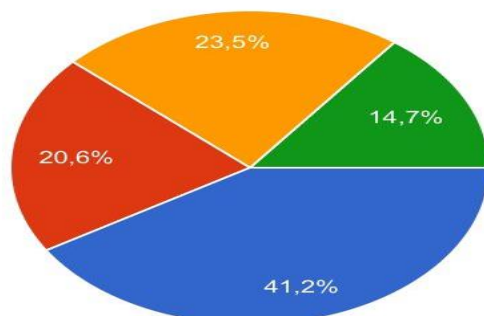   (D) She believes the schedule is different.

3. Woman : can you tell me how to get to limbang by bus from here ?

   Man : I have no idea.

   What does the men mean?

   (A) He lacks imagination.

   (B) He never takes the bus.

   (C) He does not care.

   (D) He does not know.

4. Woman : Excuse me, professor. I was looking at my test score and I think that it should be higher.

Man : These things can happen. Let's double check the answer first to be sure, okay ?

What does the man mean?

(A) He will double the student's score.

(B) He will recheck the student's answer.

(C) He is sure that he makes no mistakes.

(D) He is sorry for not checking the answer.

5. Man : where is Barbara ? I haven't seen her today in any class.

Woman : yes, she's absent today. She's attending her sister's wedding.

What can be infer about Barbara ?

(A) She did not attend the classes.

(B) She got married.

(C) She does not like the class.

(D) She skipped one class.

Listen to a conversation between two people.

Woman : Can I help you ? are you looking for something in particular ?

Man : Yes well, I'm looking for the English language section.

Woman : Oh it's right don't here, Here we are. What particular book are you looking for ?

Man : English grammar and English languagestics book.

Woman: Ah, for English grammar. It's over here. We have a basic in advance English grammar.

Man : What about the intermediate one ?

Woman : I'm sorry it's out of stock, but you can go to the information center if you want to order it. If you can leave your address so that we can deliver it to you once the book is available.

Man : How long will it take ? I need it for my English course.

Woman : Usually it takes about a week from the day you order it.

Man : I see. My course will start in 10 days and I think it should be no problem.

Woman : Okay, I'll help you with the order now if you don't mind

Man : Oh thanks. Here's my address.

Woman : Very well. So the book should reach you in 7 days from now.

Man: Sound's good. Oh, and one more thing, I'm trying to find some English linguistic books but I can't find one here.

Woman: Oh, it's in the opposite section. Here, what's the title of the book ?

Man : Introducing English Linguistics by Charles F. Meyer.

Woman : Is it this one?

Man : Yes but this one is the first edition. I need it second edition. Do you have any ?

Woman: Let me find it. Ah, here you go ?

Man : Okay, the price is $12 it's just right. I'll got o the cashier now. Thanks a lot for you help.

Woman: Anytime.

6. Where does the conversation probably take place?

    (A) At the library

    (B) At the seminar

    (C) At the bookstore

    (D) At the post office

7. Which English grammar book that the man needs?

    (A) Basic grammar

    (B) Intermediate grammar

    (C) Advanced grammar

    (D) English linguistics
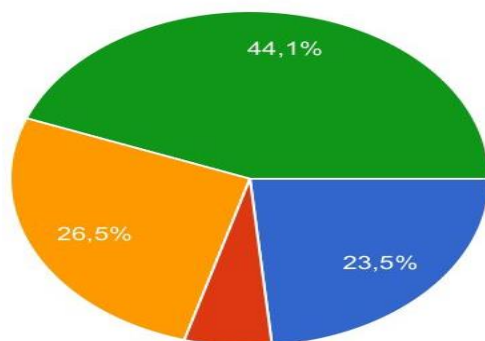
8. How long will the man's order take to return?

    (A) 12 days

    (B) 10 days

    (C) 7 days

    (D) 1 day

9. How much does the linguistics book cost?

   (A) 2 dollars

   (B) 7 dollars

   (C) 10 dollars

   (D) 12 dollars

10. What will the man probably do next?

   (A) Pay for the books

   (B) Bargain for the price

   (C) Find some other books

   (D) Ask for the woman's help

Answer Key

   1. C
   2. C
   3. D
   4. B
   5. A
   6. A
   7. B
   8. C
   9. D
   10. A

1. What does the women mean ?
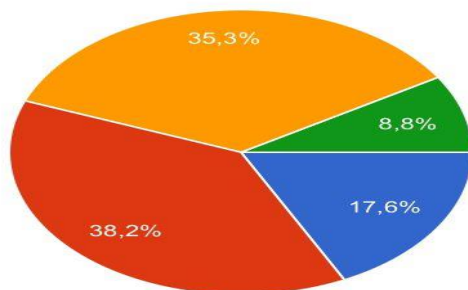
34 jawaban

- A. She does not like coffee.
- B. There is no coffee available.
- C. She wants to buy some tea.
- D. She just had a cup of tea.

35,3%
8,8%
17,6%
38,2%

2. What does the women mean?

34 jawaban

- A. The test is far away.
- B. The test is very difficult.
- C. She thinks she knows when the test is.
- D. She believes the schedule is different.

50%
23,5%
26,5%

3. What does the men mean?

34 jawaban

- A. He lacks imagination.
- B. He never takes the bus.
- C. He does not care.
- D. He does not know.

50%
8,8%
17,6%
23,5%

4. What does the men mean?

Salin diagram

34 jawaban

- A. He will double the student's score.
- B. He will recheck the student's answer.
- C. He is sure that he makes no mistakes.
- D. He is sorry for not checking the answer.

23,5%
14,7%
20,6%
41,2%

5. What does the women mean?
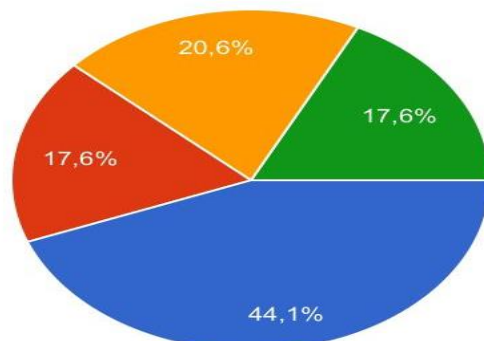
Salin diagram

34 jawaban

- A. She did not attend the classes.
- B. She got married.
- C. She does not like the class.
- D. She skipped one class.

20,6%
17,6%
17,6%
44,1%

1. Where does the conversation probably take place?
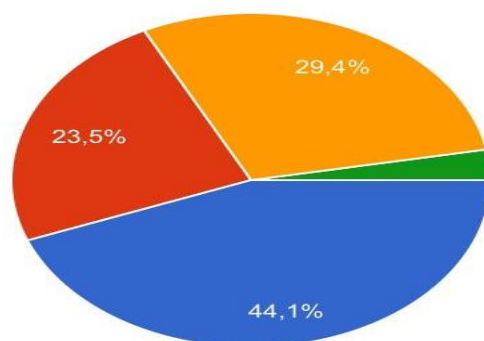
Salin diagram

34 jawaban

- A. At the library
- B. At the seminar
- C. At the bookstore
- D. At the post office

29,4%
23,5%
44,1%

2. Which English grammar book that the man needs?

34 jawaban
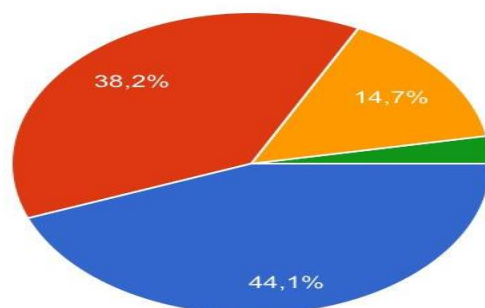
- A. Basic grammar
- B. Intermediate grammar
- C. Advanced grammar
- D. English linguistics

38,2%

14,7%

44,1%

3. How long will the man's order take to return?

34 jawaban
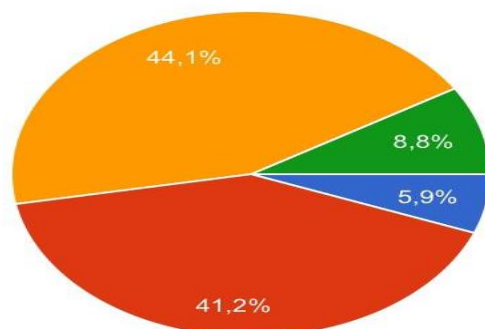
- A. 12 days
- B. 10 days
- C. 7 days
- D. 1 day

44,1%

8,8%

5,9%

41,2%

4. How much does the linguistics book cost?

34 jawaban

- A. 2 dollars
- B. 7 dollars
- C. 10 dollars
- D. 12 dollars

44,1%

26,5%

23,5%

5. What will the man probably do next?
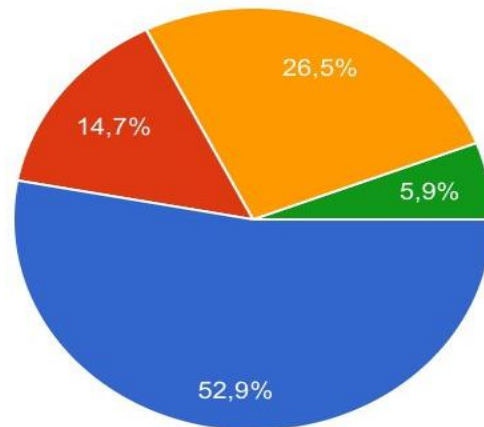
Salin diagram

34 jawaban

- A. Pay for the books
- B. Bargain for the price
- C. Find some other books
- D. Ask for the woman's help

52,9%
14,7%
26,5%
5,9%

edpuzzle

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Tambah baru

← Listening Comprehension / POST TEST USING EDPUZZLE / Putra, Damar sasongko putra

Putra, Damar sasongko putra

Siswa sebelumnya   19/36   Siswa berikutnya

Video yang ditonton	Nilai	upaya	Tanggapan yang benar	Waktu yang dihabiskan: 6 min ⓘ
100 %	30 /100	1 /1	3 / 10 pertanyaan (10 dijawab)	Diserahkan: Okt 16, 2:41siang

Frekuensi siswa menonton setiap bagian video Anda

5	3	1	1	1	1	2	1	2	1

00:00   00:20   00:40   01:00   01:20   01:41   02:01   02:21   02:41   03:01   03:22

What does the women mean?   00:15

Putra, Damar sasongko putra

- ☐ She does not like coffee.
- ☐ There is no coffee available.
- → ☐ She wants to buy some tea.
- ☑ She just had a cup of tea.

✕ 0 dari 100 ✓

What does the women mean?   00:30

Putra, Damar sasongko putra

- ☐ The test is far away.
- ☐ The test is very difficult.
- → ☐ She thinks she knows when the test is.
- ☑ She believes the schedule is different.

✕ 0 dari 100 ✓

What does the men mean?   00:45

Putra, Damar sasongko putra

- ☐ He lacks imagination.
- ☑ He never takes the bus.
- ☐ He does not care.
- → ☐ He does not know.

✕ 0 dari 100 ✓

What does the man mean?   01:03

Putra, Damar sasongko putra

- ☑ (A) He will double the student's score.
- → ☐ (B) He will recheck the student's answer.
- ☐ (C) He is sure that he makes no mistakes.
- ☐ (D) He is sorry for not checking the answer.

✕ 0 dari 100 ✓

What can be infer about Barbara ?

`01:20`

Putra, Damar sasongko putra

→ ☐ She did not attend the classes.

☐ She got married.

☑ She does not like the class.

☐ She skipped one class.

✕ | 0 | dari 100 | ✓

Which English grammar book that the man needs?

`02:06`

Putra, Damar sasongko putra

☐ Basic grammar

→ ☐ Intermediate grammar

☐ Advanced grammar

☑ English linguistics

✕ | 0 | dari 100 | ✓

How long will the man's order take to return?

`02:36`

Putra, Damar sasongko putra

☐ 12 days

☐ 10 days

→ ☑ 7 days

☐ 1 day

✕ | 100 | dari 100 | ✓

How much does the linguistics book cost?

`03:02`

Putra, Damar sasongko putra

☑ 2 dollars

☐ 7 dollars

☐ 10 dollars

→ ☐ 12 dollars

✕ | 0 | dari 100 | ✓

Where does the conversation probably take place?

`03:16`

Putra, Damar sasongko putra

→ ☑ Pay for the books

☐ Bargain for the price

☐ Find some other books

☐ Ask for the woman's help

✕ | 100 | dari 100 | ✓

Where does the conversation probably take place?

`03:16`

Putra, Damar sasongko putra

☐ At the library

☐ At the seminar

→ ☑ At the bookstore

☐ At the post office

✕ | 100 | dari 100 | ✓

☰ **edpuzzle**   Tambahkan istilah penelusuran atau tautan YouTube di sini   ⊕ Tambah baru ?

← **Listening Comprehension** / **POST TEST USING EDPUZZLE** / Dafina, Anaya

Dafina, Anaya

Siswa sebelumnya   8/36   Siswa berikutnya

Video yang ditonton	Nilai	upaya	Tanggapan yang benar	Waktu yang dihabiskan: 7 min ⓘ
100 %	80 /100	1 /1	8 / 10 pertanyaan (10 dijawab)	Diserahkan: Okt 16, 2:46siang

Frekuensi siswa menonton setiap bagian video Anda

4	1	3	1	1	4	2	1	4	1

00:00 00:20 00:40 01:00 01:20 01:41 02:01 02:21 02:41 03:01 03:22

Dafina, Anaya
- ✓ She does not like coffee.
- There is no coffee available.
- → She wants to buy some tea.
- She just had a cup of tea.

✕ **0** dari 100 ✓

What does the women mean?   00:30

Dafina, Anaya
- The test is far away.
- The test is very difficult.
- → ✓ She thinks she knows when the test is.
- She believes the schedule is different.

✕ **100** dari 100 ✓

What does the men mean?   00:45

Dafina, Anaya
- He lacks imagination.
- He never takes the bus.
- He does not care.
- → ✓ He does not know.

✕ **100** dari 100 ✓

What does the man mean?   01:03

Dafina, Anaya
- (A) He will double the student's score.
- → ✓ (B) He will recheck the student's answer.
- (C) He is sure that he makes no mistakes.
- (D) He is sorry for not checking the answer.

✕ **100** dari 100 ✓

What can be infer about Barbara ?

`01:20`

Dafina, Anaya

→ ✓ She did not attend the classes.

She got married.

She does not like the class.

She skipped one class.

✕ | 100 | dari 100 | ✓

Which English grammar book that the man needs?

`02:06`

Dafina, Anaya

Basic grammar

→ ✓ Intermediate grammar

Advanced grammar

English linguistics

✕ | 100 | dari 100 | ✓

How long will the man's order take to return?

`02:36`

Dafina, Anaya

12 days

10 days

→ ✓ 7 days

1 day

✕ | 100 | dari 100 | ✓

What does the women mean?

`00:15`

Dafina, Anaya

✓ 2 dollars

7 dollars

10 dollars

→ 12 dollars

✕ | 0 | dari 100 | ✓

What will the man probably do next?

`03:07`

Dafina, Anaya

→ ✓ Pay for the books

Bargain for the price

Find some other books

Ask for the woman's help

✕ | 100 | dari 100 | ✓

Where does the conversation probably take place?

`03:16`

Dafina, Anaya

At the library

At the seminar

→ ✓ At the bookstore

At the post office

✕ | 100 | dari 100 | ✓

TEST CYCLE 1I

1. Women   : Are u enjoying your coffe ?

   Man   : It tastes extremely better this morning.

   What does the man mean ?

   a. The coffe is much better this morning.

   b. The coffe tastes extremely good.

   c. The coffe isn't very good.

   d. This morning he definetly wants some coffe.

2. Women   : Can you tell me how often the philosophy class meets ?

   Man   : It meets twice a week for an hour and a half each time.

   What does the man mean ?

   a. The two classes meet in an hour and a half.

   b. The class meets three hours per week.

   c. Each half of the class is an hour long.

   d. Two times a week the class meets for an hour.

3. Women   : I'm tired of just sitting here.

   Man   : Relax i'm sure that the flight will depart within a few minutes.

   What does the women mean ?

   a. A few minutes ago, the flight departed.

   b. The fight will start in a while.

   c. They are frightened about the departure.

   d. The plane is going to take off soon

4. Man   : I'd like to order a dozen roses do you deliver

   Women   : Yes we can deliver anywhere in the city by this afternoon

   Where does this conversation probably take place ?

    a. At the post office.

    b. In a florist shop.

    c. In a restaurant.

    d. In a hospital delivery room.

5.   Women   : The prices at this store are realy outrageous

    Man   : You can say that again.

    What does the man mean ?

    a.   The prices are reasonable.

    b.   The store is too far out of town.

    c.   He would like the women to repeat what he said.

    d.   He agrees with the woman.

6.   Women   : I don't like this weather verymuch

    Man   : We haven't seen rain like this for many years.

    What does the man mean ?

    a. It's rained unusually hard this year.

    b. There hasn't been any rain for many years.

    c. It's been many years since it rained.

    d. He doesn't like rain.

7.   Man   : Professor Martin what do you think of the composition that i turned in last week ?

    Women   : Without quest you need to improve the quality of your writing.

    What does the proffesor martin say about student ?

    a. He needs to do a better job writing question.

    b. He certainly must make his writing better.

    c. Without the question, he cannot write the answer.

    d. He needs to understand the written question better.

8.   Man   : I can't find a typist to finish my term paper by tomorrow morning

    Women   : Why not do it yourself

    What does the women suggest ?

a. The man shoulf try another type of paper.

b. The man should locate a typist tomorrow morning.

c. The man should make a tape in the morning.

d. The man should complete the paper without help.

9. Man   : Did sally finish that difficult assignment ?

   Woman   : She gave up before really got started

   What does the woman say about sally ?

   a. She didn't do the work.

   b. She gave the assignmen her best effort.

   c. She finished the assignment even thought it was difficult.

   d. He wishes the closet were closer.

10. Man   : I just got back from the market.

    Woman   : So, you did do the shopping.

    What had the women assumed about the man ?

    a. He had not gone to the store.

    b. He was still at the market.

    c. He was going to take care of the shopping.

    d. He always went to the market.

ANSWER KEY OF TEST

1. C

2. B

3. D

4. B

5. D

6. A

7. B

8. C

9. A

10. A

Nama (Kapital) *

_____ / 0

Annisa Bilqis

✗   1. **What does the man mean ?** *

___0___ / 0

⦿ a. The coffe is much better this morning.   ✗

◯ b. The coffe tastes extremely good.

◯ c. The coffe isn't very good.

◯ d. This morning he definetly wants some coffe.

✗   2. **What does the man mean ?** *

___0___ / 0

◯ a. The two classes meet in an hour and a half.

◯ b. The class meets three hours per week.

◯ c. Each half of the class is an hour long.

⦿ d. Two times a week the class meets for an   ✗
     hour.

     3. **What does the women mean ?**

___0___ / 0

⦿ a. A few minutes ago, the flight departed.   ✗

◯ b. The fight will start in a while.

◯ c. They are frightened about the departure.

◯ d. The plane is going to take off soon.

✓   4. **What does the man mean ?** *

___0___ / 0

◯ a. The prices are reasonable.

◯ b. The store is too far out of town.

◯ c. He would like the women to repeat what he
     said.

⦿ d. He agrees with the woman.   ✓

5. What does the man mean ?

0 / 0

- ◉ a. It's rained unusually hard this year. ✓
- ○ b. There hasn't been any rain for many years.
- ○ c. It's been many years since it rained.
- ○ d. He doesn't like rain.

✗ **6. Where does this conversation probably take place ?** *

0 / 0

- ○ a. At the post office.
- ○ b. In a florist shop.
- ◉ c. In a restaurant. ✗
- ○ d. In a hospital delivery room.

✓ **7. What does the proffesor martin say about student ?** *

0 / 0

- ○ a. He needs to do a better job writing question.
- ◉ b. He certainly must make his writing better. ✓
- ○ c. Without the question, he cannot write the answer.
- ○ d. He needs to understand the written question better.

✗ **8. What does the women suggest ? ***

0 / 0

- ○ a. The man shoulf try another type of paper.
- ◉ b. The man should locate a typist tomorrow morning. ✗
- ○ c. The man should make a tape in the morning.
- ○ d. The man should complete the paper without help.

9. What does the woman say about sally ?

0   / 0

- ◉ a. She didn't do the work.   ✓
- ○ b. She gave the assignmen her best effort.
- ○ c. She finished the assignment even thought it was difficult.
- ○ d. He wishes the closet were closer.

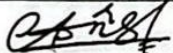✓ **10. What had the women assumed about the man ?**   *

0   / 0

- ◉ a. He had not gone to the store.   ✓
- ○ b. He was still at the market.
- ○ c. He was going to take care of the shopping.
- ○ d. He always went to the market.

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Listening Comprehension / X.5 POST TEST CYCLE II / Putra, Damar sasongko putra

Putra, Damar sasongko putra

Previous student 21/35 Next student

Analytics

Video watched	Grade	Attempts	Correct responses	Time spent: 7 min ⓘ
100 %	40 /100	1 /1	4 / 10 questions (10 answered)	Turned In: **Nov. 6th, 3:04pm**

Number of times student watched each section of your video

1	1	1	4	5	3	3	3	2	5

00:00   00:14   00:28   00:43   00:57   01:12   01:26   01:41   01:55   02:10   02:24

What does the man mean ?   00:32

Putra, Damar sasongko putra

→ ✓ The coffe is much better this morning.
☐ The coffe tastes extremely good.
☐ The coffe isn't very good.
☐ This morning he definetly wants some coffe.

✗ 100 of 100 ✓

What does the man mean ?   00:43

Putra, Damar sasongko putra

☐ The two classes meet in an hour and a half.
→ ✓ The class meets three hours per week.
☐ Each half of the class is an hour long.
☐ Two times a week the class meets for an hour.

✗ 100 of 100 ✓

What does the women mean ?   00:55

Putra, Damar sasongko putra

✓ A few minutes ago, the flight departed.
☐ The fight will start in a while.
☐ They are frightened about the departure.
→ ☐ The plane is going to take off soon.

✗ 0 of 100 ✓

What does the man mean ?   00:43

Putra, Damar sasongko putra

☐ At the post office.
→ ✓ In a florist shop.
☐ In a restaurant.
☐ In a hospital delivery room.

✗ 100 of 100 ✓

What does the man mean ?

01:21

Putra, Damar sasongko putra

- The prices are reasonable.
- ☑ The store is too far out of town.
- He would like the women to repeat what he said.
- → He agrees with the woman.

0 | of 100

What does the man mean ?

01:33

Putra, Damar sasongko putra

- → It's rained unusually hard this year.
- There hasn't been any rain for many years.
- It's been many years since it rained.
- ☑ He doesn't like rain.

0 | of 100

What does the proffesor Martin say about student ?

01:48

Putra, Damar sasongko putra

- He needs to do a better job writing question.
- → He certainly must make his writing better.
- Without the question, he cannot write the answer.
- ☑ He needs to understand the written question better.

0 | of 100

What does the women suggest ?

02:00

Putra, Damar sasongko putra

- The man shoulf try another type of paper.
- The man should locate a typist tomorrow morning.
- → ☑ The man should make a tape in the morning.
- The man should complete the paper without help.

100 | of 100

What does the woman say about Sally ?

02:13

Putra, Damar sasongko putra

- → She didn't do the work.
- She gave the assignmen her best effort
- ☑ She finished the assignment even thought it was difficult
- He wishes the closet were closer

0 | of 100

What had the women assumed about the man ?

02:24

Putra, Damar sasongko putra

- → He had not gone to the store.
- ☑ He was still at the market.
- He was going to take care of the shopping.
- He always went to the market.

0 | of 100

edpuzzle

Tambahkan istilah penelusuran atau tautan YouTube di sini

Tambah baru

← Listening Comprehension / X.5 POST TEST CYCLE II / RAMADHANI, SHELA
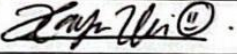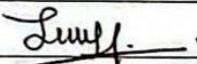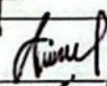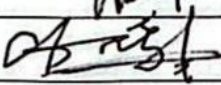
RAMADHANI, SHELA

Siswa sebelumnya   27/35   Siswa berikutnya

Video yang ditonton	Nilai	upaya	Tanggapan yang benar	Waktu yang dihabiskan:3 min ⓘ
100 %	100 /100	1 /1	10 / 10 pertanyaan (10 dijawab)	Diserahkan: Nov 6, 3:21sore

Frekuensi siswa menonton setiap bagian video Anda

1	1	1	1	1	2	2	1	1	1

00:00 00:14 00:28 00:43 00:57 01:12 01:26 01:41 01:55 02:10 02:24

What does the man mean ?   00:32

RAMADHANI, SHELA   → ✓ The coffe is much better this morning.   ✕ 100 dari 100 ✓

☐ The coffe tastes extremely good.

☐ The coffe isn't very good.

☐ This morning he definetly wants some coffe.

What does the man mean ?   00:43

RAMADHANI, SHELA   ☐ The two classes meet in an hour and a half.   ✕ 100 dari 100 ✓

→ ✓ The class meets three hours per week.

☐ Each half of the class is an hour long.

☐ Two times a week the class meets for an hour.

What does the women mean ?   00:55

RAMADHANI, SHELA   ☐ A few minutes ago, the flight departed.   ✕ 100 dari 100 ✓

☐ The fight will start in a while.

☐ They are frightened about the departure.

→ ✓ The plane is going to take off soon.

Where does this conversation probably take place ?   01:10

RAMADHANI, SHELA   ☐ At the post office.   ✕ 100 dari 100 ✓

→ ✓ In a florist shop.

☐ In a restaurant.

☐ In a hospital delivery room.

What does the man mean ? `01:21`

RAMADHANI, SHELA

☐ The prices are reasonable.

☐ The store is too far out of town.

☐ He would like the women to repeat what he said.

→ ☑ He agrees with the woman.

✕ | 100 | dari 100 | ✓

What does the man mean ? `01:33`

RAMADHANI, SHELA

→ ☑ It's rained unusually hard this year.

☐ There hasn't been any rain for many years.

☐ It's been many years since it rained.

☐ He doesn't like rain.

✕ | 100 | dari 100 | ✓

What does the proffesor Martin say about student ? `01:48`

RAMADHANI, SHELA

☐ He needs to do a better job writing question.

→ ☑ He certainly must make his writing better.

☐ Without the question, he cannot write the answer.

☐ He needs to understand the written question better.

✕ | 100 | dari 100 | ✓

What does the women suggest ? `02:00`

RAMADHANI, SHELA

☐ The man shoulf try another type of paper.

☐ The man should locate a typist tomorrow morning.

→ ☑ The man should make a tape in the morning.

☐ The man should complete the paper without help.

✕ | 100 | dari 100 | ✓

What does the woman say about Sally ? `02:13`

RAMADHANI, SHELA

→ ☑ She didn't do the work.

☐ She gave the assignmen her best effort

☐ She finished the assignment even thought it was difficult

☐ He wishes the closet were closer

✕ | 100 | dari 100 | ✓
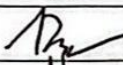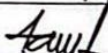
What had the women assumed about the man ? `02:24`

RAMADHANI, SHELA

→ ☑ He had not gone to the store.

☐ He was still at the market.

☐ He was going to take care of the shopping.

☐ He always went to the market.
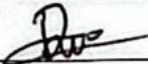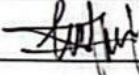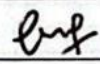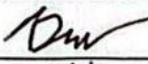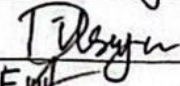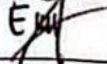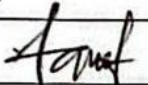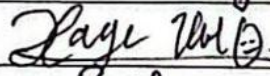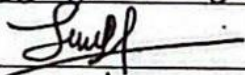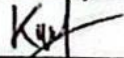
✕ | 100 | dari 100 | ✓

ATTENDANCE LIST
CYCLE I

NO	NAME	SIGNATURE
1.	AMR	
2.	ADDA	
3.	AB	
4.	APK	
5.	ARK	
6.	AR	
7.	A	
8.	BK	
9.	BES	
10.	DNA	
11.	DSP	
12.	DAC	
13.	DKOW	
14.	EPF	
15.	EAP	
16.	EI	
17.	FZAP	
18.	GDNF	
19.	HAFI	
20.	IHR	
21	KZJ	

22.	KPZ	
23.	MRAH	
24.	MCK	
25.	MRN	
26.	MFS	
27.	MBFY	
28.	NAP	
29.	NS	
30.	RCB	
31.	SR	
32.	NSA	
33.	WA	
34.	YHB	

ATTENDANCE LIST
CYCLE II

NO	NAME	SIGNATURE
1.	AMR	
2.	ADDA	
3.	AB	
4.	APK	
5.	ARK	
6.	AR	
7.	A	
8.	BK	
9.	BES	
10.	DNA	
11.	DSP	
12.	DAC	
13.	DKOW	
14.	EPF	
15.	EAP	
16.	EI	
17.	FZAP	
18.	GDNF	
19.	HAFI	
20.	IHR	
21	KZJ	

22.	KPZ	
23.	MRAH	
24.	MCK	
25.	MRN	
26.	MFS	
27.	MBFY	
28.	NAP	
29.	NS	
30.	RCB	
31.	SR	
32.	NSA	
33.	WA	
34.	YHB	

STUDENTS ACTIVITIES OBSERVATION SHEET
CYCLE I

NO	NAME	ASPECTS		
		Student's Attention	Student's Activeness in learning process	Students do the work
1.	AMR	✗	✗	✓
2.	ADDA	✓	✗	✓
3.	AB	✗	✗	✓
4.	APK	✓	✗	✓
5.	ARK	✓	✓	✓
6.	AR	✓	✗	✓
7.	A	✓	✓	✓
8.	BK	✗	✗	✗
9.	BES	✓	✓	✓
10.	DNA	✗	✓	✓
11.	DSP	✗	✗	✓
12.	DAC	✗	✗	✓
13.	DKOW	✗	✗	✓
14.	EPF	✓	✗	✓
15.	EAP	✗	✗	✓
16.	EI	✓	✓	✓
17.	FZAP	✓	✗	✓
18.	GDNF	✗	✗	✓
19.	HAFI	✓	✓	✓
20.	IHR	✓	✗	✓
21	KZJ	✗	✓	✓
22.	KPZ	✗	✓	✓

23.	MRAH	✓	✓	✓
24.	MCK	✓	✓	✓
25.	MRN	✗	✗	✓
26.	MFS	✓	✓	✓
27.	MBFY	✗	✗	✓
28.	NAP	✗	✗	✓
29.	NS	✓	✗	✓
30.	RCB	✓	✓	✓
31.	SR	✗	✗	✓
32.	NSA	✓	✓	✓
33.	WA	✗	✗	✓
34.	YHB	✓	✓	✓
Total		18	19	33

1. Students Attention = 53.%
2. Studens Activeness in learning process = 41.%
3. Students do the work = 97%

Metro, 22 November 2024

Collaborator

Minar Subowo, S.Pd
NIP. 19811226 200902 1 003

Researcher

Dewi Wulandari
NPM. 2101053002

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STUDENTS ACTIVITIES OBSERVATION SHEET
CYCLE II

NO	NAME	ASPECTS		
		Student's Attention	Student's Activeness in learning process	Students do the work
1.	AMR	✓	✓	✓
2.	ADDA	✓	✓	✓
3.	AB	✓	✓	✓
4.	APK	✓	✓	✓
5.	ARK	✓	✓	✓
6.	AR	✓	✓	✓
7.	A	✓	✓	✓
8.	BK	✓	✓	✓
9.	BES	✓	✓	✓
10.	DNA	✓	✓	✓
11.	DSP	✗	✗	✓
12.	DAC	✓	✓	✓
13.	DKOW	✓	✗	✓
14.	EPF	✓	✗	✓
15.	EAP	✓	✓	✓
16.	EI	✓	✗	✓
17.	FZAP	✓	✓	✓
18.	GDNF	✗	✗	✓
19.	HAFI	✓	✓	✓
20.	IHR	✓	✓	✓
21	KZJ	✓	✓	✓
22.	KPZ	✗	✗	✓

No.	Name			
23.	MRAH	⌣	⌣	⌣
24.	MCK	⌣	⌣	⌣
25.	MRN	⌣	⌣	⌣
26.	MFS	⌣	⌣	⌣
27.	MBFY	⌣	✗	⌣
28.	NAP	✗	⌣	⌣
29.	NS	⌣	✗	⌣
30.	RCB	⌣	⌣	⌣
31.	SR	⌣	⌣	⌣
32.	NSA	⌣	⌣	⌣
33.	WA	⌣	⌣	⌣
34.	YHB	⌣	⌣	⌣
	Total	30	26	34

1. Students Attention = 88%
2. Studens Activeness in learning process = 76%
3. Students do the work = 100%

Metro, 22 November 2024

Collaborator

Minar Subowo, S.Pd
NIP. 19811226 200902 1 003

Researcher

Dewi Wulandari
NPM. 2101053002

FIELD NOTE

Cycle	Note
Cycle I	1. Some students are still <u>confused</u>) and are in the adjustment stage with the application. 2. Some students are enthusiastic about learning but many are still passive and less focused. 3. The obstacles that arise include an unstable internet connection and some problems in Installing the application at the beginning of learning.
Cycle II	1. Students are more familiar with the use of the Edpuzzle Application. 2. Group discussion helped students share their understanding. 3. Most students show increased focus and engagement in learning.

DOCUMENTATION SHEET

No.	Aspect	Availability	
		Yes	No
1.	Profile of SMA Negeri 1 Metro	✔	
2.	The vision and mission of SMA Negeri 1 Metro	✔	
3.	The building condition and school facilities in SMA Negeri 1 Metro	✔	
4.	The quantity of students at SMA Negeri 1 Metro	✔	
5.	Organization structure of SMA Negeri 1 Metro	✔	

Metro, 22 November 2024

The Head Master of

SMA Negeri 1 Metro

M. Kholid M.Pd

NIP. 19780706 200312 1 004

Researcher

Dewi Wulandari

NPM. 2101053002

DOKUMENTATION PRE-TEST

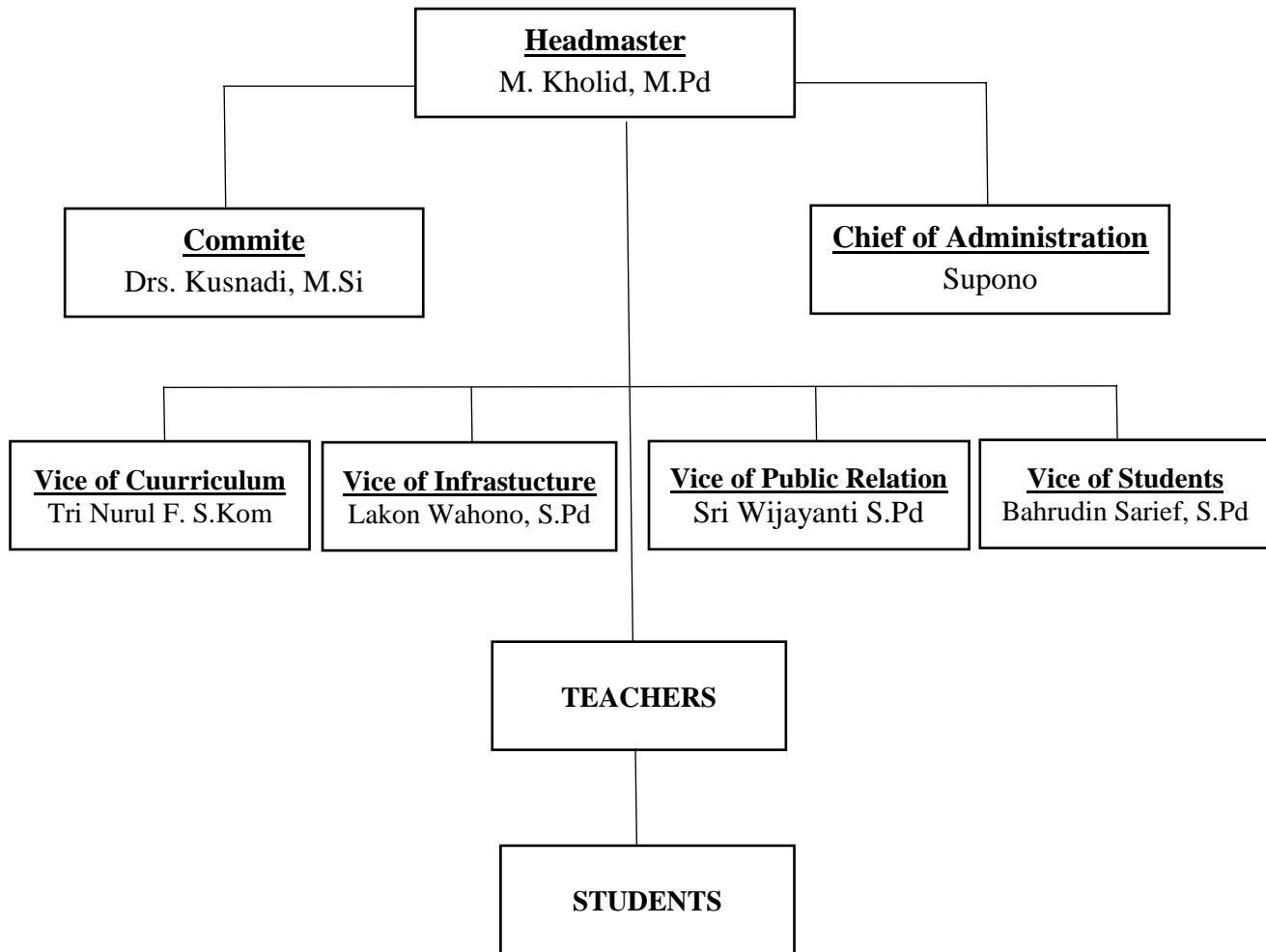1. **PRE-TEST**

2. TREATMENT CYCLE 1

1. POST TEST CYCLE 1

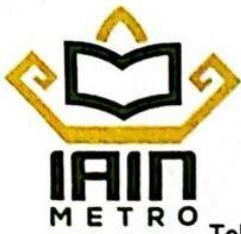2. PRE TEST AND TREATMENT CYCLE 2

3. POST TEST CYCLE 2

THE ORGANIZATION STRUCTURE

Headmaster
M. Kholid, M.Pd

Commite
Drs. Kusnadi, M.Si

Chief of Administration
Supono

Vice of Cuurriculum
Tri Nurul F. S.Kom

Vice of Infrastucture
Lakon Wahono, S.Pd

Vice of Public Relation
Sri Wijayanti S.Pd

Vice of Students
Bahrudin Sarief, S.Pd

TEACHERS

STUDENTS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

162

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

---

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1199/In.28/S/U.1/OT.01/12/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: DEWI WULANDARI
NPM	: 2101053002
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101053002

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Desember 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:
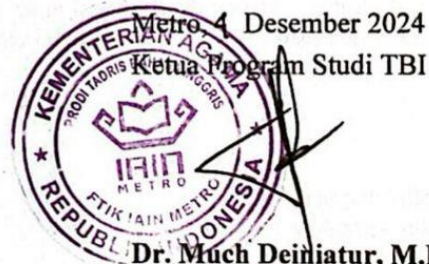
Nama   : Dewi Wulandari
NPM   : 2101053002
Program Studi   : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 4 Desember 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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Nomor   : B-4457/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4456/In.28/D.1/TL.01/10/2024, tanggal 07 Oktober 2024 atas nama saudara:

Nama	:	**DEWI WULANDARI**
NPM	:	2101053002
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERA OF SMA NEGERI 1 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 METRO
NSS : 30120904001 - NIS : 300010 - NPSN: 10807561 - AKREDITASI: A
Jl. Jenderal AH. Nasutlon No. 222 Yosodadl Kota Metro Lampung 34112 Telp. 072541629
Website: http://smansa-metro.sch.id   email: info@smansa-metro.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/423.10/742/V.01/SMA1/2024

Yang bertandatangan dibawah ini Kepala SMA Negeri 1 Metro, Menindaklanjuti surat dari IAIN Metro nomor: 4457/In.28/D.1/TL.00/10/2024 tertanggal 7 Oktober 2024 perihal: Izin Research, maka dengan ini menerangkan bahwa :

Nama	:	Dewi Wulandari
NPM	:	2101053002
Jurusan	:	Tadris Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 1 Metro pada 8 Oktober 2024 s.d selesai dalam rangka penyesaian Tugas Akhir/Skripsi dengan judul " IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERS OF SMA NEGERI 1 METRO".

Demikian surat keterangan ini di buat untuk dapat di pergunakan sebagaimana mestinya

Metro, 28 November 2024
Kepala Sekolah

M. KHOLID, M.Pd
Pembina Tk. I/IV.b
NIP. 19780706 200312 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-4456/In.28/D.1/TL.01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DEWI WULANDARI**
NPM	:	2101053002
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS LISTENING SKILL USING EDPUZZLE APPLICATION AT THE TENTH GRADERA OF SMA NEGERI 1 METRO".

          2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 07 Oktober 2024

Mengetahui
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

M. BBOLD, M.Pd.
NIP 19780706 200312 1 004

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Assalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

Metro, 02 Oktober 2024
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CURRICULUM VITAE

The researcher was born in the village of Haji Pemanggilan, Lampung Province on April 30, 2003, the first daughter of Mr. Manto and Mrs. Sri Lestari. The researcher has a younger brother named Ryfaldo, the researcher took his first education at PAUD Tunas Baru and completed it in 2009, then entered elementary school at SDS Karang Baru and finished in 2015, then entered junior high school at SMPN 2 Anak Tuha and completed his education in 2018, after that the researcher took upper secondary education at the integrated Unggul SMK in Anak Tuha District, Central Lampung Regency and finished in 2021. After that, the researcher continued his studies at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teacher Science, Department of English Education (TBI) undergraduate degree in 2021 to obtain a bachelor's degree.