

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' LISTENING COMPREHENSION  
BY USING ENGLISH VIDEO LEARNING MEDIA  
FOR EFL AT THE TENTH GRADE OF MA  
AL-KHOIROT GUPPI BUYUT UDIK  
CENTRAL LAMPUNG IN THE  
ACADEMIC YEARS  
2021/2022**

**By:  
LAILATUL KHASANAH  
Student Number: 1601070101**



**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2021 M**

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ACADEMIC YEARS  
2021/2022**

Presented as a Partial Fulfillment of the Requirements  
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in English Education Department

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Title : IMPROVING STUDENTS' LISTENING COMPREHENSION BY USING ENGLISH VIDEO AND AUDIO LEARNING MEDIA FOR EFL AT THE TENTH GRADE OF MA AL-KHOIROT GUPPI BUYUT UDIK CENTER OF LAMPUNG IN THE ACADEMIC YEARS 2021/2022

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di-  
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*Assalamualaikum Wr. Wb.*

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

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Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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**NOTIFICATION LETTER**

Number :  
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Matter : **In order to hold the munaqosyah  
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To:  
The Honorable the Dean of Faculty of  
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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:

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EFL AT THE TENTH GRADE OF MA AL-KHOIROT GUPPI BUYUT  
UDIK CENTER OF LAMPUNG IN THE ACADEMIC YEARS  
2021/2022

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

*Wassalamu'alaikum Wr. Wb.*

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**RATIFICATION PAGE**

No. 8 - 4706/11.28.1/D/PP.00.9/11/2021

The Undergraduate Thesis entitled: IMPROVING STUDENTS' LISTENING COMPREHENSION BY USING ENGLISH VIDEO LEARNING MEDIA FOR EFL AT THE TENTH GRADE OF MA AL-KHOIROT GUPPI BUYUT UDIK CENTER LAMPUNG IN THE ACADEMIC YEARS 2021/2022 written by: LAILATUL KHASANAH, Student Number 1601070101, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, November 12, 2021 at 10.30-11.30 a.m.

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The Dean of Tarbiyah and Teachers Training Faculty



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ACADEMIC YEARS  
2021/2022**

**ABSTRACT**

**Oleh:**

**LAILATUL KHASANAH**

The purpose of this study is to improve students' listening comprehension by using English video learning media as a means to help the learning process. The main idea of the research material using video tutorials or procedures. This research was conducted in class X MA Al-Khoirot Guppi Buyut Udik, Central Lampung, and the subject of this class consist of twenty students. The problem in this study is that students have difficulties and lack of understanding, especially in the listening aspect.

This research uses Classroom Action Research (CAR). This research was conducted in two cycles. Each cycle consists of planning, action, observation and reflection. In collecting data, researchers used test, observation, field notes, and documentation.

The findings of this study had a significant increase from cycle I to cycle II. The average score obtained from the first cycle is 62.5 with a passing percentage of 45%. Then in the second cycle the average score obtained by students became 77 with a passing percentage of 80% so that there was a progress of 14 points. These results indicate that the success indicator has been achieved, namely 80% with a passing standard score of 70. The conclusion is that using English video media can improve listening comprehension, create interactions in the learning process and provide motivation to improve students' understanding in listening aspects.

**Keywords:** *English, Listening Comprehension, English Video Learning Media.*

**MENINGKATKAN PEMAHAMAN MENDENGAR SISWA  
DENGAN MENGGUNAKAN MEDIA PEMBELAJARAN  
BERBASIS VIDEO BAHASA INGGRIS UNTUK  
PEMBELAJARAN BAHASA ASING DIKELAS  
SEPULUH MA AL-KHOIROT GUPPI  
BUYUT UDIK LAMPUNG TENGAH  
TAHUN AJARAN  
2021/2022**

**ABSTRAK**

**Oleh:**

**LAILATUL KHASANAH**

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman siswa dalam mendengar dengan menggunakan media video berbahasa inggris sebagai sarana yang membantu proses pembelajaran listening. Ide pokok materi penelitian menggunakan video tutorial atau prosedur. Penelitian ini dilakukan di kelas X MA Al-Khoirot Guppi Buyut Udik, Lampung Tengah, dan subjek kelas ini berjumlah dua puluh siswa. Permasalahan dalam penelitian ini adalah siswa memiliki kesulitan dan pemahaman yang kurang, terutama pada aspek mendengar.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan perenungan. Dalam pengumpulan data, peneliti menggunakan tes, observasi, catatan, dan dokumentasi.

Temuan penelitian ini memiliki peningkatan yang signifikan dari siklus I ke siklus II. Rata-rata skor yang diperoleh dari siklus I adalah 62,5 dengan presentase kelulusan 45%. Kemudian di siklus II rata-rata skor yang diperoleh siswa menjadi 77 dengan presentase kelulusan 80% sehingga ada kemajuan 14 poin. Dari hasil tersebut menunjukkan bahwa indikator keberhasilan telah tercapai yaitu 80% dengan nilai standar kelulusan 70. Kesimpulannya adalah dengan menggunakan media video berbahasa inggris dapat meningkatkan pemahaman mendengar, membuat interaksi dalam proses pembelajaran dan memberikan motivasi untuk meningkatkan pemahaman siswa dalam aspek mendengar.

**Keywords:** *Bahasa Inggris, pemahaman mendengar, media, video berbahasa inggris.*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Lailatul Khasanah

Student Number : 1601070101

Study Program : S1 English Education Department

States that this undergraduate thesis is original except the certain parts of it quoted from bibliography mentioned.

Metro, November 2021

The Researcher



Lailatul Khasanah  
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## PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan di bawah ini

Nama : Lailatul Khasanah

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Menyatakan keorisinalitasan skripsi ini kecuali bagian tertentu yang sudah di cantumkan dalam daftar pustaka yang ada.

Metro, November 2021

The Researcher



Lailatul Khasanah  
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## MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ  
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ٧٨

“And Allah has extracted you from the womb of your mothers while you know nothing. And he gave you hearing, sight, and hearts that you might give thanks (to Allah)”.

(Qs. An-Nahl : 78)

## ***DEDICATION PAGE***

*I highly dedicate this undergraduate thesis to:*

*My beloved parents Mr. Mustadi and Mrs. Esih Purwati, thank you so much for your pray as often as time for my successful in study and my beloved sister, Isna Fitriana who I always love.*

*My great excellent TBI 2016 (The wonderful class with unique types of the students).*

*All of my beloved friends that has inspired and always supports in every condition.*

*My beloved almamater of State Institute for Islamic Studies of Metro.*

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be achieved without any helps, motivation, advices and supports from many helpful individuals. In this lovely opportunity, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next, The greatest gratitude would also be addressed to :

1. The first, thanks for Mr Dr. Zuhairi, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. The second, thanks for Mr. Andianto, M.Pd as the Head of English Education Department of IAIN Metro
3. The third, thanks for both of my advisors, Mr Drs. Kuryani, M.Pd and Mrs Eka Yuniasih, M.Pd within their activities, they were still willing to read the undergraduate thesis.
4. The fourth, thanks for all of my lecturers in English Education Department of IAIN Metro who always give me knowledge and information.
5. The fifth, all of the staff of English Education Department of IAIN Metro who helped the researcher in processing of administration.

6. The last but not least, thanks for all of my parents (Mr. Mustadi and Mrs. Esih Purwati) and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistakes he has made in this research. The researcher hopes this undergraduate thesis can give advantage for the reader.

Metro, November 2021  
The writer



**LAILATUL KHASANAH**  
**NPM. 1601070101**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presented of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective and benefit of the problem, the previous study.

### **A. Background Of The Study**

Beginning communication in English needs to obtain the skill of language. English has many interrelationships by human beings' life and various ways because English is the most important one in communication and also is used by nation all over the world. At least, every level school formally even in university is considering English as the first second language and taught. As the students, it would be criticized to raise and produce the language well.

Nowadays, in English, there are four main skill that should be mastered. They are listening, speaking, reading, and writing. The four skills are classified into two categories. Listening and reading belong to receptive skills which the users of language need to receive the spoken and written language. Besides, speaking and writing are productive skills which the users involve the ability to produce language both spoken and written. Then, Listening provides the aural input that serves as the basis for language acquisition and allows learners to interact in spoken language.

Listening is very important in language learning, learners understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depend on listening. Listening is very important in the language classroom because it provides input for the students. Without understanding input at the right level, any learning cannot begin. Authentic spoken language presents a challenge for learner to understand language the way native speakers actually use it. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language. Thus, listening is essential not only as a receptive skill but also is pivotal in the development of proficiency in spoken language.

In addition, based on syllabus of *kurikulum 13 revisi tahun 2017*, the purpose of learning to listen in high school is that students are able to receive the information from the native speaker by using exact language easily and correctly. Students are expected to be able to listen or match the text with native speaker.

Based on the preliminary research conducted on Juli 14th 2020, the resercher found that the students have difficulties to learn listening in English subject especially in X class at MA Al-Khoirot Guppi Buyut Udik. That is reflected on their low listening comprehension in pre-survey. The percentage of data are shown below:

**Table 1.**  
**The Percentage Data Of Students' Listening Test At The Tenth**  
**Grade Of MA Al-Khoirot Guppi Buyut Udik Central Lampung.**

No.	Criteria Minimum Of Score	Category	Number Of Students	Percentage
1	$\geq 70$	Complete	5	25%
2	$< 70$	Incomplete	15	75%
Total			20	100%

*Source: The Pre-survey Data of MA Al-Khoirot Guppi Buyut Udik Central Lampung in the academic years 2020/2021 on Juli 14th 2020.*

The data above indicates that 15 students have low score by 75% and 5 students have passed score by 25% of the Criteria Minimum of Score (CMoS) of 72 that has applied in that school. So, it can be inferred that a lot of the students failed the passing grade and have low score in listening comprehension.

The other problems in listening comprehension, such as most of the students have many difficulties in listening comprehension, the students faced many problems in comprehending a text, dialog, monologue, or conversation of the native speaker. Moreover, students still have lack of vocabularies mastery, so students could not get the meaning of the words and what about the speaker talks to them. Unfortunately, it shows that students or learners cannot avoid from difficulties in listening comprehension because of its differences between English as foreign language and Indonesian as their native language. However, there are many ways to overcome the problems but the students cannot find the problem solving yet.

Considering important of listening skill and big problem above, the reasercher wants to solve the problems by using English video and audio

learning media. It is important to use an aid by the teachers in teaching English process and what the most essential things to be considered.

In addition, to improve the students' listening comprehension, a medium is needed to give some helps to the teachers in teaching and learning process. Therefore, English video is one of English media which can be used in English teaching. The media are an excellent example of language in context and become a model for students' result in learning process. By using English video, the students can practice listening perfectly. In addition, it can attract students attention based on the case that is shown. As a result, this medium will be an interesting and effective medium for the students.

This study tries to present a suggestion as a way to improve the learners' listening comprehension. The teaching of listening comprehension should be relaxive and attractive so that it could get effective learning outcomes and it must be efforted to minimize those emphasis on their learning process.

Drawing on the background above, the researcher conducts a research entitled *Improving Students' Listening Comprehension by Using English Video Learning Media for EFL at the Tenth Grade of MA Al-Khoirot Guppi Buyut Udik Central Lampung in the Academic years 2021/2022.*

## **B. Identification Of The Problem**

Based on the background of the study above, some problems can be identified as follows:

1. The students have low motivation to learn English subject.
2. The students have low ability of listening comprehension.



3. The students find difficult to learn listening.
4. English lessons still use conventional media.

### **C. Limitation Of The Problem**

Based on the identification of the problem above, the researcher only focus on students' problems of low ability listening comprehension. Efforts to limit this problem will be complemented by the application of English video learning media.

### **D. Formulation Of The Problem**

Having discussed the background above, the researcher formulates the problem of the research as follows:

“Can the use of English video learning media improve students' listening comprehension and their learning activity at the tenth grade of MA Al-Khoirot Guppi Buyut Udik Central Lampung in the academic years 2021/2022?”

### **E. Objective And Benefit Of The Study**

#### **1. Objective of the Study**

To know whether English video learning media can improve students' listening comprehension and their learning activity of the tenth grade of MA Al-Khoirot Guppi Buyut Udik Central Lampung.

#### **2. Benefit of the Study**

- a. For the Students, by using video learning media, it is hoped that the students will get easiness to understanding oral English and more attract in comprehend listening.

- b. For the teachers, hopefully this research can help English teachers to solve their teaching problems by using various media or method so that the students more motivated to study.
- c. For other researcher, hopefully this research can helping researchers in developing a professional attitude in preparation to become a teacher and as an effort to improve quality learning through methods or techniques that are considered relevant.

## **F. The Prior Research**

There are three prior of some research that have relation to this research. The first prior research is done by Anggita Fatmawati in her research entitled “A comparative study between teaching students by video and audio in listening comprehension for the first grade students of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017”<sup>1</sup> From the first prior research, researcher find that using video is quit success than using audio in teaching listening. It is really helpful in increasing the students’ ability and achievement in listening ability. The first prior research and this research had similarities and differences with this study. The similarities between the first prior research and this study language skill and learning media. The learning media is video. The differences between the first prior research and this research is research method. The research method of the first prior research is quantitative; while the research method of this study is CAR.

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<sup>1</sup> Anggita Fatmawati, *A comparative study between teaching students by video and audio in listening comprehension for the first grade students of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017*, (Surakarta: the state islamic institute of surakarta, 2017).

The second is done by Ahmet Basal, et.al, in their research entitled “Use of Video and Audio Texts in EFL Listening Test”<sup>2</sup>, based on the quantitative results of the second prior research showed significantly higher success for AOT test takers. The second prior research and this research had similarities and differences with this study. The similarities between the second prior research and this research is language skill and learning media. The differences between the second prior research and this research is research method. The research method of the second prior research is quantitative while the research method of this study is CAR.

The third is done by Norazean Sulaiman, et.al, in their research entitled “A Comparison Of Students’ Performances Using Audio Only And Video Media Methods” Based on the results attained, the researcher was found that the majority of the students obtained higher marks when using video media method compared to audio only method<sup>3</sup>. The third prior research and this research had similarities and differences with this study. The similarities between the third prior research and this study is language skill and learning media. The learning media is video. The differences between the third prior research and this research is research method. The research method of the third prior research is quantitative; while the research method of this study is CAR.

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<sup>2</sup> Ahmet Basal et.al, *Use of Video and Audio Texts in EFL Listening Test*, (Turkey: Redfame Publishing, 2015).

<sup>3</sup> Norazean Sulaiman et.al, *A Comparison Of Students’ Performances Using Audio Only And Video Media Methods*, (Malaysia: Canadian Center of Science and Education, 2017).

Based on some prior researches above, it makes inspiration and motivation the researcher to conduct a research using the method separates the similarity and the difference between this research and that prior research. The similarity of that and this research is quite same, conduct the research with the same media that is English video. Moreover, the differences in this research uses English video to improve students' listening comprehension.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept Of Listening

##### 1. Definition of Listening

Listening skill means the skill of listening in order to understand the meaning of what is being listened to. The process of listening will help students to respond to what is being asked/said. Moreover, listening is the key to all effective communication; without the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message can easily become failed or irritated.<sup>4</sup> It means that listening is the ability to receive and interpret messages in the communication process.

Listening is an active skill because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge.<sup>5</sup> It means that listening is the ability to identify and understand what other people say.

Based on some theories above, it can be conclude that listening is a process of receiving sounds and construe messages in the

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<sup>4</sup>Dara Yusnida, Asnawi Muslem, Abdul Manan, *A Study Of Teaching Listening*, Syiah Kuala University, (Banda Aceh: English Education Journal (EEJ) 2017), 8(4), p.441.

<sup>5</sup>Kornelius Ujang Sabinus, *Increasing Students' Listening Comprehension By Using Voa: Special English Video*, (Pontianak: Tanjungpura University Pontianak, 2013). P.1.

communication. For learners, listening is about how the language spoken is an input which is the first step in learning a new language.

## 2. The Stages of Listening Process

Listening is actually a complex of processes and skills and so it's convenient to divide the listening process into stages or steps. This is five-stage model and seems to get at most, if not all, of the essential listening processes and, more important, enables us to identify then relevant skills at each stage. Here five stages are identified:

- a. Receiving
- b. Understanding
- c. Remembering
- d. Evaluating
- e. Responding<sup>6</sup>

It explains that there are five stages in listening such as receiving, understanding, remembering, evaluating, and responding.

## 3. Strategies of Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. *Top-down strategies* are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations

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<sup>6</sup>Indah Megarianti, *Increasing the Students' Listening Skills Through Partial Dictation at Seven Graders of MTs Muhammadiyah Metro* (Lampung: State Islamic Collage, 2015)

that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- a. The main idea of listening
- b. Predicting
- c. Drawing inferences
- d. Summarizing

*Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- a. listening for specific details
- b. recognizing cognates
- c. recognizing word-order patterns.<sup>7</sup>

## **B. The Concept Of Listening Comprehension**

### **1. Definition of Listening Comprehension**

Listening comprehension involved listeners in the process to construct the meaning from what they have listened according to their prior knowledge.<sup>8</sup> It means that listening comprehension is the process to interpret meaning from hearing some informations. Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning

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<sup>7</sup>Babita Tyagi, *Listening: An Important Skill And Its Various* (Journal Internasional: 2013), P.3-4

<sup>8</sup>Seyedeh Masoumeh Ahmadi, *The Importance of Listening Comprehension in Language Learning*, (Iran: International journal of research in English education, 2016), Vol. 1, No. 1.

from passages, and associate what they hear with existing knowledge.<sup>9</sup> It means that listening comprehension is more on understanding, but the message content can be conveyed effectively.

According to definitions above, it can be concluded that listening comprehension comprises the various processes involved in understanding and making sense spoken language. This includes recognizing speech sounds, understanding the meaning of individual words, or understanding the syntax of the sentences in which they are presented.

## 2. Teaching Listening Comprehension

Listening comprehension lessons must have definite goals, carefully stated. These goals should fit into the overall curriculum, and both teacher and students should be clearly cognizant of what they are. General principles in teaching listening comprehension are identified:<sup>10</sup>

- a. Listening comprehension lessons should be constructed with careful step by step planning. This implies, that the listening tasks progress from simple to more complex as the student gains in language proficiency; that the student knows exactly what the task is and is given directions as to *what to listen for, where to listen, when to listen, and how to listen.*

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<sup>9</sup>Abbas Pourhossein Gilakjani & Mohammad Reza Ahmadi, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement" in *Journal of Language Teaching and Research*, Vol. 2, No. 5; September 2011, p.979

<sup>10</sup>Ibid, p. 984



- b. Listening comprehension lesson structure should demand active overt student participation. The most overt student participation involves his written response to the Listening comprehension material, and that immediate feedback on performance helps keep interest and motivation at high levels.
- c. Listening comprehension lesson should provide a communicative urgency for remembering in order to develop concentration. This urgency, which along with concentration is a key factor in remembering, should come not from the teacher, but from the lesson itself. This is done by giving the students the writing assignment before they listen to the material.
- d. Listening comprehension lessons should stress conscious memory work. One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory spans. "Listening is receiving, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering."
- e. Listening comprehension lessons should *teach, not test*. This means that the purpose of checking the students' answers should be viewed only as feedback, as a way of letting the students' find out how they did and how they are progressing. There should be no pass or fail attitude associated with the correction of the exercise.

### 3. The Indicators Of Listening Comprehension

Indicators of listening comprehension:<sup>11</sup>

- a. Students find out main point from speaker.
- b. Students predict meaning of the speaker.
- c. Students identify the drawing inference.
- d. Students get summarizing of the speaker.

### 4. The Measurement of Listening Comprehension

The following is a listening comprehension assessment rubric:<sup>12</sup>

**Table 2.**  
**Rubric Score of Listening Comprehension.**

No.	Description	Score
1.	Correct answer	1
2.	Incorrect answer or no response	0

In the scoring guide, the task is consists of true and false question.

It is stated that the maximum score for each question is 1 and the maximum score for each task is 10.

## C. Media for Listening

### 1. Definition of Listening Media

Listening media means things that can be used for the teaching learning processes of listening.<sup>13</sup> It means that listening media are objects or tools used in the learning process with the aim of making it easier for teachers to deliver the material.

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<sup>11</sup>Dinda Damila Sari, *The Relationship Between Students' Learning Style And Listening Comprehension In Recount Story*, (Riau: UIN Sultan Syrif Kasim, 2017), P.19

<sup>12</sup> Lesley. Hsarbon et al., *Empowering Theories And Edagogical Application Of Language And Arts*, (Padang: sukabina press, 2013), p.46

<sup>13</sup>*Ibid*,P.439-456.

The media can be considered to be a useful instrument, which can help students with their learning. The English teachers have used many more different types of media for conveying instruction and supporting learning since 1912. The mass media such as newspapers, movies, radio and television have been used alongside with the traditional educational media such as textbooks, chalkboards or overhead projectors. However, the range of the media available today is much wider. Now, the English teachers can work with the interactive whiteboards, notebooks, tablets etc. No matter what type of media is used in the EFL classroom be it a magazine picture, a short video or a tablet application, it is commonly used for the purpose of bringing a piece of real world into the lesson.<sup>14</sup> It means that media in learning process is very useful to be used.

From some definition above can conclude that media are tools or materials that can help the learning process in the classroom. If there is something that attracts attention, students will like it then listen carefully and get many benefits from the listening experience.

## **2. Video Learning Media**

### **a. Video**

The video is one of media that can be used in teaching listening comprehension. The implementation of video in teaching has become a consideration of alternative media in this modern era. It is easy to find and has a various of type to present for the students in listening

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<sup>14</sup>Bc. Lucie Slavíková, *The Use Of Media In The EFL Classrooms At Secondary Schools In The 21st Century* (German: Charles University In Prague, 2014), P.9

comprehension. Among the sources, the video can be found from television, or download it from the internet, or can be found from DVD cassette.<sup>15</sup> It means that video is one of media in learning process.

Video is collaboration between pictures and sound components; it contains a recording of a movie or television program. So, the students have to know the activity through of visual and their facial expression clearly. it will be help the students to get the importance of the purposes that they watch from the video.<sup>16</sup> It means that video can give the visual effect for students to understand the situation.

Video is a media which have given educational experiences for learners and used as a fun learning in school. Films, television, and videos are especially useful for developing and enriching knowledge as material that student learn. Video have an advantage over audiotapes which the learner can look for visual clues to adds their understanding of what they hear.<sup>17</sup> It means that students have fun learning in school by using video media.

Based on some explanation above it can be conclude that video is a media that contain the element of audio and visual. Video can help the students in listening comprehension process because while

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<sup>15</sup>Putri Ananda, *A Comparative Study Between The Listening Comprehension Of The Students Of English Education Department Using Video And Audio* (Makasar: Alauddin State Islamic University, 2019), P. 22

<sup>16</sup>Arjulayana, *The Use Of Video In Teaching Listening Skill* (Tangerang: Muhammadiyah University, 2018), Vol. 6, No.1.

<sup>17</sup>Ibid, p. 7

listen the oral input the students also negotiating meaning from visual clues.

#### **b. Steps Of Using Video In The Classroom**

We have to prepare the material to teach the students and include it into the lesson plan. We have to beginning and ending learning neatly based on the appropriate technique. There are some of General video activities are divided into 3 main types:

1) Pre-viewing: Activities will be done before watching the video.

They help prompt student schema and background knowledge. It is used to assess student knowledge and interest.

2) Viewing: Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pauses the video.

3) Post Viewing: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role play or complete. It will be completed by adding some of students' activities to make it being clearly. We have to giving the students some of opportunities which it helped them more understanding about something they learn from the video.<sup>18</sup> It explain that there are some of General video activities are divided into 3 main types; pre-viewing, Viewing, and Post Viewing.

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<sup>18</sup>Ibid, P. 6.

### c. Advantages And Disadvantages English Video Learning Media

There are some advantages and disadvantages of video, there are:

#### 1) Advantages

Video is a media which is give learners opportunities to repeatedly use their knowledge of the English language. There are some advantages of using this media. Firstly, Video contains visual learning that will help students understanding the facial expression, body language and at the same time audio tape provides the intonation, stress, and the rhythm of the language. Secondly, Video contains visual learning that will help students understanding the facial expression, body language and at the same time audio tape provides the intonation, stress, and the rhythm of the language. The thirdly Video and audio tape can make a fun and more active learning process, and it can be used individually or group lesson.<sup>19</sup> It means that this media give more effective process in education shown that visual medias assist learners to remember the ideas and concepts more easily than text or audio media.

#### 2) Disadvantages

The disadvantages of the research are:

- a) It takes time for teacher to preparing the tools and the material in the video and audio tape in front of the class.

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<sup>19</sup> Nur. Hatika, *A Comparative Study Between Using Video And Audio In Students' Listening Comprehension At First Grade In Smp Negeri 3 Sungguminasa, Gowa 2020*, (Makasar: tnp, 2020), p.32

- b) It takes time to select an authentic material through video and audio tape teaching listening comprehension.
- c) Video and audio tape often does not provide the complex grammatical skill.<sup>20</sup>

Video tape with long duration will lead to boredom and sleepiness during the lesson.

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<sup>20</sup> Ibid, p.33

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Operational Definition Of Variable

Operational definition of variable was variables that used in this research. The indicators included in a variable are result of the synthesis theory, which used on the theoretical review. Variable study consists of two variables. The object of study in this study include two variable, they were independent variable and dependent variable.

Independent is the variable that selected, manipulated, and measured by the researcher. The two variables explained as follows:

##### 1. Independent Variable (X)

Independent variable is a variable that functions to influence to the other variable. The independent variable in this study is English video learning media. English video learning media was effective to improve the students listening comprehension.

##### 2. Dependent variable (Y)

Dependent variable is variable can be influenced by an independent variable. Dependent variable in this study was the students` listening comprehension. Listening comprehension defined as activities to understanding.



## B. Research Location

The research location of the study is in MA Al-Khoirot Guppi, which is located in Buyut Udik, Punggur, Center of Lampung. The English teacher name is Mrs Nur Indah Sari, S.Pd. It is one of the schools which have not been implemented English video learning media yet. The researcher was ask to the teacher as the collaborator in this study that the function is as controller in teaching process. Therefore, the researcher was easy to know the students development in teaching learning process.

## C. Subject Of The Study

The subject of this study was the students of the tenth grader of MA Al-Khoirot Guppi Buyut Udik Central Lampung. Below the data about the subject:

**Table 2**  
**Data Of The Subject Of The Study**

No	Class	Sex		Total
		Male	Female	
1	X IPS	5	15	20

Data above explained that there were 5 male and 15 female students in the tenth graders. The total of the subject were 20 students. The researcher chooses the tenth graders as subjects of the study based on suggestion from the teacher because most of the students were very low especially in listening comprehension.

## D. Action Plan

This research is classroom action research, action research is about taking action based on research and researching the action taken.<sup>21</sup> It means that action research is given by teacher with directive from teacher that was done by students. Besides, Ary divides into three major characteristics of action research such as:<sup>22</sup>

1. The research was situated in a local context and focused on a local issue.
2. The research was conducted by and for the practitioner.
3. The research results in an action or a change implemented by the practitioner in the context.

The implementation of classroom action research is able to give improvement of the quality of teaching and learning of school in education since it can analyze and solve the problem in teaching learning activity.

The action plan for this study conducted in two cycles. Each cycle included into four steps. In the classroom action research, there were four steps suggested by Kemmis' model namely Planning, Acting, Observing, and Reflecting.<sup>23</sup> Those are explained below:

*Figure 1. Kemmis' Model of Classroom Action Research*



<sup>21</sup>Donald Ary, Et.Al, *Introduction To Research In Education, Eighth Edition*, (USA: Wadsworth Cengage Learning 2010), P.512

<sup>22</sup>*Ibid.*,p.513

<sup>23</sup>*Ibid.*,p. 9.

The activity that had done in each cycle was as following here:

## 1. Cycle I

### a. Planning

Planning is the first step in the Classroom Action Research (CAR). It is the most important part in the development of the strategy. The researcher as the teacher and the teacher of the English subject work together to plan everything needed in order to solve the students' problem in teaching learning process.

In this step, the researcher was prepared some learning equipment, they were:

- 1) The researcher was prepared the lesson plan in the teaching learning process.
- 2) The researcher was prepared the material and the media of teaching learning.
- 3) Prepared the test in the cycle to know the students' listening comprehension.
- 4) The researcher was prepared the learning design.

### b. Acting

Acting is the second step in the action research. It is the implementation about the planning. The step that was taken by the researcher in the action as follows:

*Pre activity:*

- 1) Prayed and greeted the students.

- 2) The researcher was checked the attendant list.
- 3) The researcher was asked the student's condition.
- 4) The researcher was chosen the appropriate with the material going to be taught.

*Main activity:*

- 1) The teacher was applied the lesson plan.
- 2) The teacher was explained the material and used the media.
- 3) Students received same materials and same task.
- 4) The teacher given task to students do the task individually.
- 5) The teacher was given some instruction to students about the task.
- 6) The teacher was given evaluation.
- 7) The researcher and collaborator was given score to the students.
- 8) The researcher was asked the students, were there difficulties in learning process.
- 9) The researcher and collaborator was given motivation to the students.
- 10) The researcher was closed the meeting.
- 11) The researcher was greeted to the students.

c. Observing

Observing is the activity of recording the event and action. In observing the teacher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result of simulation.

Observations controlling the result or effect from the action which done for the students. The observation is done teaching learning process. The necessary things in teaching learning process are noted by observer.

d. Reflecting

The reflection was the last step in this process. The researcher was try to analyze the observation and test result that was done. It is also know whether is effected to the students' learning process. The first step that was done in this reflecting is analyzing the quantities data, the researcher was evaluate the score of each assignment. Subject can be successful if they got the improvement score. The second, after collecting the data, the researcher evaluated the teaching learning process. By reflection, the researcher was know the strength and weakness from the action.

**2. Cycle II**

a. Re-planning

- 1) The researcher was prepared the lesson plan in the teaching learning process.
- 2) The researcher was prepared the material and the media of teaching learning.
- 3) The researcher was prepared the test in the cycle to know the students' listening comprehension.
- 4) The researcher was prepared the learning design.

b. Acting

*Pre activity:*

- 1) Prayed and greeted the students.
- 2) The researcher was checked the attendant list.
- 3) The researcher was asked the student's condition.
- 4) The researcher was chosen the appropriate medium with the material going to be taught

*Main activity:*

- 1) The teacher was applied the lesson plan.
- 2) The teacher was explained the material and used the media.
- 3) Students was received same materials and same task.
- 4) The teacher was given task to students do the task individually.
- 5) The teacher was given some instruction to students about the task.
- 6) The teacher was given evaluation.
- 7) The researcher and collaborator was given score to the students.
- 8) The researcher was asked the students, were there difficulties in learning process.
- 9) The researcher and collaborator was given motivation to the students.
- 10) The researcher was closed the meeting.
- 11) The researcher was greeted to the students.

c. Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

d. Reflecting

The researcher checked the score of the students in the post-test, it was found that the students' score in post-test shown the differences of score in pre-test. If the students' score in post-test are higher than their score in pre-test. It means the students' listening comprehension improved.

## **E. Data Collecting Technique**

The aim of the data collection technique in a research is expressing the variable fact which was researched through the efficient and accurate ways. Some technique to collect the data, as follows;

### **1. Test**

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.<sup>24</sup>

The test used in this study is pre-test and post-test.

#### **a. Pre-test**

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

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<sup>24</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2012), p. 90

**b. Post-test**

Post-test was examined to the students after implementing the English video learning media in teaching listening as a treatment in order to know the improvement of student's achievements before and after giving the treatment. The improvement can be seen if the average score of the post-test is higher than pre-test.

**2. Observation**

Observation was the election modification, registration, and coding combination in behavior on organism situation that suitable with empiric goals.<sup>25</sup> In this case, the researcher used observation to get the data about students' activity and teacher performance during teaching learning process which was observed by observer.

In addition, the researcher used observation as data collecting approached to know how teaching listening by using English video work in the classroom, how the students responded to the media and they are be able to improve their listening comprehension, and how the media was able to help the students in learning English especially in listening comprehension.

**3. Documentation**

The researcher would use the documentation method to get the data about the brief of the story, the sum of teacher, the official employed, and students of MA Al-Khoirot Guppi Buyut Udik.

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<sup>25</sup>*Ibid*, P.127



#### 4. Field notes

The most ordinary method of recording the data collected during observation is field notes. Then, notes may improve information from other sources, belonging to documents and interviews, or main research data. Otherwise, it may include photographs, audio and video recordings.<sup>26</sup> In this research, the observer used field note to record the students activity during the learning process in report form.

#### F. Data Analysis Technique

Data analysis was conducted by taking the average of the pre-test and post-test. To know students achievement after the actions, the researcher was conduct and give test at the early cycle and the last cycle. Then, the researcher was tabulate the result of the test, and find the average of the pre-test and post-test of each student. If 75% of the students get score at least 70 in the post-test, it means that English video learning media can improve the students listening comprehension. Then, Minimum Standard Criteria (MSC) at the school at least 70 matches the result.

In knowing the average/mean of the students' score, the writer used the following formula<sup>27</sup>.

The formula is:

$$M_x = \frac{\sum X}{N}$$

Note:

$M_x$  = The Students Mean Score

$X$  = The Sum of The Score of All Students

$N$  = The Number of Students

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<sup>26</sup>*Ibid*, P. 435.

<sup>27</sup>*Ibid*, P. 435.

To know the percentage that's passed the Criteria Minimum of Score (CMoS) 70 (seventy), the writer used the following formula<sup>28</sup>:

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

Note:

P = The Class Percentage

F = Total Percentage Score

N = Number of Students

### **G. Indicator Of Success**

The indicator of the successful takes from the process and the result of the action research. The study was called successfull if 75% of students get Minimum Standard Criteria (MSC) of 70 and 75% of students active in learning activity. The Minimum Standard Criteria (MSC) of MA Al-Khoirot Guppi Buyut Udik is 70.

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<sup>28</sup>*Ibid.* P. 122.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of the Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, Vision and Mission of school, building condition of school, and structure of organisational school.

##### **a. Brief History About the Establishment of MA Al-Khoirot Guppi Buyut Udik**

This research was conducted at MA Al-Khoirot Guppi Buyut Udik, located on Jln. Anwar Bey Dusun Sari Agung No.04 Buyut Udik, Gunung Sugih, Central Lampung. This Madrasah was founded in 2012, at the beginning of the Madrasah there was a change in the name of the Madrasah. At the beginning of the establishment of this Madrasah named MA Asshiddqy Guppi Buyut Udik, but on October 10, 2013 this Madrasah changed its name to MA Al-Khoirot Guppi Buyut Udik.

In 2015, to be exact on June 29<sup>th</sup> 2015, an operational permit was issued. Before the operational permit was issued, the students of MA Al-Khoirot Guppi Buyut Udik were registered as students of MA Ma'arif 9 Kota Gajah. After the operational permit is issued, MA Al-Khoirot students are registered as students at MA Al-Khoirot Guppi Buyut Udik. The first head of

Madrasah was Mr. Rusdiyanto, S.Pd. The term of office was from 2012-2015. In the following year he was replaced by Mr. Fendy Setiawan, S.Pd with a term of office 2015-2017. Furthermore, the head of the Madrasah who is currently serving is Mr. Imam Baihaqqi, S.Pd with a term of office from 2017-present, with a total number of 70 students and 18 teaching teachers.

**b. Vision and Mission of MA Al-Khoirot Guppi Buyut Udik**

**Vision : BINTIK**

BINTIK = Berakhlak Mulia, Iman, Taqwa, Ilmu Pengetahuan dan Keunggulan Dalam Prestasi.

Bintik stands for noble character, faith, piety, knowledge and excellence in achievement.

**Mission :**

- 1) Preparing Islamic people
- 2) Optimizing skill education in this world and the hereafter
- 3) Increase community participation
- 4) Increase community participation
- 5) Develop creativity and competition in all fields
- 6) Implement madrasah-based management
- 7) Make madrasah clean, beautiful and comfortable
- 8) Improve existing resources.

**c. Facilities and Infrastructure of MA Al-Khoirot Guppi Buyut Udik**

The facilities and infrastructure of MA Al-Khoirot Guppi Buyut Udik Central Lampung in academic year of 2020/2021 can be identified as follows;

**Table 4**  
**The facilities and infrastructure of MA Al-Khoirot Guppi Buyut Udik Central Lampung**

No.	Facilities	Conditions			Total
		Good	Slightly Damaged	Serious Damaged	
1.	Principal room	1			1
2.	Vice principal room	1			1
3.	Teacher room	1			1
4.	Library	1			1
5.	Computer lab	1			1
6.	Language lab	1			1
7.	Classroom	3			3
8.	Teacher bathroom	1			1
9.	Student bathroom	1			1
10.	Hall	1			1
11.	Mosque	1			1
12.	Canteen	1			1
13.	Warehouse	1			1
14.	Parking area	1	1		2
<b>Total</b>		<b>16</b>	<b>1</b>		<b>17</b>

*Source: the documentation result of facilities and infrastructure in academic year of 2020/2021*

**d. Teacher and Staff Names in MA Al-Khoirot Guppi Buyut Udik**

The teacher and staff names of MA Al-Khoirot Guppi Buyut Udik in academic year 2020/2021 can be identified as follows:

**Table 5**  
**The teacher and staff names in MA Al-Khoirot Guppi**

No.	Name	Sex	Position
1.	Imam Biahqqi, S.Pd	Male	Head Master
2	Giyem, S.Pd	Female	Treasurer
3	Rusdiyanto, S.Pd	Male	Sport teacher
4	Nur Indah sari,S.Pd	Female	English teacher
5	Alfa Aina Fitriana,S.Pd	Female	Matematic teacher
6	Trisna Karina, S.Pd	Female	Art and culture teacher
7	Supanut, S.Ag	Male	Social teacher
8	Ernawati, S.Pd	Female	Aqidah akhlak teacher
9	Anggun Ria Utami, S.Pd	Female	Islamic teacher
10	Patori, S.Pd	Male	Arabic teacher
11	Hartoyo, M.Pd	Male	Social teacher
12	Sri Lertari, S.Pd	Female	Social teacher
13	Misman, S.Pd	Male	Social teacher
14	Yeni Oktaria, S.Ag	Female	Fiqih teacher
15	M Bahri, S.Pd	Male	Islamic teacher
16	Imam Turmudi, S.Pd	Male	Qur'an hadist teacher
17	AzZahra AnNur	Female	Economic teacher
18	Sri Wahyuni	Female	Administration staff
19	Eka Nuryano	Male	Administration staff
20	Tantowi, S.Pd	Male	Indonesian teacher

*Source: The Documentation Result Of MA Al-Khoirot Guppi In Academic Year Of 2020/2021.*

**e. The Quantity of The Student of MA Al-Khoirot Guppi**

The quantity of the students at MA Al-Khoirot Guppi Buyut Udik in academic year 2020/2021 can be identified as follows:

**Table 6**  
**Students Quantity at MA Al-Khoirot Guppi Buyut Udik**

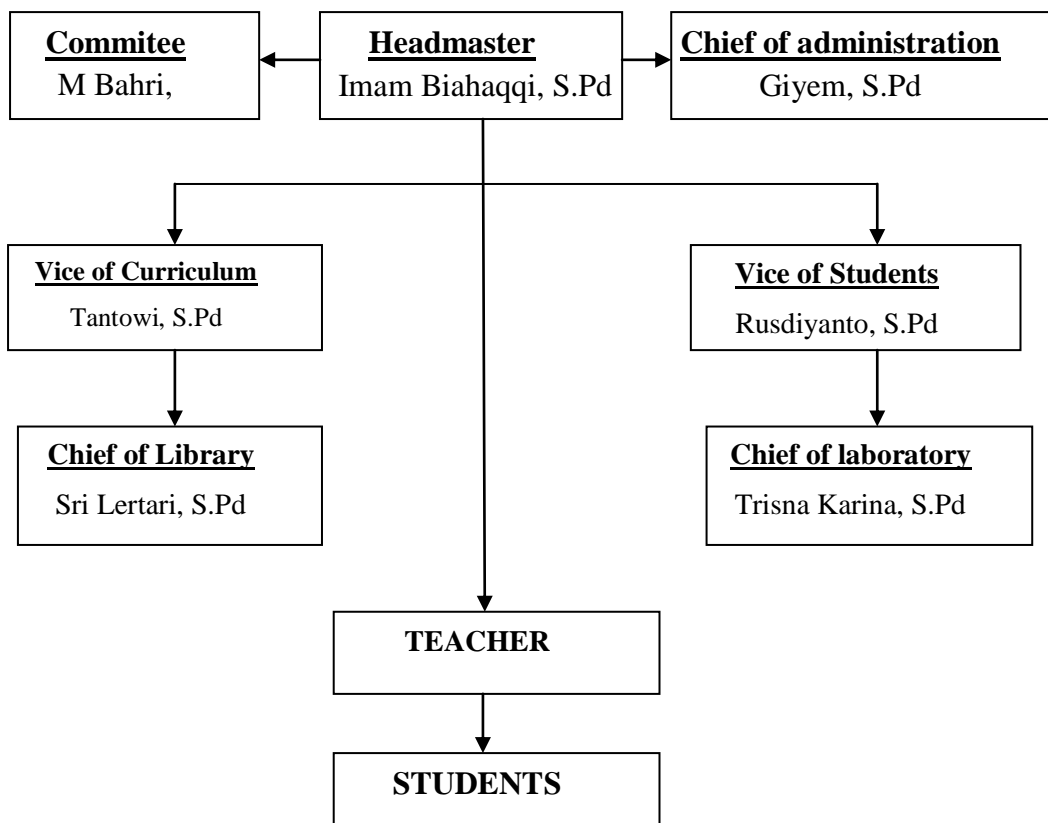
No.	Class	Sex	
		Male	Female
1.	X IPS	5	15
2.	X IPS	7	14
3.	X IPS	9	20
<b>TOTAL</b>		<b>21</b>	<b>49</b>
		<b>70</b>	

*Source: The Documentation Result Of MA Al-Khoirot Guppi In Academic Year Of 2020/2021.*

**f. Organization Structure Of MA Al-Khoirot Guppi Buyut Udik**

The organization structure of MA Al-Khoirot Guppi Buyut

Udik in academic year 2020/2021 can be identified as follows;



**Figure 2. Organization Structure of MA Al-Khoirot Guppi in The Academic Year 2021**

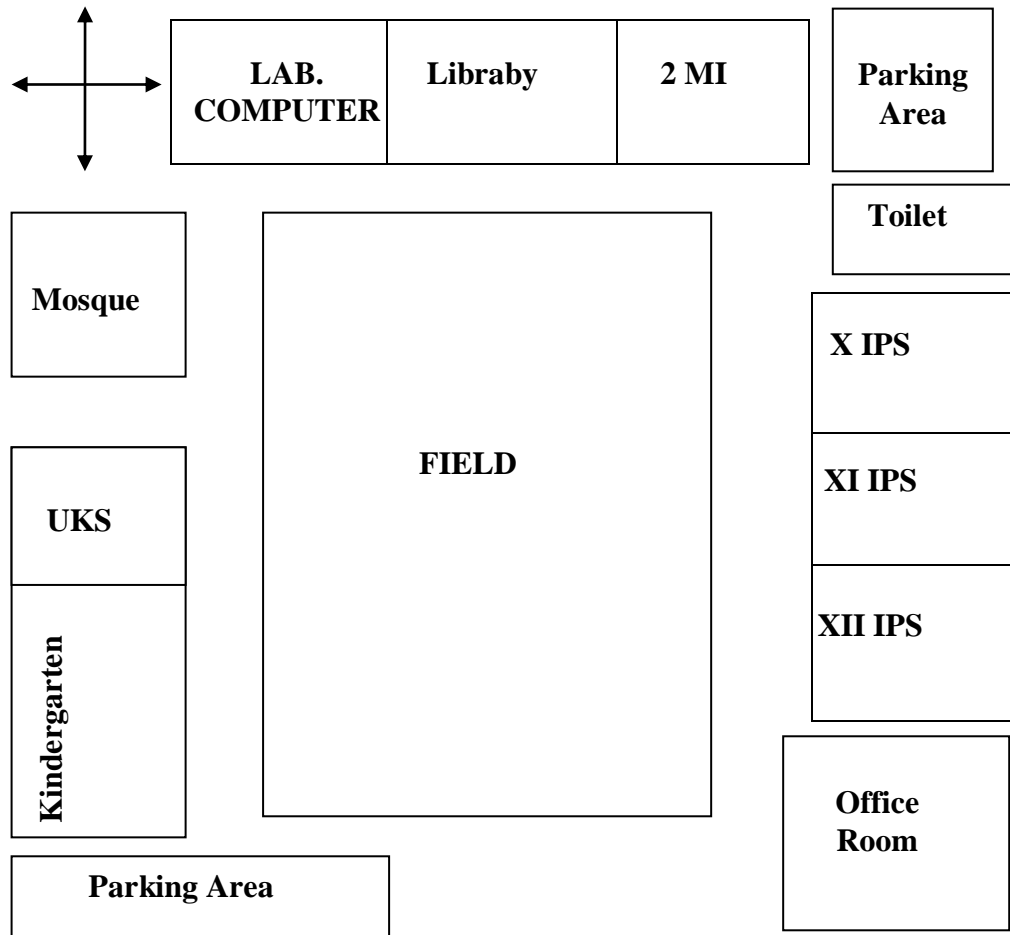


Figure 3. The Location Sketch of MA Al-Khoirot Guppi Buyut Udik

## 2. Description of Research Data

This research was classroom action research, and it was conducted at the Tenth Grade of senior High School Al-Khoirot Guppi Buyut Udik in the academic years of 2020/2021. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of listening comprehension was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.



### a. Pre-Test

Pre-test was presented to students which was aimed to find out students' comprehension before the media was implemented. It was conducted on July, Tuesday, 6<sup>th</sup>, 2021 at 09.00 -11. 30 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator open the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about procedure text for 40 minutes. Afterwards, to measure students skill before giving the treatment, the researcher gave pre-test. The researcher used listening test which consisted of 10 item test which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below:

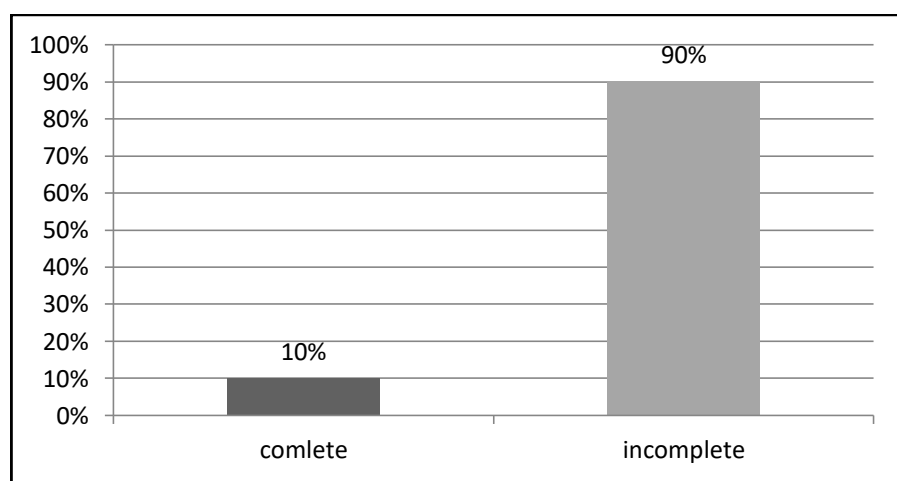
**Table 7**  
**The Result of Pre-Test Score of Listening Comprehension in Cycle I**

No.	Item																				Total	Note ≥70
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	5	0	0	0	5	0	0	5	0	5	5	5	0	5	0	0	0	0	0	5	40	Incomplete
2	5	5	0	0	5	5	5	0	0	5	5	5	5	0	5	0	0	0	5	5	45	Incomplete
3	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	0	0	40	Incomplete
4	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	40	Incomplete
5	5	5	0	0	5	0	5	0	5	0	5	0	0	5	5	0	5	0	5	5	35	Incomplete
6	5	5	0	5	5	0	0	0	0	5	5	5	0	0	0	5	0	5	5	0	35	Incomplete
7	5	0	5	0	5	0	5	0	5	0	0	0	5	5	0	0	0	0	5	5	35	Incomplete
8	0	0	0	0	5	5	5	5	5	0	0	0	5	5	5	5	0	5	5	5	35	Incomplete
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	Complete
10	0	0	5	5	0	5	0	5	5	0	0	0	5	5	0	5	0	5	5	5	35	Incomplete
11	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	40	Incomplete
12	0	0	5	5	0	0	0	5	5	0	0	0	5	5	5	0	5	0	5	5	30	Incomplete
13	5	5	0	0	0	5	0	0	0	5	5	5	5	0	5	5	5	5	5	0	35	Incomplete
14	0	0	0	5	0	5	5	5	0	5	0	5	0	0	0	5	5	5	5	5	30	Incomplete
15	0	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	35	Incomplete
16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	Complete
17	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	40	Incomplete
18	5	5	5	0	0	5	5	0	0	0	0	5	0	0	0	0	0	5	5	5	30	Incomplete
19	0	5	0	5	0	0	0	5	0	5	5	0	5	5	0	5	0	0	5	5	35	Incomplete
20	5	5	5	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	45	Incomplete
Total	70	70	35	35	70	70	70	40	35	70	70	70	45	45	35	70	30	70	85	90	800	
High score																					70	
Lowest score																					30	
Average																					40	

**Table 8**  
**Percentage of Students Listening Comprehension Pre-Test Score in Cycle I**

Then the graph of percentage students listening comprehension pre-test score could be seen as bellow:

Interval	Frequency	Percentage	Explanation
$\geq 70$	2	10%	Complete
$\leq 70$	18	90%	Incomplete
<b>Total</b>	<b>20</b>	<b>100%</b>	



**Figure 1. Percentage of Students Listening Comprehension Pre-Test Score in Cycle I**

Based on the result of students' test in pre-test score, it could be inferred that there was only 10% or 2 students for the score among the interval of  $> 70$  who passed the Minimum Standart Criteria (MSC) at least 70 while 90% or 18 students for the score among the interval of  $< 70$  did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students listening test in listening comprehension was still low. It was the reason why the writer used English video as media to improve students listening comprehension. Therefore, the researcher and collaborator made a plan to implement the action or

treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

## **b. Cycle I**

Cycle 1 was divided into planning, acting, observing and reflecting.

### **1) Planning**

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was procedure text. The material included the definition, the function of procedure, and the example of procedure text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

### **2) Acting**

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 9**  
**The Schedule of Action in Cycle 1**

<b>Meeting</b>	<b>Day/Date</b>	<b>Time</b>
1 <sup>st</sup>	Tuesday, July 6 <sup>th</sup> 2021	09.00 – 11. 30 a.m
2 <sup>nd</sup>	Wednesday, July 7 <sup>th</sup> 2021	08.00 – 09. 30 a.m

**a) First Meeting**

The first meeting was conducted on Tuesday, July 6<sup>th</sup>, 2021 at 09.00 -11. 30 A.M, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Nur Indah Sari, S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the writer greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the writer asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is Text in English first before she explained about procedure.

Then, the writer explained about the characteristics of text and how to make a good text. After that, the explanation continued about procedure text. Most of students still did not understand about it. Next, the researcher announced all of students to following the steps of learning by using the media. All of students were asked

to make their classroom as relax and comfort as well meanwhile the teacher play the procedure text by using sound/podcast.

In this stages, the students were actively following the teaching learning process. The students read the statements and were asked determine whether the statement is true or false. After 2 x 45 minutes the bell rang and the writer closed the lesson and reminded the students that it would be discussed in the next meeting.

#### **b) Second Meeting**

The second meeting was conducted on Wednesday, July 7<sup>th</sup> 2021 at 08.00-09.30 A.M. this meeting used to post-test I, for 2x45 minutes after the students given the action. The writer greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about procedure text and how to create it. Then, at the end of this meeting the writer gave post-test cycle 1 with the similar task on pre-test before. The students had to determine whether the statement is true or false in 40 minutes. The students did it seriously. It seemed that the students' score was be improved. The score of post-test cycle 1 can be seen on the table below:

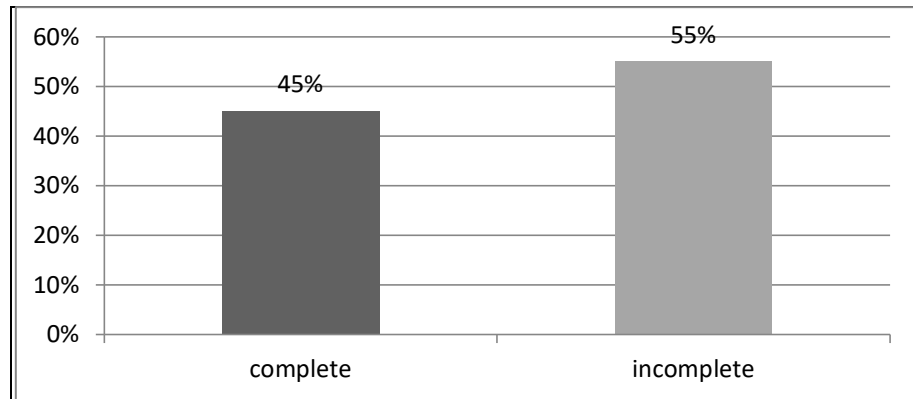
**Table 10**  
**The Result of Students Listening Comprehension Post-Test I**  
**Score in Cycle**

No.	Item										Total	Note $\geq 70$
	1	2	3	4	5	6	7	8	9	10		
1	10	0	10	10	0	10	0	10	0	10	60	Incomplete
2	0	10	0	10	0	10	0	10	10	0	50	Incomplete
3	10	10	0	0	10	10	10	0	10	10	70	Complete
4	10	0	10	0	10	0	10	0	10	0	50	Incomplete
5	10	10	10	10	0	10	10	10	0	0	70	Complete
6	0	10	10	10	10	0	10	10	0	10	70	Complete
7	10	0	10	10	10	10	10	0	0	10	70	Complete
8	10	0	0	10	10	0	10	0	0	10	50	Incomplete
9	10	10	10	0	10	0	10	10	10	10	80	Complete
10	10	10	0	0	10	10	10	0	10	10	70	Complete
11	10	0	10	10	0	10	10	0	0	10	60	Incomplete
12	10	10	0	10	0	0	10	10	10	10	70	Complete
13	0	10	10	10	10	10	10	10	10	0	80	Complete
14	0	10	0	10	0	10	10	0	0	10	50	Incomplete
15	10	0	10	0	10	0	10	10	0	0	50	Incomplete
16	10	0	10	10	0	10	10	10	10	10	80	Complete
17	0	10	0	10	0	10	0	10	0	10	50	Incomplete
18	10	0	10	0	10	0	0	10	10	10	60	Incomplete
19	0	10	0	10	0	10	10	10	0	0	50	Incomplete
20	10	10	10	0	10	0	10	0	10	0	60	Incomplete
<b>High score</b>											80	
<b>Lowest score</b>											50	
<b>Average</b>											62.5	

**Table 11**  
**Percentage of Students Listening Comprehension Post-Test in**  
**Cycle I**

Interval	Frequency	Percentage	Explanation
$\geq 70$	9	45%	Complete
$\leq 70$	11	55%	Incomplete
<b>Total</b>	<b>20</b>	<b>100%</b>	

*Source: The Result Score of Writing Post-Test I at X Class of MA Al-Khoirot Guppi Buyut Udik on Wednesday, July 7<sup>th</sup> 2021*



**Figure 2. Percentage of Students Listening Comprehension Post-Test I Score in Cycle I**

Based on the result of students' listening comprehension post-test I score, it could be conclude that there was 55% or 11 students for the score among the interval 70 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 62,5. It indicated that the result of students listening comprehension was improve than the pre-test score was 40, but viewed from the indicator of success of this research that 75% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

### **3) Observing**

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about listening comprehension especially procedure text by using English video learning media.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation.
- b) The students answered the question from the teacher.
- c) The students able do the task.
- d) The students active in the class.

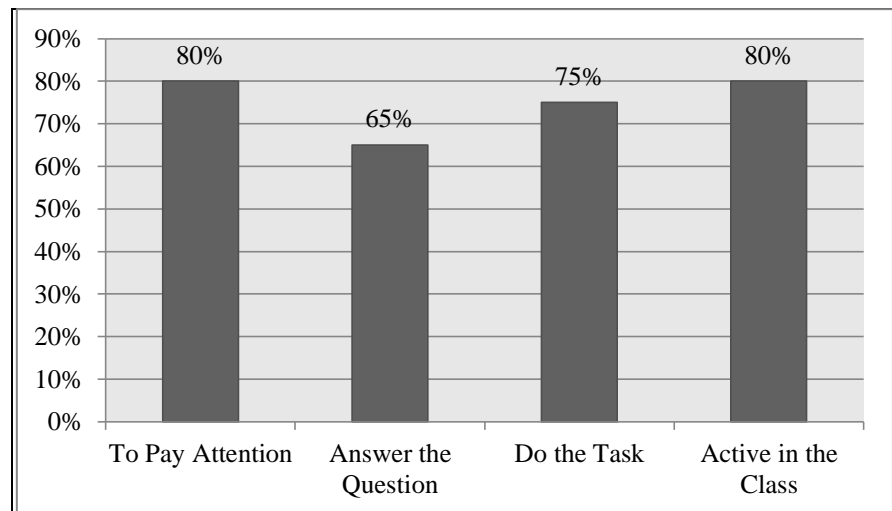
The result of the students' learning activities could be seen as follow:

**Table 12**  
**The Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1.	Pay attention of the teacher explanation	16	80%
2.	The students' ask/answer question	13	65%
3.	The students able do the task	15	75%
4.	The students active in the class	16	80%
<b>Total Students</b>		<b>20</b>	

Then the graph of percentage students activities in cycle I as follow:





**Figure 3. Percentage of Students Activities in Cycle I**

The table showed that not all the students' active in learning process. There were 16 students (80%) who gave attention to the teacher explanation. 13 students (65%) who understood the materials, 15 students (75%) were able to do the task and 18 students (80%) who active in the class.

#### **4) Reflecting**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

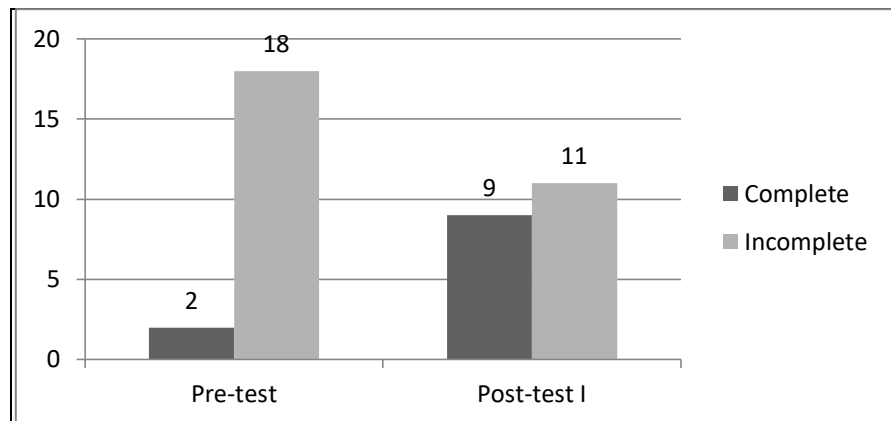
**Table 13**  
**The Comparison Between Pre-Test And Post-Test I Score In Cycle I**

No.	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1	AM	40	60	20	Improve
2	ASA	45	50	5	Improve
3	AF	40	70	30	Improve
4	AK	40	50	10	Improve
5	DN	35	70	35	Improve
6	EW	35	70	35	Improve
7	F	35	70	35	Improve
8	FH	35	50	15	Improve
9	H	70	80	10	Improve
10	IF	35	70	35	Improve
11	KK	40	60	20	Improve
12	M	30	70	40	Improve
13	PD	35	80	45	Improve
14	RK	30	50	20	Improve
15	RA	35	50	15	Improve
16	RH	70	80	10	Improve
17	RR	40	50	10	Improve
18	RS	30	60	30	Improve
19	S	35	50	15	Improve
20	WS	45	60	15	Improve
total		800	1250	450	
average		40	62.5		
high score		70	80		
low score		30	50		

**Table 14**  
**The comparison of students' pre-test and post-test I in cycle I**

Interval	Pre-Test	Post-Test I	Explanation
$\geq 70$	2	9	Complete
$< 70$	18	11	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	

Then, the graph of comparison students listening comprehension pre-test and post-test I score in cycle I could be seen as follow:



**Figure 4. The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I**

The table and the graphic above, in pre-test it could be seen that total from 20 students, it could be conclude that 10% or 2 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 90% or 18 students among the interval  $\leq 70$ . In post-test I, it could be conclude that 45% or 9 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 55 % or 11 students among interval  $\leq 70$ . Average score of pre-test was 40 and average score of post-test I was 62,5 and the mean improvement score was 22,5 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and the students did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

**c. Cycle II**

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observing and reflecting. The implementation of cycle II could be explained on the following sequences:

**1) Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problem that found in cycle 1. Therefore, in this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was procedure text. The material included the definition, the function of procedure,

and the example of procedure text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

## 2) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

**Table 15**  
**The Schedule of Action in Cycle 2**

Meeting	Day/Date	Time
1 <sup>st</sup>	Tuesday, July 13 <sup>th</sup> 2021	09.00 – 11. 30 a.m
2 <sup>nd</sup>	Wednesday, July 14 <sup>th</sup> 2021	08.00 – 09. 30 a.m

### a) First Meeting

The first meeting was held on Tuesday, July 13<sup>th</sup>, 2021 at 09.00-11.30 A.M and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Nur Indah Sari,S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about procedure text. In this section the researcher as the teacher also explained the characteristic procedure text by using video as the good media.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to listen and pay attention to what is explained by the teacher until the students understand about the material.

Afterward the researcher gave the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen students result learning the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Wednesday, July 14<sup>th</sup>, 2021 at 08.00-09.30 A.M, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In this meeting, most of the students could

answer well. Then the result of post-test II could be seen as follow:

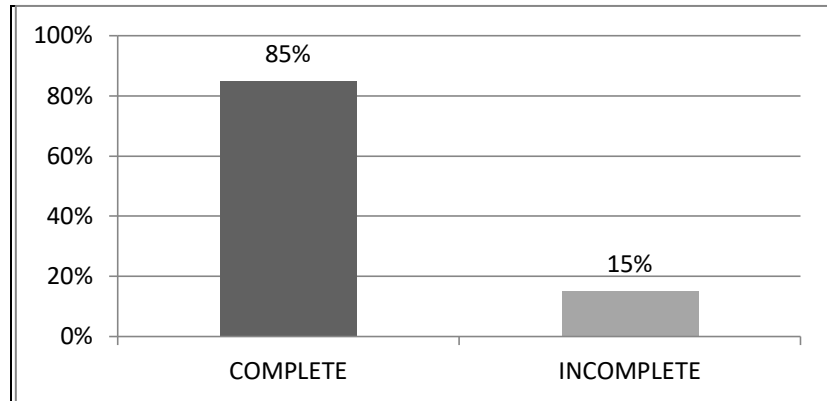
**Table 16**  
**The Result of Students Listening Comprehension Post-Test II**  
**Score in Cycle II**

No.	Item										Total	Note $\geq 70$
	1	2	3	4	5	6	7	8	9	10		
1	10	10	10	10	0	10	10	10	0	10	80	Complete
2	0	10	10	10	0	10	0	10	10	0	60	Incomplete
3	10	10	0	10	10	10	10	0	10	10	80	Complete
4	10	0	10	0	10	10	10	0	10	0	60	Incomplete
5	10	10	10	10	0	10	10	10	0	10	80	Complete
6	0	10	10	10	10	10	10	10	0	10	80	Complete
7	10	0	10	10	10	10	10	0	10	10	80	Complete
8	10	10	10	10	10	0	10	0	10	10	80	Complete
9	10	10	10	0	10	10	10	10	10	10	90	Complete
10	10	10	10	0	10	10	10	0	10	10	80	Complete
11	10	10	10	10	0	10	10	10	0	10	80	Complete
12	10	10	0	10	10	0	10	10	10	10	80	Complete
13	10	10	10	10	10	10	10	10	10	0	90	Complete
14	10	10	0	10	0	10	10	10	0	10	70	Complete
15	10	0	10	0	10	0	10	10	0	10	60	Incomplete
16	10	0	10	10	10	10	10	10	10	10	90	Complete
17	10	10	10	10	0	10	0	10	0	10	70	Complete
18	10	10	10	0	10	10	0	10	10	10	80	Complete
19	0	10	10	10	0	10	10	10	10	0	70	Complete
20	10	10	10	0	10	0	10	10	10	10	80	Complete
<b>High score</b>											90	
<b>Lowest score</b>											60	
<b>Average</b>											77	

**Table 17**  
**Percentage of Students Listening Comprehension Post-Test**  
**II Score in Cycle II**

Interval	Frequency	Percentage	Explanation
$\geq 70$	17	85%	Complete
$\leq 70$	3	15%	Incomplete
<b>Total</b>	<b>20</b>	<b>100%</b>	

Then, the graph of comparison students listening comprehension post-test II score in cycle II could be seen as follow:



**Figure 5. Percentage of Students Listening Comprehension Post-Test II Score in Cycle II**

Based on the result of students' listening comprehension post-test II score, it can be inferred that there was 85% or 17 students for the score among the interval of  $>70$  who complete the Minimum Standard Criteria (MSC) at least 70, while 15% or 3 students' for the score among the interval  $<70$  who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 85% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by problem based learning method. In learning process, there



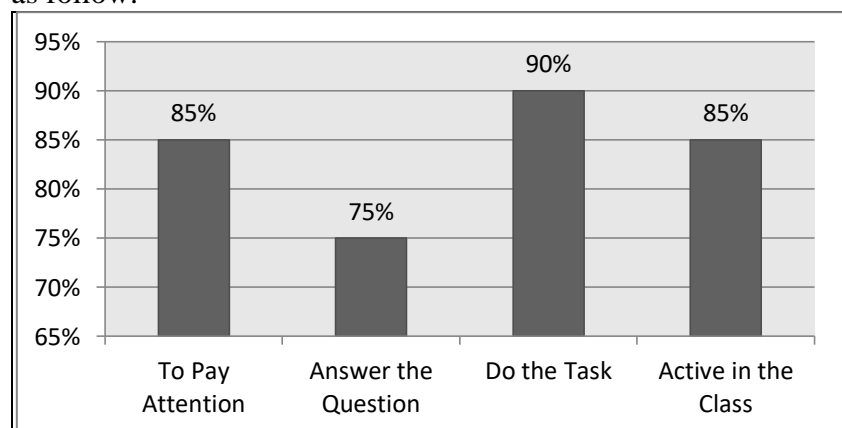
were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 18**  
**The Students' Activity in Cycle II**

No.	Students Activities	Frequency	Percentage
1.	Pay attention of the teacher explanation	17	85%
2.	The students' ask/answer question	15	75%
3.	The students able do the task	18	90%
4.	The students active in the class	17	85%
<b>Total Students</b>		<b>20</b>	

Then, the graph of percentage students activities in cycle II, as follow:



**Figure 6. Percentage of Students Activities in Cycle II**

The table above showed that the students' activity in cycle II was increase. The students' activity that had high

percentage were the students able do the task 90%, the first high percentage was the students pay attention of the teacher explanation 85% and the students active in the class 85%, and the last the students ask/answer the question from the teacher 75%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage >75%.

#### 4) Reflecting

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table.

**Table 19**  
**The Comparison Between Post-Test I Score in Cycle I and Post-Test II Score in Cycle II**

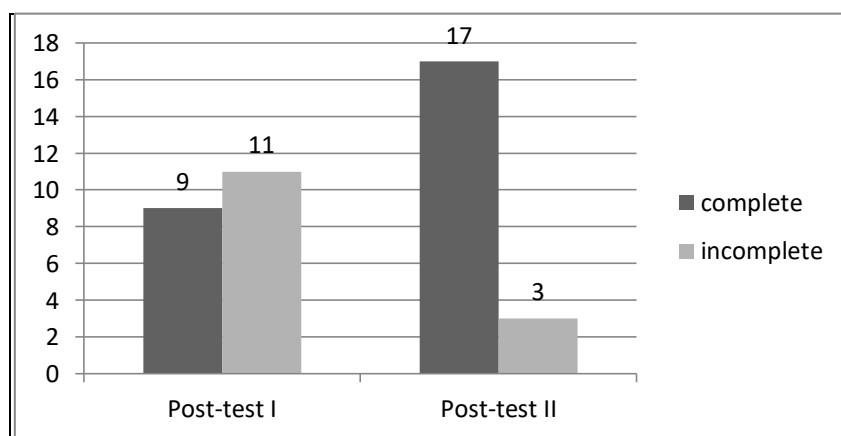
No.	Name Initial	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1	AM	60	80	20	Improve
2	ASA	50	60	10	Improve
3	AF	70	80	10	Improve
4	AK	50	60	10	Improve
5	DN	70	80	10	Improve
6	EW	70	80	10	Improve
7	F	70	80	10	Improve
8	FH	50	80	30	Improve
9	H	80	90	10	Improve
10	IF	70	80	10	Improve
11	KK	60	80	20	Improve
12	M	70	80	10	Improve
13	PD	80	90	10	Improve
14	RK	50	70	20	Improve

15	RA	50	60	10	Improve
16	RH	80	90	10	Improve
17	RR	50	70	20	Improve
18	RS	60	80	20	Improve
19	S	50	70	20	Improve
20	WS	60	80	20	Improve
total		1250	1540	290	
average		62.5	77		
high score		80	90		
low score		50	60		

**Table 20**  
**The Comparison of Students' Post-Test I Score in Cycle I**  
**and Post-Test II Score in Cycle II**

Interval	Post-Test I	Post-Test II	Explanation
$\geq 70$	11	17	Complete
$\leq 70$	9	3	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	

Then, the graph of comparison students listening comprehension post-test I and post-test II score in cycle II could be seen as follow:



**Figure 7. the comparison of students listening post-test I score and post-test II score in Cycle II**

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was

90 and the lowest score is 60. The average score of post-test II was 77. Besides, the percentages of students' successfulness of post-test II score was 85% or 17 students of the total students passed the minimum standard criteria and 15% or 3 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was >70% students was gotten score 70. It indicated that the students' listening comprehension was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that English video learning media could improve students' listening comprehension.

## **B. Discussion**

### **1. Result of Students Learning**

#### **a. Result of Students Pre-Test Score**

In this phase, the researcher presented the pre- test to measure the students skill before implementing the treatment. The writer obtained the data through test in the from of true false choice which completed for 90 minutes. It was done on Wednesday, March 10th, 2021. From the result of pre- test showed

that most of the students got difficult for doing the test. Based on the table 6 the students average were 46,5 , it showed that most of the students have not passed yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 2 students out of 18 students passed of the minimum standars criteria.

**b. Result of Students Post-Test I Score**

In this research, to know the students listening test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Wednesday, July, 7<sup>th</sup>, 2021. Based on the table 9 the students average was 62,5 it shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 11 students out of 20 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

**c. Result of Students Post-Test II Score**

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 45 % passed the minimum standard criteria. The researcher presented the post- tes II to measure the students comprehending after implementing the treatment. The researcher obtained the data through test in the from of true false choice which completed for 90 minutes. It was done on Wednesday, July 14<sup>th</sup>, 2021. Based on the table 15 students average were 76,5, it showed that most of the students have

achieving the Minimum Standard criteria (MSC) at least 70. In this phase, 17 students out of 20 students of 85% students passed of the minimum standard criteria and the research was successful.

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

English learning process was successfully in cycle I but the students' average score was low. While, The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I.

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' score. It could be seen from the students get score 70, 2 to 9 became 17. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

Based on the graph above, it could be inferred that English video learning media could improve the students' listening comprehension. It is supported by improving score of the students from pre-test to post-test I and from 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 Teacher's Explanation**

The students' attention to the teacher explanation from the firs meeting to the next meeting was improved. In cycle I was only 80% and in cycle II 85%, it improved 5%.

**b. The Students Ask/Answer Question From the Teacher**

The students who ask/answered question from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 10%, from cycle I 65% and cycle II 75%.

**c. The Students Able Do the Task**

The students who had done the task were improve. It could be seen on the cycle I 75% and cycle II 90%, it increased 15%.

**d. The Students Active in the Class**

The active students in class were improve. It could be seen on the cycle I 80% and cycle II also 85%, it increased 5%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when English video learning media was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of English video learning media improve the students' listening comprehension. There was progress average score from 40 to 62,5 and to 77.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the English video learning media could be increased through Problem based learning, as follows:

English video learning media can be used as an effective media in learning process of listening. The student's activity in the implementation of cycle I and II is very active. It means that English video learning media can improve the student's activeness. The average student's activity in cycle I is 62,5 then improve to be 45% in cycle II.

English video learning media makes students understood a dialog/conversation easily of the speaker. While, English video is also able to develop the listening comprehension score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 40 and in cycle I is 62,5 while in cycle II is 77.

Based on the table above, it can be inferred that English video learning media can improve the students listening comprehension and students learning activities. It can be seen there was an improving score of the students.



## **B. Suggestion**

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. For the students

It is suggested to the teacher to use Language Feature in Microsoft word as the teaching learning media because it could improve the student writing skills.

2. For the teacher

It is suggested to the English teacher to include English video learning media in teaching process. The teachers should be creatively used English video in teaching, especially listening class, in order to engage the students to be active in learning process.

3. For the other researcher

It is suggested as the reference in order to build a prior knowledge and give a new idea for conducting the research.

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Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Nilai Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
3.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<p>Teks fungsional pendek berupa:</p> <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Ucapan Selamat</li> <li>- Pengumuman</li> </ul> <p>Kosakata terkait tema dan jenis teks</p> <p>Ciri kebahasaan teks fungsional:</p> <ul style="list-style-type: none"> <li>- instruksi</li> <li>- daftar barang</li> <li>-ucapan selamat</li> <li>- Pengumuman</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Brain storming</i> tentang kosakata terkait materi</li> <li>2. Membahas kosakata dan tata bahasa terkait materi tentang : <i>noun, noun phrase, adjective, verb, adverb.</i></li> <li>3. Mendengarkan teks fungsional yang menggunakan <i>gambit- gambit attention please, thank, excuse me, sorry.</i></li> <li>4. Menjawab pertanyaan sesuai dengan isi teks yang didengar</li> <li>5. Menjawab pertanyaan tentang struktur teks fungsional yang didengar</li> </ol>	<p>Merespon makna dalam teks fungsional pendek :</p> <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Ucapan selamat</li> <li>- Pengumuman</li> </ul> <p>Menentukan fungsi komunikatif teks yang didengar.</p> <p>Menentukan ciri kebahasaan dari masing-masing teks fungsional yang didengar</p>	<p>Tes lisan</p> <p>Tes tulis</p> <p>Unjuk kerja</p>	<p>Pertanyaan</p> <p>Pilihan ganda</p> <p>Melengkapi</p> <p>Melakukan perintah</p>	<p><i>Listen to the text and answer the questions.</i></p> <p><i>Listen to the text and choose the best option.</i></p> <p><i>Listen to the text and complete the sentences.</i></p> <p><i>Listen to the instruction and do it!</i></p>	6x40 menit	<p>script : di buku guru</p> <p>lingkungan : instruksi</p> <p>daftar barang</p> <p>ucapan selamat</p> <p>pengumuman</p> <p>Rekaman</p>	<ul style="list-style-type: none"> <li>- Religius</li> <li>- Kreatif</li> <li>- Komunikatif</li> <li>- Mandiri</li> </ul>

3.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>	<p>Teks monolog berbentuk:</p> <ul style="list-style-type: none"> <li>- Deskriptif</li> <li>- prosedur</li> </ul> <p>Kosakata terkait tema / jenis teks</p> <p>Ciri kebahasaan teks deskriptif dan prosedur</p> <p>Langkah retorika teks deskriptif / prosedur</p>	<ol style="list-style-type: none"> <li>1. Mendengarkan dan merespon tentang berbagai hal terkait tema / jenis teks yang dibahas.</li> <li>2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang muncul dalam teks deskriptif / prosedur</li> <li>3. Mendengarkan model monolog teks deskriptif/prosedur</li> <li>4. Menjawab pertanyaan secara lisan tentang isi teks deskriptif/prosedur</li> <li>5. Menyebutkan fungsi komunikatif teks yang didengar.</li> <li>6. Mengidentifikasi kata kerja dari teks yang didengar.</li> <li>7. Mendengarkan teks deskriptif / prosedur lainnya.</li> </ol>	<p>Merespon informasi dalam teks lisan monolog berbentuk:</p> <ul style="list-style-type: none"> <li>- Deskriptif</li> <li>- Prosedur</li> </ul> <p>Menentukan ciri kebahasaan teks yang didengar.</p> <p>Menentukan fungsi komunikatif teks yang didengar.</p>	<p>Tes lisan</p> <p>Tes tulis</p> <p>Pengisian</p>	<p>Pertanyaan lisan</p> <p>Pilihan ganda</p> <p>T/F</p> <p>Completion</p> <p>Tugas rumah</p>	<p><i>Listen and answer the following questions</i></p> <p><i>Listen to the text and choose the best answer by crossing a.b.c or d</i></p> <p><i>Listen and make a draft of retelling descriptive/procedure text</i></p>	6x40 menit	<p>Script teks monolog deskriptif/prosedur dalam buku guru</p> <p>Rekaman teks monolog deskriptif/prosedur</p>	<ul style="list-style-type: none"> <li>- Religius</li> <li>- Kreatif</li> <li>- Komunikatif</li> <li>- Mandiri</li> </ul>
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Punggur, Juli 2021

Guru Mata Pelajaran

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Guru Praktikan

Lailatul Khasanah  
NPM. 1601070101

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : MA Al-Khoirot Guppi  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / 1  
**Materi** : Procedure Text  
**Alokasi Waktu** : 2x40 Menit

**A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

### KOMPETENSI

NO	Kompetensi dasar	Indikator pencapaian kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1. Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris. 1.1.2. Menunjukkan perilaku belajar dengan penuh semangat.
2.	2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1. Menunjukkan sikap tanggung jawab dengan tidak mencontek dalam mengerjakan tugas. 2.2.2. Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik. 2.2.3. Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan. 2.2.4. Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3.	3.1. Memahami makna dalam teks fungsional dan monolog pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan	3.1.1. Siswa dapat menangkap informasi spesifik yang ada pada teks procedure. 3.1.2. Siswa dapat menentukan benar atau salah pada teks procedure.

	<p>sehari-hari.</p> <p>3.2. Merespon Makna yang terdapat dalam tes lisan fungsional pendek sederhana secara akurat, lancar dan benar untuk berinteraksi dalam konteks kehidupan sehari-hari</p>	<p>3.1.3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada teks procedure.</p> <p>3.1.4. Mendengarkan dan memahami isi dari teks Procedure dalam sebuah audio.</p>
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### C. Materi pembelajaran

#### 1. Fakta:

Jenis teks yang di ajarkan: Short Functional Text Procedure

Contoh teks:

FRIED POTATOES

Ingredients

- 4 red potatoes
- 1 table spoon olive oil
- 1 onion, chopped
- 1 green bell pepper, seeded and chopped
- 2 table spoons olive oil
- 1 tea spoon salt
- 3/4 tea spoon paprika
- 1/4 tea spoon ground black pepper
- 1/4 cup chopped fresh parsley

Equipment

- Large skillet

- Plate
- Pot

#### Steps

1. Bring a large pot of salted water to a boil. Add potatoes and cook until tender but still firm, about 15 minutes.
2. Drain the potatoes and cut them into 1/2 inch cubes when they are already cool.
3. In a large skillet, heat 1 tablespoon olive oil over medium high heat. Add onion and green pepper. Cook about 5 minutes stirring often, until soft. Transfer to a plate and set aside.
4. Pour remaining 2 table spoons of oil into the skillet and turn heat to mediumhigh.
5. Add potato cubes, salt, paprika and black pepper. Cook, stirring occasionally, until potatoes are browned about 10 minutes.
6. Stir in the onions, green peppers and parsley and cook for another minute. Serve hot..

Prep Time: 20 Min

Cook Time: 25 Min

#### 2. Konsep:

Fungsi Sosial Teks invitation:

To show **how** to make something or to instruct people to create something.

#### D. Media, alat dan sumber pembelajaran

1. Media : Proyektor, LCD, laptop/ computer.



2. Sumber Pembelajaran : Internet, buku pelajaran

#### E. Metode

Scientific Approach Technique.

#### F. Kegiatan pembelajaran

Kegiatan	Deskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi instruksi untuk berdoa</li> <li>2. Guru mengecek kehadiran siswa</li> <li>3. Guru menanyakan materi yang sebelumnya sudah dipelajari.</li> <li>4. Guru memberikan gambaran mengenai materi yang akan dipelajari.</li> <li>5. Guru menyampaikan tujuan pembelajaran</li> </ol>	5 menit
Kegiatan	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>6. Guru meminta siswa untuk menyaksikan video yang berisi procedure.</li> <li>7. Siswa memperhatikan dan mencatat hal-hal yang penting yang terdapat dalam video.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>8. Dengan bimbingan guru, siswa menanyakan kalimat-kalimat yang belum diketahui.</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>9. Siswa, secara individu, mengumpulkan informasi dengan cara menulis ungkapan-ungkapan dan susunan structure yang terdapat dalam procedure video tersebut.</li> </ol> <p><b>Menalar/mengasosiasi</b></p> <ol style="list-style-type: none"> <li>10. Siswa menyebutkan list vocabulary dan aspek-aspek dalam video procedure.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>11. Dengan arahan guru, siswa menceritakan hal-hal yang sebaiknya disampaikan dalam procedure.</li> <li>12. Secara berpasangan, siswa mengerjakan tugas yang diberikan oleh guru yang berbentuk</li> </ol>	30 menit

	True and False.	
Penutup	13. Guru memberikan feedback 14. Guru memberikan refleksi pada siswa 15. Guru dan siswa bersama-sama membuat kesimpulan 16. Guru memberi tahu materi yang akan dipelajari selanjutnya	5 menit

### G. Assessment/Penilaian hasil belajar

1. Teknik : Mendengarkan dan tertulis.
2. Bentuk : True and False.
3. Kisi- kisi : siswa secara individu menentukan dialogue dalam bentuk True and False yang benar sesuai dengan teks listening yang disediakan berdasarkan audio.

No	Kompetensi dasar	Materi	Indikator soal	Bentuk soal	Jml soal
1.	1.1. Merespon Makna yang terdapat dalam tes lisan fungsional pendek sederhana secara akurat, lancar dan benar untuk berinteraksi dalam konteks kehidupan sehari-hari.	Procedu re text	1. Siswa dapat menangkap informasi spesifik yang ada pada teks procedure. 2. Siswa dapat menentukan salah atau benar sebuah teks procedure. 3. Siswa dapat mengidentifikasi aspek-aspek yg ada pada teks procedure.	True and False	10

## 4. Instrument :

## a. Instrument Blueprint

Mata pelajaran : Bahasa Inggris

Kelas : X/10

Semester : I

Alokasi waktu : 2 x 40 menit

**Instrument blueprint pre-test**

No	Aspect	Subaspect	Indicators	Number	Item	source
1.	Listening comprehension	The main idea	Students find out main point from speaker	1, 14, 16, 19	4	Tyagi, Babita. Listening: An Important Skill And Its
2.	Listening comprehension	predicting	Students predict meaning of the speaker	7, 9, 10, 20	4	Various (Journal International: 2013). P. 3-4
3.	Listening comprehension	Drawing inference	Students identify the drawing inference	4, 5, 11,17	4	
4.	Listening comprehension	Summarizing	Students get summarizing of the speaker	2, 3, 6, 8, 12, 13, 15, 18	8	

**Instrument blueprint post-test**

No	Aspect	Subaspect	Indicators	Number	Item	source
1.	Listening comprehension	The main idea	Students find out main point from speaker	1	1	Tyagi, Babita. Listening: An Important Skill And Its
2.	Listening comprehension	predicting	Students predict meaning of the speaker	3, 8, 10	3	Various (Journal International: 2013). P. 3-4
3.	Listening comprehension	Drawing inference	Students identify the drawing inference	2, 4	2	
4.	Listening comprehension	summarizing	Students get summarizing of the speaker	5,6,7,9	4	

## 5. Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Jumlah skor maksimal  $10 \times 1 = 10$
- Nilai maksimal = 100%
- Nilai siswa = jumlah jawaban yang benar.

Punggur, Juli 2021

Guru Mata Pelajaran



Nur Indah Sari, S.Pd  
NPK. 6921660192097

Guru Praktikan



Lailatul Khasarah  
NPM. 1601070101

Mengetahui  
Kepala Ma'Al-Khoirrot Guppi



Imam Baihaqqi, S.Pd  
Npk. 1940060004007

## ATTENDANCE LIST

School : MA Al-Khoirot Guppi

Class : X IPS

Subject: English

No.	Name	F/M	Meeting			
			1 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>th</sup>	4 <sup>th</sup>
1.	A. Muhayyan		✓	✓	✓	✓
2.	A. Sahrul anam		✓	✓	✓	✓
3.	Alabet febrian		✓	✓	✓	✓
4.	Anang kurniawan		✓	✓	✓	✓
5.	Dian novita		✓	✓	✓	✓
6.	Ema wati		✓	✓	✓	✓
7.	Fahrurrozi		✓	✓	✓	✓
8.	Fauzi hanan		✓	✓	✓	✓
9.	Hengki		✓	✓	✓	✓
10.	Isna fitriana		✓	✓	✓	✓
11.	Kiki kurnia		✓	✓	✓	✓
12.	Maulana		✓	✓	✓	✓
13.	Putra dimas	✓	✓	✓	✓	✓
14.	Rifki kurniawan	✓	✓	✓	✓	✓
15.	Riko andrian	✓	✓	✓	✓	✓
16.	Riyan hasanudin	✓	✓	✓	✓	✓
17.	Romi rahmansyah	✓	✓	✓	✓	✓
18.	Ruli setiawan	✓	✓	✓	✓	✓
19.	Sulis	✓	✓	✓	✓	✓
20.	Widia sari	✓	✓	✓	✓	✓

Punggur, Juli 2021

Guru Mata Pelajaran



Nur Indah Sari, S.Pd  
NPK. 6921660192097

Guru Praktikan



Lailatul Khasanah  
NPM. 1601070101

## STUDENTS SCORE AT PRE-SURVEY

No.	Name Initial	Score	Category
1.	AM	56	Incomplete
2.	ASA	46	Incomplete
3.	AF	52	Incomplete
4.	AK	74	Complete
5.	DN	46	Incomplete
6.	EW	56	Incomplete
7.	F	76	Complete
8.	FH	52	Incomplete
9.	H	74	Complete
10.	IF	48	Incomplete
11.	KK	72	Complete
12.	M	48	Incomplete
13.	PD	42	Incomplete
14.	RK	44	Incomplete
15.	RA	54	Incomplete
16.	RH	56	Incomplete
17.	RR	44	Incomplete
18.	RS	72	Complete
19.	S	40	Incomplete
20.	WS	54	Incomplete

## STUDENTS SCORE IN PRE-TEST

No.	Item																				Total	Note $\geq 70$
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	5	0	0	0	5	0	0	5	0	5	5	5	0	5	0	0	0	0	0	5	40	Incomplete
2	5	5	0	0	5	5	5	0	0	5	5	5	5	0	5	0	0	0	5	5	45	Incomplete
3	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	0	0	40	Incomplete
4	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	40	Incomplete
5	5	5	0	0	5	0	5	0	5	0	5	0	0	5	5	0	5	0	5	5	35	Incomplete
6	5	5	0	5	5	0	0	0	0	5	5	5	0	0	0	5	0	5	5	0	35	Incomplete
7	5	0	5	0	5	0	5	0	5	0	0	0	5	5	0	0	0	0	5	5	35	Incomplete
8	0	0	0	0	5	5	5	5	5	0	0	0	5	5	5	5	0	5	5	5	35	Incomplete
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	Complete
10	0	0	5	5	0	5	0	5	5	0	0	0	5	5	0	5	0	5	5	5	35	Incomplete
11	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	0	5	40	Incomplete
12	0	0	5	5	0	0	0	5	5	0	0	0	5	5	5	0	5	0	5	0	30	Incomplete
13	5	5	0	0	0	5	0	0	0	5	5	5	5	0	5	5	5	5	5	0	35	Incomplete
14	0	0	0	5	0	5	5	5	0	5	0	5	0	0	0	5	5	5	5	5	30	Incomplete
15	0	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	35	Incomplete
16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	Complete
17	5	5	0	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	5	5	40	Incomplete
18	5	5	5	0	0	5	5	0	0	0	0	5	0	0	0	0	0	5	5	5	30	Incomplete
19	0	5	0	5	0	0	0	5	0	5	5	0	5	5	0	5	0	0	5	5	35	Incomplete
20	5	5	5	0	5	5	5	0	0	5	5	5	0	0	0	5	0	5	0	5	45	Incomplete
Total	70	70	35	35	70	70	70	40	35	70	70	70	45	45	35	70	30	70	85	90	800	
High score																						70
Lowest score																						30
Average																						40

## STUDENTS SCORE IN POST-TEST I

No.	Item										Total	Note $\geq 70$
	1	2	3	4	5	6	7	8	9	10		
1	10	0	10	10	0	10	0	10	0	10	60	Incomplete
2	0	10	0	10	0	10	0	10	10	0	50	Incomplete
3	10	10	0	0	10	10	10	0	10	10	70	Complete
4	10	0	10	0	10	0	10	0	10	0	50	Incomplete
5	10	10	10	10	0	10	10	10	0	0	70	Complete
6	0	10	10	10	10	0	10	10	0	10	70	Complete
7	10	0	10	0	10	10	10	0	10	10	70	Complete
8	10	0	0	10	10	0	10	0	0	10	50	Incomplete
9	10	10	10	0	10	0	10	10	0	10	70	Complete
10	10	10	0	0	10	10	10	0	10	10	70	Complete
11	10	0	10	10	0	10	10	0	0	10	60	Incomplete
12	10	10	0	10	0	0	10	10	10	10	70	Complete
13	0	10	10	10	10	10	10	10	10	0	80	Complete
14	0	10	0	10	0	10	10	0	0	10	50	Incomplete
15	10	0	10	0	10	0	10	10	0	0	50	Incomplete
16	10	0	10	10	0	10	10	10	10	10	80	Complete
17	0	10	0	10	0	10	0	10	0	10	50	Incomplete
18	10	0	10	0	10	0	0	10	10	10	60	Incomplete
19	0	10	0	10	0	10	10	10	10	0	60	Incomplete
20	10	10	10	0	10	0	10	0	10	0	60	Incomplete
<b>High score</b>											80	
<b>Lowest score</b>											50	
<b>Average</b>											62.5	





**STUDENT'S LEARNING ACTIVITIES AT THE FIRST MEETING IN  
CYCLE I**

No.	Initial Name	Students' Activities			
		a	b	c	d
1	AM		√		
2	ASA	√			
3	AF	√	√	√	
4	AK	√	√	√	√
5	DN	√			
6	EW	√	√		
7	F	√	√	√	√
8	FH		√	√	
9	H	√	√	√	√
10	IF	√		√	
11	KK	√	√	√	
12	M	√			
13	PD	√			
14	RK	√			
15	RA	√	√		
16	RH	√	√	√	√
17	RR			√	
18	RS	√	√	√	
19	S		√		
20	WS	√	√	√	

**Notes:**

Indicators of the students' activities that observed are:

- a. Paying attention by asking some questions.
- b. Following the steps of learning.
- c. Listening and watching video and comfortably.
- d. Doing task of procedure text to the related material.

**STUDENT'S LEARNING ACTIVITIES AT THE SECOND MEETING IN  
CYCLE I**

No.	Nama	Students' Activities			
		a	b	c	d
1	AM	√	√	√	
2	ASA	√	√		
3	AF	√	√	√	√
4	AK	√	√	√	√
5	DN	√		√	
6	EW	√	√	√	
7	F	√	√	√	√
8	FH		√	√	
9	H	√	√	√	√
10	IF	√		√	
11	KK	√	√	√	
12	M	√			
13	PD	√	√		
14	RK	√			
15	RA	√	√	√	
16	RH	√	√	√	√
17	RR			√	
18	RS	√	√	√	
19	S		√		
20	WS	√	√	√	√

**Notes:**

Indicators of the students' activities that observed are:

- a. Paying attention by asking some questions.
- b. Following the steps of learning.
- c. Listening and watching video and comfortably.
- d. Doing task of procedure text to the related material.

**STUDENT'S LEARNING ACTIVITIES AT THE FIRST MEETING IN  
CYCLE II**

No.	Nama	Students' Activities			
		a	b	c	d
1	AM	√	√	√	
2	ASA	√	√		
3	AF	√	√	√	√
4	AK	√	√	√	√
5	DN	√		√	
6	EW	√	√	√	
7	F	√	√	√	√
8	FH		√	√	
9	H	√	√	√	√
10	IF	√		√	
11	KK	√	√	√	
12	M	√			
13	PD	√	√		
14	RK	√			
15	RA	√	√	√	
16	RH	√	√	√	√
17	RR			√	
18	RS	√	√	√	
19	S		√		
20	WS	√	√	√	√

**Notes:**

Indicators of the students' activities that observed are:

- a. Paying attention by asking some questions.
- b. Following the steps of learning.
- c. Listening and watching video and comfortably.
- d. Doing task of procedure text to the related material.

**STUDENT'S LEARNING ACTIVITIES AT THE SECOND MEETING IN  
CYCLE II**

No.	Nama	Students' Activities			
		a	b	c	d
1	AM	√	√	√	
2	ASA	√	√		
3	AF	√	√	√	√
4	AK	√	√	√	√
5	DN	√	√	√	√
6	EW	√	√	√	√
7	F	√	√	√	√
8	FH	√	√	√	√
9	H	√	√	√	√
10	IF	√		√	√
11	KK	√	√	√	√
12	M	√	√		√
13	PD	√	√	√	√
14	RK	√	√		
15	RA	√		√	√
16	RH	√	√	√	√
17	RR		√	√	
18	RS	√	√	√	√
19	S	√	√		
20	WS	√	√	√	√

**Notes:**

Indicators of the students' activities that observed are:

- e. Paying attention by asking some questions.
- f. Following the steps of learning.
- a. Listening and watching video and comfortably.
- b. Doing task of procedure text to the related material.

## FIELD NOTE

Cycle	Note of Students' Attitude
Cycle I	<p>Before using English Video and Audio Learning Media:</p> <ol style="list-style-type: none"> <li>1. Most of students were still confused in following the lesson.</li> <li>2. Most of students got difficulties in doing practice.</li> <li>3. Most of students were not active during teaching and learning process</li> </ol>
	<p>After using English Video and Audio Learning Media:</p> <ol style="list-style-type: none"> <li>1. The students began interested in following the lesson.</li> <li>2. The students began understand to do practice although still little confused.</li> <li>3. Most of students began active in teaching and learning process</li> </ol>
Cycle II	<p>After using English Video and Audio Learning Media:</p> <ol style="list-style-type: none"> <li>1. Most of students were very interested in following the lesson.</li> <li>2. Most of students did practice easily.</li> <li>3. Most of students were more active during teaching and learning process</li> </ol>



**GERAKAN USAHA PEMBAHARUAN PENDIDIKAN ISLAM (GUPPI)**  
**(MOVEMENT FOR ISLAMIC EDUCATION IMPROVEMENT)**  
**MADRASAH ALIYAH AL KHOIROT GUPPI**  
**BUYUT UDIK KECAMATAN . GUNUNG SUGIH**  
**KABUPATEN. LAMPUNG TENGAH**  
 NOMOR : 00321/ DPP/ VIII/ 03/ 1990 Kode POS. 34161

**SURAT KETERANGAN PRA-SURVEY**

NOMOR: 422/ 15 /MI GUPPI/C1.D8/2020

Yang Bertanda taangan di bawah ini Kepala Madrasah :

Nama : Imam Baihaqqi SPd.  
 Jabatan : Kepala Madrasah Aliyah Al khoirot GUPPI  
 Buyut Udik Kecamatan Gunung Sugih .

Dengan ini Kami Menerangkan bahwa:

Nama : Lailatul Khasanah  
 NPM : 1601070101  
 Semester : A8  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan bahasa inggris

Berdasarkan Surat dari Perguruan Tinggi IAIN Metro ddengan nomor : B-1940/In.28.1/I/TL.00 /07/2020 tertanggal 09 Juli 2020 Mahasiswa tersebut mengajukan Pra survey yang di laksanakan pada tanggal 13 Juli 2020, Mahasiswa tersebut benar benar telah melaksanakan tugasnya dengan baik. Pada Madrasa Aliyah Al Khoirot GUPPI Buyut Udik Kecamatan gunung Sugih Kabupaten lampuyng Tengah.

Demikian surat Keterangan ini kami buat agar dapat di pergunakan sebagaimana mestinya Asli untuk yang bersangkutan lampiran untuk arsip.



Buyut Udik 13 Juli 2020

Kepala Madrasah

IMAM BAIHAQQI SPd.



**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.iaim@metrouniv.ac.id

Nomor : B-1260/In.28.1/J/TL.00/04/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Kuryani (Pembimbing 1)  
EKA YUNIASIH (Pembimbing 2)

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LAILATUL KHASANAH**  
NPM : 1601070101  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : IMPROVING STUDENTS LISTENING COMPREHENSION BY USING ENGLISH VIDEO AND AUDIO LEARNING MEDIA FOR EFL AT THE TENT GRADE OF MA ALKHOIROT GUPPI BUYUT UDIK CENTRAL LAMPUNG IN THE ACADEMIC YEARS 2020/2021

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 April 2021

Ketua Jurusan  
Tadris Bahasa Inggris

  
**Ahmad Subhan Roza, M.Pd.**  
NIP-19750610 200801 1 014





**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 TUGAS**

Nomor: B-2450/In.28/D.1/TL.01/06/2021

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

Nama : **LAILATUL KHASANAH**  
NPM : 1601070101  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di MA AL-KHOIROT GUPPI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS LISTENING COMPREHENSION BY USING ENGLISH VIDEO AND AUDIO LEARNING MEDIA FOR ELF AT THE TENTH GRADE OF MA AL KHOIROT GUPPI BUYUT UDIK CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2020 2021".
  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 tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro  
Pada Tanggal : 28 Juni 2021

Mengetahui,  
Pejabat Setempat

*Imam Baihaqqi, S.Pd*  
NpK. 1990060009007







**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

Nomor : B-2449/In.28/D.1/TL.00/06/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA AL-KHOIROT GUPPI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan dengan Surat Tugas Nomor: B-2450/In.28/D.1/TL.01/06/2021, tanggal 28 Juni 2021 atas nama saudara:

Nama : **LAILATUL KHASANAH**  
NPM : 1601070101  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL-KHOIROT GUPPI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS LISTENING COMPREHENSION BY USING ENGLISH VIDEO AND AUDIO LEARNING MEDIA FOR ELF AT THE TENTH GRADE OF MA AL KHOIROT GUPPI BUYUT UDIK CENTRAL LAMPUNG IN THE ACADEMIC YEAR 2020 2021".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Juni 2021  
Wakil Dekan I,  
  
Dr. Yudianto S.Si., M.Si.  
NIP. 19760222 200003 1 003





GERAKAN USAHA PEMBAHARUAN PENDIDIKAN ISLAM (GUPPI)  
 (MOVEMENT FOR ISLAMIC EDUCATION IMPROVEMENT)  
 MADRASAH ALIYAH AL KHOIROT GUPPI  
 BUYUT UDIK KECAMATAN GUNUNG SUGIH  
 KABUPATEN LAMPUNG TENGAH  
 NOMOR: 423/16/Ma.GUPPI/C.1.D8/2021

**SURAT KETERANGAN PENELITIAN**

NOMOR: 423/16/Ma.GUPPI/C.1.D8/2021

Yang Bertanda taangan di bawah ini Kepala Madrasah :

Nama : Imam Baihaqqi S.Pd.  
 Jabatan : Kepala Madrasah Aliyah Al Khoirot GUPPI.  
 NPSN : 69941627  
 Alamat : Jl. Anwar Bay, Sari Agung Buyut Udik Gunung Sugih  
 Kab. Lampung Tengah

Dengan ini Kami Menerangkan bahwa:

Nama : Lailatul Khasanah  
 NPM : 1601070101  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris

Berdasarkan Surat Nomor B-2449/In.28/D.1/TL.00/06/2021 tertanggal 28 Juni 2021 dari Perguruan Tinggi IAIN Metro bahwa Mahasiswa tersebut mengadakan Penelitian Lapangan, yang di laksanakan pada tanggal 30 Juni 2021. Mahasiswa tersebut benar benar telah melaksanakan tugasnya dengan baik. Pada Madrasah Aliyah Al Khoirot GUPPI Buyut Udik Kecamatan gunung Sugih Kabupaten Lampung Tengah.

Demikian surat Keterangan ini kami buat agar dapat di pergunakan sebagaimana mestinya Asli untuk yang bersangkutan lampiran untuk arsip.

Buyut Udik, 30 Juni 2021  
 Kepala Madrasah  
  
 Baihaqqi, S.Pd.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1030/ln.28/S/U.1/OT.01/10/2021**

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

Nama : LAILATUL KHASANAH  
NPM : 1601070101  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070101

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, 22 Oktober 2021  
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

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NPM : 1601070101

Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Oktober 2021  
Jurusan/TBI  
  
Andianto, M.Pd  
NIP. 1987 1102 201503 1 004



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Lailatul Khasanah  
 NPM : 1601070101

Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10 Juni 2021	✓		- Revisi Apd, Perbaiki Sistematika Penulisan APd. - Tambahkan observasi students activities - Documentation sheet.	
2	23 Juni 2021	✓		Acc Apd	

Mengetahui,  
 Ketua Jurusan TBI

Andianto, M.Pd.  
 NIP. 198711022015031004

Dosen Pembimbing I

Drs. Kurvani, M.Pd.  
 NIP. 19620215 199503 1 001





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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Lailatul Khasanah  
 NPM : 1601070101

Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 3/05/21 5			-Selesaikan instrument of indikator	
	Rabu 9/05/21 6			-Perhatikan sistematika penulisan. Pakai instrument yg saya tulis.	
	10/05/21 6.			All APD. Contribute to / <sup>in</sup> forum	

Mengetahui,  
 Ketua Jurusan TBI

Andiarto, M.Pd.  
 NIP. 198711022015031004

Dosen Pembimbing II

Eka Yuniasih, M.Pd.  
 NIDN. 0210078702



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Lailatul Khasanah  
NPM : 1601070101

Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 6/8/2021	✓		- Perjelas kesimpulan tentang hasil penelitian dalam bentuk narasi, tanpa pengulangan angka atau tabel dari BAB IV.	
2.	Rabu, 18/8/2021	✓		Acc BAB IV & V. Acc Munawar.	

Mengetahui  
Ketua Jurusan TBI

**Andiarta, M.Pd.**  
NIP. 198711022015031004

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**Drs. Kuryani, M.Pd.**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
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**IAIN METRO**

Nama : Lailatul Khasanah  
 NPM : 1601070101

Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 4/2021 8			- review Chapter IV & V - review abstract. - motto.	
	Rabu Kamis 5/2021 8			Acc. Continue to 1 <sup>st</sup> Advisor.	

Mengetahui  
 Ketua Jurusan TBI

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 NIP. 198711022015031004

Dosen Pembimbing II

Eka Yuniasih, M.Pd.  
 NIDN. 0210078702



### DOCUMENTATION SHEET



## CURRICULUM VITAE



Lailatul Khasanah was born in Gayabaru III, Center of Lampung on November 24rd, 1997, and spent his childhood in Gayabaru I, a remote area in Central Lampung. Ethnically speaking, she comes from Javanese family descendant. She is the first child before her sister, Isna Fitriana by the couple of Mr. Mustadi and Mrs. Esih Purwati.

She took her elementary school at SDN 1 Gayabaru 1 and then took his junior high school at MTs Baitussalam Miftachul Jannah, Terbanggi Subing, Center of Lampung for three years. Having graduated from junior high school, she continued her study at senior high school of MA Roudhotul Ulum, Sragen Mataram Ilir and was finished in 2016. After graduating from senior high school, she dedicates to have study in IAIN Metro.