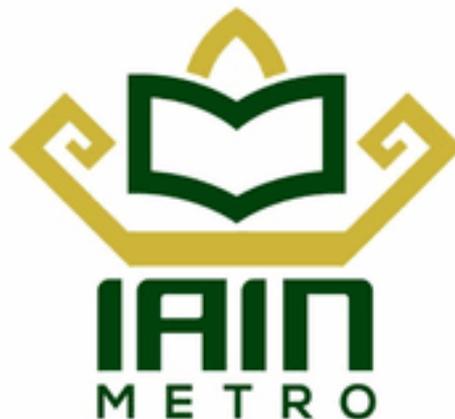


**AN UNDERGRADUATE THESIS**

**A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG  
IN STUDENTS LISTENING COMPREHENSION AT MTS  
MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020”**

**By :  
KHOIRUL MUNAWAROH  
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**Tarbiyah and Teacher’s Training Faculty  
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1441 H / 2019 M**

**A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG  
IN STUDENTS LISTENING COMPREHENSION AT MTS  
MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020”.**

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

**BY:  
KHOIRUL MUNAWAROH  
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NOTIFICATION LETTER

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Matter : **In order to hold the munaqosyah  
of KHOIRUL MUNAWAROH**

To:  
The Honorable of the Dean of Faculty of  
Tarbiyah and Teacher Training  
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*Assalamu'alaikum Wr.Wb.*

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

Name : KHOIRUL MUNAWAROH  
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Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : **A COMPARATIVE STUDY BETWEEN THE USE OF  
VIDEO AND SONG IN STUDENTS LISTENING  
COMPREHENSION AT MTS MUHAMMADIYAH  
METRO ACADEMIC YEAR 2019/2020**

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

*Wassalamu'alaikum Wr.Wb.*

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Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
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di-  
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*Assalamu'alaikum Wr.Wb.*

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

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Judul Skripsi : **A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020**

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

*Wassalamu'alaikum Wr.Wb.*

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**APPROVAL PAGE**

Title : A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO  
AND SONG IN STUDENTS LISTENING COMPREHENSION AT  
MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020

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**APPROVED BY:**

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**RATIFICATION PAGE**

No. *B-4600/11-28.1/D/PP-00-9/12/2019*

An Undergraduate thesis entitled: A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020, written by Khoiril Munawaroh, student number 1501070262, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 23<sup>rd</sup> December 2019 at 09.00 – 11.00 am.

**BOARD OF EXAMINERS:**

Chairperson : Drs. Kuryani, M.Pd  
Examiner I : Ahmad Subhan Roza, M.Pd  
Examiner II : Syahreni Siregar, M.Hum  
Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



**A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG  
IN STUDENTS LISTENING COMPREHENSION AT MTS  
MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020”.**

**ABSTRAK**

**By :  
KHOIRUL MUNAWAROH**

The purpose of this study is to find differences in student learning outcomes between the use of video and songs to improve students' listening skills and compare the results of both to determine which is more effective in class VII students at MTS Muhammadiyah Metro. This is based on the identification of problems that explain that students have low listening ability, and students have low motivation in listening.

This research was conducted on 38 students in seventh grade MTs Muhammadiyah Metro, in class VIIA consisted of 19 students as the control class and class VIIB consisted of 19 as the experimental class. This research is a quantitative research in the form of experimental research. Researchers use the test as a method of data collection. To investigate whether there is a positive and significant comparison between the experimental class and the control class on students' listening ability, the researcher analyzes the data using the paired t-test formula.

The results of data analysis using the paired t-test formula, is bigger than  $t_{table}$  or  $2,02 > 2,1$ . Therefore it can be inferred that Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected. And it can be inferred that there is significant difference between the using of video and song the students' listening comprehension the seventh grade students of Mts Muhammadiyah Metro. Video more effective to increase the students' listening comprehension, it can be seen that  $t_{observed} 2,1 > 2,70$ .

From these results, between the video and the song  $T_{observed}$  obtained showed that the video was higher than the song, which was  $2,1 < 2,70$ . So it can be concluded that the video gives a positive effect rather than songs to improve the listening ability of seventh grade students of MTS Muhammadiyah Metro.

**Keywords:** Listening comprehension, video and song.

**PERBANDINGAN PEMBELAJARAN MENGGUNAKAN VIDIO DAN  
LAGU PADA KEMAMPUAN PENDENGARAN SISWA DI MTS  
MUHAMMADIYAH METRO TAHUN AKADEMIK 2019/2020**

**ABSTRAK**

**Oleh :  
KHOIRUL MUNAWAROH**

Tujuan dari penelitian ini adalah untuk menemukan perbedaan hasil belajar siswa antara penggunaan Vidio dan Lagu dalam meningkatkan kemampuan mendengar siswa dan membandingkan hasil dari keduanya untuk menentukan mana yang lebih efektif pada siswa kelas VII di MTS Muhammadiyah Metro. Hal ini berdasarkan identifikasi masalah yang menjelaskan bahwa siswa memiliki kemampuan mendengar yang rendah, dan siswa memiliki motivasi yang rendah dalam mendengarkan.

Penelitian ini dilakukan terhadap 38 siswa di kelas tujuh MTs Muhammadiyah Metro, pada kelas VII<sup>A</sup> terdiri dari 19 siswa sebagai kelas kontrol dan kelas VII<sup>B</sup> terdiri dari 19 sebagai kelas eksperimen. Penelitian ini merupakan penelitian kuantitatif dalam bentuk penelitian eksperimen. Peneliti menggunakan tes sebagai metode pengumpulan data. Untuk menyelidiki apakah ada perbandingan yang positif dan signifikan antara kelas eksperimen dan kelas kontrol pada kemampuan mendengar siswa, peneliti menganalisis data dengan menggunakan rumus paired t-test.

Hasil analisis data menggunakan rumus t-test berpasangan, lebih besar dari t-tabel atau  $2,02 > 2,1$ . Oleh karena itu dapat disimpulkan bahwa Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Null ( $H_o$ ) ditolak. Dan dapat disimpulkan bahwa ada perbedaan yang signifikan antara penggunaan video dan lagu pemahaman mendengarkan siswa dengan siswa kelas tujuh Mts Muhammadiyah Metro. Video lebih efektif untuk meningkatkan pemahaman mendengarkan siswa, dapat dilihat bahwa t-mengobservasi  $2,1 > 2,70$ .

Dari hasil tersebut, antara vidio dan lagu  $T_{observed}$  yang diperoleh menunjukkan bahwa vidio lebih tinggi daripada lagu, yaitu  $2,02 < 2,70$ . Sehingga dapat disimpulkan bahwa vidio memberikan efek yang positif daripada lagu untuk meningkatkan kemampuan mendengar siswa kelas tujuh MTS Muhammadiyah Metro.

**Kata kunci :** *Kemampuan Mendengar, vidio dan lagu.*

## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name :Khoirul Munawaroh

Student Number :1501070262

Study Program :S1 English Education Department

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

Metro, 23 December 2019

The Writer



Khoirul Munawaroh  
NPM. 1501070262

## MOTTO

وَإِذْ تَأْتِيَنَّكُمْ لَنَا نِعْمَةٌ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ (٧)

*And (also remember), when your Lord declared; "Indeed, if you are thankful, surely We will add (favor) to you, and if you deny (my favor), then verily My punishment is very painful".(QS. Ibrahim:7)*

## **DEDICATION PAGE**

**I highly dedicate this undergraduate thesis to:**

Allah Swt and prophet Muhammad Saw, who always give me chance in every step I take and makes me stand up again after fail and fall many times.

My beloved parent, Mr. Suprayitno and Mrs. Tuminem who always support me in their endless love

My lovely brother and sister, who have given wonderful motivation to me

My excellent advisor (Mr. Drs. Kuryani, M.Pd and Mrs. Syahreni Siregar, M.Hum). All of my beloved lectures of the IAIN Metro English Department

My beloved friends Tia, Dwi, Desi, Siti, Ayu, Umi, Kadi, and all of my inspiring friends and also my beloved almamater IAIN Metro.

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Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that he could accomplish their research proposal. May peace will not stop to be upon our prophet, Muhammad SAW, who has led us from the darkness to the lightness.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department.

The greatest gratitude who also be addressed to:

1. Prof. Drt. Enizar, M.Ag Head of State Institute For Islamic Studies Of Metro
2. Dr. Hj. Akla, M.Pd. Dean Tarbiyah and Teacher's Training Faculty IAIN Metro,
3. Ahmad Subhan Roza, M.Pd. The Head of English Education Department IAIN Metro
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5. Syahreni Siregar, M.Pd. Co-sponsor who have sincerely given their helpful idea and guided way of writing during the research proposal writing process.
6. The researcher also does not forget to appreciate all helps and supports from the lectures of English Education Department,
7. Head Master of Mts Muhammadiyah Metro, the English teacher and students who helped her in crying out the research.

Finally, the researcher realizes that this undergraduate thesis is still imperfect. Therefore, critique and suggestion are needed to build up this undergraduate thesis to be better. The writer hopes that the result of the research can give benefit to all of us properly.

Metro, 23 December 2019

The writer,



**KHOIRUL MUNAWAROH**

**NPM 1501070262**

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# CHAPTER 1

## INTRODUCTION

### **A. Background of Study**

English is international language who plays an important role in various needs in life. It is regarded a foreign language learners in Indonesia that is learned in formal education and non formal education. By mastering English, people can communicate with foreign people. English can also be a bridge with the outside world.

In addition, listening is one of English skills that must be mastered by students who learn English. Listening ia basic skill in English before people continue to the next skills in English. Listening is the basic language of human life communicate with another people before knowing how to speaking, reading and writing.

Moreover, listening has a variety of extraordinary benefits as part of the communication process. With Listening, people can practice the pronunciation more. By listening, people can do structure exercises with a little easier because by often hearing foreign music, and many sentences.

However, listening is not a language skill that is easily mastered in a short time there are many problems experienced by students in the learning process of listening. These problems are caused by linguistic and non linguistic factors. The listening problems caused by limited linguistic aspects that include of limited vocabulary of English, weak mastery of

English grammar, difficulty in developing ideas, and difficulty in capturing the core messages of audio.

In addition, the listening problems are caused by the weakness of non-linguistic aspects that include of weak motivation in listening to English audio later, low level of enthusiasm to practice the concepts of micro skills in listening, poor habit in listening, low environmental support.

In line with the explanation above, the writer had investigated the problem of listening in class seventh of MTS Muhammadiyah Metro based on the results of the pre-survey conducted on March 20, 2019. The pre survey results are illustrated in the following table.

**Table 1**  
**Data of Pre- Survey Result**  
**Listening Skill of the Seventh Grader**  
**MTS Muhammadiyah Metro**

No	Students Name	Grade	Criteria
1	AB	80	Good
2	AJA	80	Good
3	AM	100	Very Good
4	DDF	66	Good
5	DS	53	Fair
6	HBF	86	Very Good
7	IAF	100	Very Good
8	MBA	100	Very Good
9	MFA	86	Very Good
10	MRA	26	Poor
11	PAN	100	Very Good
12	PBP	53	Fair
13	VMC	93	Very Good

The results of the pre survey above are represented in the following table:

**Table 2**  
**Representation of Pre- Survey Result**  
**Listening Skill of the Seventh Grader**  
**Mts Muhammadiyah Metro**

No	Grade	Frequency	Percentage	Criteria
1	81 – 100	7 student	54%	Very Good
2	61 – 80	3 student	23%	Good
3	41 – 60	2 student	15%	Fair
4	21 – 40	1 student	8%	Poor
Total		13 student	100%	-

Furthermore, Minimum Mastery Criteria (MMC) of English subject is 73. Based on the results of the pre survey above, it is known that the percentage of students who have lack listening skills is 54% while the percentage of students who has more listening skills than MMC is 46%, meaning that the percentage of students with less than MMC is greater than the percentage of students more than MMC. Therefore, it can be concluded that the listening comprehension of seventh grade students of MTS Muhammadiyah Metro is insufficient.

Based on the interview results conducted on pre-survey that was conducted at the MTS Muhammadiyah Metro, the problems of listening are caused by the limited English vocabulary mastered by students. In addition, the seventh grade students of the MTS Muhammadiyah Metro also experienced problems with their lack of English mastery. The problems of listening to students are also in the form of their difficulties in capturing the core messages that they hear from the native sounds of speakers that are difficult for them to understand. The problem of student listening is also

caused by the low motivation of students in listening. Besides that their interest in listening is very low.

Based on the listening problems above, there should be an effort to examine the effect of using instructional media on the ability to listen to English audio. Some learning media that are thought to be effective in influencing the ability to hear English are songs and videos. Video is a technology for capturing, recording, processing, and rearranging moving images. Video can also be said to be a combination of dead images that are read sequentially at a time with a certain speed. The song is a composition of the tone in sequence, combination, and temporal relationship to produce musical compositions that have unity and continuity (containing rhythm). Songs can also be called various rhythms or rhythmic sounds.

Video and song have tremendous benefits in determining the quality of listening. Learning using videos can show real things that at first cannot be seen, impart a case study presentation on actual life that can trigger student discussion, provide experience to students to feel a certain situation, learning using songs make hearing better. Songs also teach contemporary language culture out there, songs also familiarize us with English.

Based on all aspects above, the effort that carried out by the writer is in the form of comparing the use of video and song media in influencing listening skills. In this case, the writer will conduct quantitative research in the form of a comparative study. Therefore, the writer recruited a research proposal the title "A Comparative Study Between the Use of Video and

Song in Students Listening Comprehension at MTS Muhammadiyah Metro Academic Year 2019/2020”.

## **B. Problem Identification**

Based on the research background, researcher have identified the research problems as follows:

1. Students have limited English vocabulary mastery.
2. Students have limited English grammar skills.
3. Students have low ability listening comprehension.
4. Students do not have fluent speaking skills.
5. Students have low motivation in listening.

## **C. Problem Limitation**

After identifying the problem, the writer limited the problem of this research only by focusing on students' problems of low ability listening comprehension. Efforts to limit this problem will be complemented by the application of teaching media between videos and songs. Therefore the title of this research is “A Comparative Study Between the Use of Video and Song in Students Listening Comprehension at MTS Muhammadiyah Metro Academic Year 2018/2019”.

## **D. Problem Formulation**

Researcher formulates the research problems including: “Is there any significant different ability in listening comprehension between the students the use by video and song the seventh graders at MTS Muhammadiyah Metro in academic year of 2019/2020?”

## **E. Objectif and Benefit of the Study**

### **1. Objectif of the Study**

The purpose of this study is to find out whether there is significant different ability in listening comprehension between the students who are taught by video and those who are taught by song the seventh graders at MTS Muhammadiyah Metro in academic year of 2019/2020.

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

This research is expected to provide significant benefits not only to researchers but also students, teachers and tne next researchers.

#### **a For the Student**

This research is expected as contribution positively to students in improving English language skills, especially comprehension listening. That is because with the application of this research students can hone listening skills in English through the application of video and song media. Besides that, it is highly expected that students' learning motivation in English can increase.

#### **b For The Teacher**

This research is expected to English teachers as inspiration in applying effective teaching media in teaching listening. This study can provide information to English teachers in the form of effective efforts in teaching listening. The application of this media can help teachers to create a conducive listening.

**c For the Headmaster**

As the consideration for the hand master to find out how quickly students learn specifically in listening comprehension, and will be evaluated together after the writer has conducted his research.

**d For the Other Researcher**

For the next writer this research will be one of the references that will help the next researcher in conducting research related to this research variable. Through this research, the next researcher will get information about the effectiveness of using video and song media in teaching listening. Therefore, the next researcher can consider the things that need to be added to be followed up in the form of subsequent research.

**F. Prior Research**

This research carried out by considering a number of prior research which focus on the domain of research using video and song media in comprehension listening. The first previous study was conducted by Anggita Fatmawati with the research title “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”.

The research method used in the first prior research is experimental method. Samples from the first prior research are cluster random sampling.

The results of the prior research are from the population of SMP Muhammadiyah 9 Gemolong, two classes were taken randomly as the sample. The samples are class VII D as the experimental group and class VII E as the control group. Both of them consist of 32 students. This research uses quantitative approach with factorial design. The technique of collecting data used a test. The data was analyzed by using t-test formula and pre-requisite test (normality and homogeneity test).

This research and the first prior research have similarities and differences the similarity between this research and the first prior research lies in the similarity of language skills. Both of these studies have similarities in the realm of research, namely in video and song research in listening comprehension. This research and the first prior research have similarities in the research methods in quantitative. While the difference between this study and the first prior research lies in the difference in the study sample. The sample of this study was students of VIIA grade MTS Muhammadiyah Metro, while the study sample was the first prior research of VIID and VIIE grade students of SMP Muhammadiyah 9 Gemolong.<sup>1</sup>

The second previous study was conducted by Nouroddin Yousofi, Amin Davoodi, and Shakiba Razmeh with the research title “A Comparative Study of Audio and Video Listening Practices in a Private Language Institute in Iran”. The research method used in the second prior research is grouping. Samples from the second prior research are twenty students were selected

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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”, p.30-38.

and divided into two groups sampling. The results of the prior research are twenty students were selected and divided into two groups. Students of group A had a 20-hour course of listening instruction in an audio format. Similarly, students of group B had the same amount of instruction, with the same teacher, but in a video format. At the end of the course, two post- tests were given in both formats to the two groups. The samples are the student of private language institute in Kermanshah, Iran. Both of them consist of 20 students. This research uses quantitative.

This research and the second prior research have similarities and differences the similarity between this research and the second prior research lies in the similarity of language skills. Both of these studies have similarities in the realm of research, namely in video and song research in listening comprehension. This research and the first prior research have similarities in the research methods in quantitative. While the difference between this study and the first prior research lies in the difference in the study sample. The sample of this study was students of VIIA grade MTS Muhammadiyah Metro, while the study sample was the first prior research of the student private language institute in Kermanshah, Iran.<sup>2</sup>

Based on all the descriptions related to some prior research, it can be concluded that in this research the writer has position as observer. Furthermore to make previous research a guideline for continuing this research.

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<sup>2</sup> Nouroddin Yousofi, Amin Davoodi , and Shakiba Razmeh, "A Comparative Study of Audio and Video Listening Practices in a Private Language Institute in Iran", *International Journal of Educational Investigations*, no.3 (2015), p.16.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Listening Comprehension

##### 1. The Nature of Listening Comprehension

Listening is one of the language skills having an important role in teaching and learning process. According to Nation and J. Newton, listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.<sup>3</sup>

F. Alton Everest states that listening is a psychophysical, subjective activity. Listening critically inevitably relates the activity to physical things such as amplifiers, microphones, loudspeakers, and environment.<sup>4</sup> Ronald Carter and David Nun difenes listening is channel in which we process language in real time – employing pacing, units of encoding and pausing that are unique to spoken language.<sup>5</sup>

Based on explanation above, listening is a process where the spoken language is converted into meaning in mind not only heard, but also includes an additional dimension of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly

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<sup>3</sup> I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge ,2009), p.37.

<sup>4</sup> F. Alton Everest, *Critical Listening Skills for Audio Professionals* (Canada: Thomson Course Technology PTR,2005), p.2.

<sup>5</sup> Ronald Carter and David Nun, *The Cambridge Guide to Teaching English to Speakers of Other Language s*(New York: Cambridge University Press, 2001), p.7.

acting on the basis of what has been heard. Listening is something that is an active skill process.

Garry Buck states that comprehension is an on-going process of constructing an interpretation of what the text is about, and then continually modifying that as new information becomes available.<sup>6</sup>

Gary Buck defines listening Comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that proses works.<sup>7</sup>

Brown states the meaning of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.<sup>8</sup>

From the some explanation above, the writer concludes that listening comprehension is the ability of the listener to receive the message from the listening record that they have heard by activating their prior knowledge.

## **2. The Elements of Listening Comprehension**

The elements of listening comprehension according to buck there are:<sup>9</sup>

### **a Inferencing**

World knowledge is applied through the process of inferencing.

Classify inferences into three types as follows.

1) Propositional inferences

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<sup>6</sup> Gary Buck, *Assessing Listening* (New York:Cambridge University Press, 2001), p.247.

<sup>7</sup> *Ibid.*

<sup>8</sup> H. Douglas Brown, *Teaching by Principles* (San Fransisco: Longman, 2000), p.249.

<sup>9</sup> Gary Buck, *Assessing Listening.*, p.18- 20.

Propositional inferences are those that follow on logically and necessarily from any given statement.

2) Enabling inferences

Enabling inferences are related to the causal relationship between event or concepts.

3) Pragmatic inferences

Pragmatic inferences provide extra information which is not essential to the interpretation of the text, but which expands on it.

**b Schema**

Schemas are culture specific patterns of background knowledge that enable listeners to imagine the details form of description, narrative or social conversation. Schema is often called as schemata. According to Buck, schema is structure for representing knowledge in memory, and are assumed to exist for most things listeners would want to represent in memory, including general concepts, situations, events, sequences of events, actions, sequences of action etc. In listening process, schemata guide the interpretation of text, setting up expectations for people, places or events.

**3. Listening instruction**

There are activities to improve listening skill that provide by Ur, they are:<sup>10</sup>

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<sup>10</sup>Penny Ur, *A Course in Language Teaching*, (New York : Cambridge University Press, 1991), p.107.

- a. Listen to English pop song, includes write a summary, sing along with the melody, do a close exercise, and dictate lyrics.
- b. Listen to TV news reports, includes predication keep a diary and record the news.
- c. Listen to film, includes reaad film rivews, make a gap filling exercise, cover the subtitles and read the novel of the film.
- d. Listen to TV programs or video, includes follow instructions without looking the screen, cover the subtitles and watch the firs language version in advance.
- e. Listen to the radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressiona and write a summary.

#### **4. Listening assesment**

In teaching listening, one aspect that should not be forgotten is the output process. This is needed for many purposes in the teaching and learning process. Before asking for informed consent, the teachers must know about the purpose of the assessment. Gery Buck says that there are several purposes of assesing listening:<sup>11</sup>

##### 1. General language proficiency

The aim of test is to test the proficiency of four major skill in english languagelearning such as listening, writing, reading and speaking.

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<sup>11</sup> Gary Buck, *Assessing Listening...*, p.95-101.

This test usually conduct by large organization and available in regular interval in a variety of locations.

2. Representing oral skill

Sometimes listening replacing speaking in representing oral skill because speaking test rather expensive and time consuming.

3. Assessing achievement

This assessment is for the teachers that want to test the students understanding. It is useful to know whether the students are understand about the material and are ready to proceed to next level education. It also useful to encourage the students to practice listening.

4. Diagnostic test

This test is conducted to identify the lack of students knowladge so that teaching can be effectively target their needs. There a few diagnostic test because there is lack of understanding of the important sub-skills of listening are.

5. School or district-based test

The aim of this test is for admissions, placement, achievement or even graduation.

6. Specific-purpose test

Academic listening and listening test for bussiness use include in this kind of test.

### 7. Specific researc purpose test

In this research, the writer chose assessing achievement as the technique of the listening assessment. It suitable with the purpose of the writer that wants to know about students' understanding of the materials that can be seen from their listening achievement.

Characteristics in the Listening Framework:<sup>12</sup>

**Tabel 3. Scoring of listening rubric**

<b>Skor</b>	<b>Indicator</b>
Excellent to Very Good 100-90	Excellent at identifying general, and specific information. Accurately infers implied information. No problems at recognizing vocabulary and expressions.
Very Good 89-80	Very good at identifying, general, and specific information. Shows good ability to infer implied information. Almost no problems at recognizing vocabulary and expressions.
Good 79-70	Good at identifying general, and specific information. Shows some ability to infer implied information. Some minor problems at recognizing vocabulary and expressions.
Fair 69-60	Still able to identify general, and specific information. Still shows ability to infer implied information. Some problems at recognizing vocabulary and expressions.
Unsatisfactory 59 or Below	Unable to identify, general, and specific information. Fails to infer implied information. Many problems at recognizing vocabulary and expressions.

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<sup>12</sup> Carol A. Chapelle, Mary K. Enright, and Joan M. Jamieson, *Building A Validity Argument For The Test Of English As A Foreign Language*<sup>TM</sup> (New York & London: Routledge ,2008), p.67.

## C. The Concept of Video and Song

### 1. The Concept of Video

#### a The Nature of Video

JJ. Wilson states that video is dynamic in that it presents moving images - a major bonus for students with short attention spans - and for those who can't read or write well, it provides a ready-made context.<sup>13</sup>

According to Nouroddin Yousofi videos are used to motivate students as well as to let them improve their listening abilities through watching the context of the dialogue.<sup>14</sup>

Therefore, it can be concluded that video is a media that overy verbal and non-verbal message in every thing that allows audio signal and moving picture combined together sequentially in same time.

#### b The Benefit of Video

The benefit of learning uses videos according to Larry Vandergrift and Chistine C. M. Goh' as follows:<sup>15</sup>

- a) Video medium is able to show the process in detail it can be repeated again.
- b) Video medium increases the motivation, and it also shapes students behaviour and affection side.

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<sup>13</sup> JJ Wilson, *How to Teach Listening* (England: Pearson Education Limited, 2008), p.48.

<sup>14</sup> Nouroddin Yousofi, Amin Davoodi , and Shakiba Razmeh, "A Comparative Study"..., p.17.

<sup>15</sup> Larry Vandergrift and Chistine C. M. Goh, *Teaching and Learning Second Language Listening* (New York: Routledge, 2012), p.272.

- c) Positive value in video medium calls for discussion among the students.

### **c The Kinds of Video**

In addition to the types based on the shape, the following are the types of videos based on the purpose of the creation, which are:

- a) Story: Videos that have goals as something that tells the story.
- b) Documentary: Video that records an event or event in life and then becomes a data or document.
- c) News: A video that aims to present a news for many people.
- d) Learning: Videos that aim to provide learning material to be easily absorbed and can be played back.
- e) Presentation: Video that aims to communicate ideas or ideas from a group or someone.

Based on the explanation above, the writer uses the type of video learning because by using this type of video a teacher can easily deliver a teaching material and is suitable for learning activities.

### **d The Implementation of Using Video In Teaching Listening**

This activity has three parts:<sup>16</sup>

- a) Choose a videotext and listen to it first with audio only and then listen/view with both audio and video. What enhanced or interfered with comprehension during the first

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<sup>16</sup> Gary Buck, *Assessing Listening...*, p.237.

listen? What strategies did you use? What strategies did you use for the second listen?

- b) Choose a different video and, this time, listen/view this first time using both audio and video, followed by a second listen to the audio only. Note the strategies you used for each listen.
- c) Discuss differences in facility of comprehension between the two approaches. Discuss any differences in strategy use prompted by the order of presentation.

## **2. The Concept of Song**

### **a The Nature of Song**

According to the Hornby, “Song is a piece of music with words that is sung”.<sup>17</sup> Griffie states that songs refer to piece of music that have words.<sup>18</sup>

Based on explanation above, defination of song is a piece of music consists of word. Using songs in teaching learning process will be possible to the effectiveness of teaching language.

### **b The Benefit of Song**

Music or a song may involve more than one of these learning opportunities—vocabulary development, predictability features in a story line or sequence, rhyming features, repetitions that reinforce,

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<sup>17</sup> A.S Hornby, Oxford Advanced Learners Dictionary (Oxford: Oxford University Press, 1995), p.73.

<sup>18</sup> Date T Griffie, Songs in Action (UK: Prentice Hall International Ltd, 1992), p.3-4.

cultural literacy significance, concept development, appreciative listening features, purposeful listening aspects, discriminative listening opportunities, and creative listening experiences.<sup>19</sup>

On another hand, songs convey valuable cultural information and deal with topics that are relevant to students. The lyrics focus on theme of interest to children and can initiate more speaking, reading, drawing, and writing activities, and provide additional practice for students.

Another benefit of using music according to Tatiana is activities in the classroom is that they foster relaxation, positive group dynamics, and make learning the language a memorable experience. Students at all levels of proficiency are excited to participate in music-based activities.<sup>20</sup>

### **c The Kinds of Song**

According Suyanto (2007: 113) two are some type of song as follows<sup>21</sup>:

#### a) Song for pleasant

Song for pleasant is popular and special songs to make happy situation and It is usually sung out of class for

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<sup>19</sup> Jeanne M. Machado, *Early Childhood Experiences in Language Arts* (Wadsworth: Cengage Learning, 2013), p.266.

<sup>20</sup> Tatiana Gordon, *Teaching Young Children a Second Language* (Westport: Praeger, 2007), p.184-185.

<sup>21</sup> Suyanto Kasiyani K.E, *English For Young Learners* (Jakarta: Bumi Aksara, 2007), p.113.

example when they have recreation, when on the way, or when the heart situation is bored.

b) Song for lesson

Song for lesson means a special song to learn vocabulary, phrase, or sentences. It is a song which made by the teacher to students to understand the material. This song is usually used by the teacher in teaching and learning process.

Base on explain above based on the explanation above, the writer uses song for lesson type, because the teacher makes his own tone and song about a teaching material so students can easily understand.

**d The Implementation of Using Song in Teaching Listening**

When implementing signing activities, teachers start by playing a song several times. Then the teacher works on conveying the meaning of the lyrics by acting out individual stanzas or by using puppets or props. The culminating activity is choral singing. After children have sung the song in chorus, the teacher can implement a follow-up literacy activity. Often, the teacher will ask their students to compose a piece of writing modeled on a song they have just sung<sup>22</sup>.

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<sup>22</sup> *Tatiana Gordon, Teaching Young Children...*, p.86.

In addition, the implementation of song in listening activity is, as follows:<sup>23</sup>

- 1) Wait to take a turn.
- 2) Respond to their name or to the name of an object they're holding.
- 3) Match a sound to an object/animal.
- 4) Match their responses (shaking an instrument or singing, for instance) to different speeds ('This little train goes up the hill') or volumes ('I hear thunder') in a song.
- 5) Stop when the music stops, or when they hear the word 'Stop'.
- 6) Perform a specific action on the word 'Go' in a 'Ready, steady, go' game.

### **C. Hypotheses**

Two types of hypotheses which you should be familiar are the null hypothesis ( $H_0$ ) and the alternate ( $H_a$ ) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups. The criteria of the test of hypotheses as follow:

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<sup>23</sup> Sharon Garforth, *Attention and Listening in the Early Years* (London: Jessica Kingsley Publishers, 2009), p.11.

- a.  $H_0$  : Video and song is not significant toward students' listening comprehension at the seventh grade of MTS Muhammadiyah in the academic year 2019/2020.
- b.  $H_a$  : Video and song is significant toward students' listening comprehension at the seventh grade of MTS Muhammadiyah Metro in the academic year 2019/2020

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research use the quantitative reasearch, “quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” It means that quantitative research was illustrating the fact or event by using numbers in gethering information.

This research is an experimental research in the form descriptive quantitative. This research was conducted in MTS Muhammadiyah Metro. In this research, the writer was investigate the seventh graders of studen MTS Muhammadiyah Metroin the academic year of 2019/2020.

This research focuses on the influence between independent variable and dependent variable. This research contained two variables, the independent variable that is using possible sentence (X) and the dependent variables that is listening comprehension(Y).



This research is experiment research by using true experimental design which consist of control group pretest post test design. Therefore, in this research the researcher use two classes, the first clasess the experimental class which recieve theatment that is teaching listening using possible video

and the second class as the control class which song received the special treatment.

## **B. Operational Definition of Variable**

### **1) Dependent Variable**

Dependent variable are variables that depend on the independent variable; they are the outcomes or results of influence of the independent variable. The dependent variable of this research is listening comprehension.

To measure listening comprehension of the seventh grade at MTS Muhammadiyah Metro, the writer will take the listening comprehension test as the instrument by asking the students to fill in the blanks related on the missing words based on the sounds that they have listened. It is a simple test as a sample to know about the students' listening comprehension. The indicators of a listening comprehension test in this variable are:

- 1) The students are good in identifying general, and specific information from what they have listened.
- 2) The students accurately infers implied information.
- 3) The students are good in recognizing vocabulary and expressions.

### **2. Independent Variable**

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is possible sentence strategy which is defined as an instructional strategy where by teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. The independent variable of this research is video and song. In listening comprehension there are some indicators that indicated the students be able to comprehend a listening sound as follows:

- a The students show good respond to learn listening comprehension using video and song.
- b The students have more concentration to lisent the sound in english.

Moreover, based on the explanation above, in this research the writer will use video and song to conduct a treatment for the students the seventh graders of MTS Muhammadiyah Metro in the academic year 2019/2020. In addition writer will collect the data by asking the students to multiple choice, fill and in the blank.

## **C. Population, Sample, and Sampling Technique**

### **1. Population**

According to kumar singh, population or universe means the entire mass of observation, which is the parent group from which a sample is

to be formed.<sup>24</sup> It means that the population is all subject which will be presumed in this research.

All of the suvey discussed in this paper are assesment of student. However, comparisons are not made between individual student results. Rather, data collected from student sample for participate in the assesment are used to make inferences to clearly defined population.

The population of this research is students of theseventh grades of MTS Muhammadiyah Metroin academic year of 2019/2020. The total population in this research is 47 students which are devided into 2 classes.

## **2. Sample**

In this research, the sample of the research is used two classes at the seventh grades of MTS Muhammadiyah Metroin the academic year of 2019/2020 in the class VIIA that consists of 19 students and the class VII B that consist of 19 students. The writer take the class VII A and VII B in this research, because the writer wants to know the students listening comprehension. The listening comprehension of the students in the class VII A are better than VII B.

Based on reason the writer uses these two classes in this research. The writer uses class VIIA that consist of 19 students as the control class and VIIB that consist of 19 students as th experiment class. So, the

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<sup>24</sup> Yogesh Kumar Singh, Fundamental of Research Method (New Delhi: New Age International (p)Ltd, 2006), p.82.

number of all sample are 38 students of MTS Muhammadiyah Metro in academic year 2019/2020.

### **3. Sampling technique**

Sample is needed in this research to describe population condition. Sampling is fundamental to all statistical methodology of behavioural and social research. It means that sample is the part of population which represents that population which will be researched.

In this research, the writer uses random sampling as the method in choosing a sample, random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. The reason is based on the grade of the data pra survey on the students' listening comprehension, the students' score in the class VII B can be categorized into poor category than the others class.

## **D. Data collection technique**

### **1. Test**

The writer uses test to get data result of the students' listening comprehension. The result of this test is students' listening score based on the media applied. The aim of this test is to measure the students' listening comprehension. The tests consist of the some types, as follows:

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

The pre-test will be administered in first meeting before doing treatment in order to know ability of students before doing the

treatment. Pre-test will be in the form of essay test by asking the students to fill in the blanks of some missing words in the paper based on the sounds that they listen. Students think independently about the question that has been posed, forming ideas of their own.

b. Post-test

The post-test was administered in the last meeting after doing treatments to find out whether the treatments was give any contribution to the students' achievement in the class or not. Post-test will be in the form of essay test by asking the students to fill in the blanks of some missing words in the paper based on the sounds that they listen.

## **2. Observation**

Observation is a mainstay action research. This allows the author to systematically document and reflect interactions and events in the classroom, as they really did and not what we thought happened.

In this case, the author observes students directly in the class and gets a description of student activities in the learning process of listening. True teachers also observe writers who teach in class and the implementation of videos and songs based on previous observational records. Data is taken based on student participants during teaching and learning activities.

### **3. Documentation**

Another method to collecting the data is documentation. Documentation is all bases of materially fixed knowledge and capable of being used for consultation, study, and proof.

The writer uses the documentation method to get detail information about, condition teachers and official employee, the quantity of the students and the structure organization of MTS Muhammadiyah Metro in the academic year 2019/2020.

## **E. Research instrument**

### **1. Listening comprehension test**

To identify the students' listening comprehension of the seventh grade of MTS Muhammadiyah Metro, the writer was apply listening comprehension. The test is measuring the ability of the students about the topic on listening subject.

The test consists of pre-test and post-test, of this research will be in the form of multiple choice, feel and the blank test that asks the students to see videos and listen to songs then do English question.

The table of specification of multipel choice test:

Outcomes to Assess			
Content Standard	Objectives	Item Test Number	
3.4 completion of social functions, text structure, and uns linguistic interaction text transactional oral and written which involves action give and ask information related to name and number of animals, objects, and the construction of a near state with the lives of students a day-day, according to the context its use. (Discussions linguistic and vocabulary Related articles and plural and singular)	1. The students are able to identify and mention various objects, animals and public buildings in the surrounding environment.	Social Functions	No.1,2,3
		Text structure	4,5,6
		linguistic Element	7,8, 9, 10

Source: *Silabus Bahasa Inggris kelas VII Kurikulum 2013*

#### F. Data analysis technique

In appaying experimental research to find out the differences between two sample are utilized t-test formulation. It is devides into two types appropriate to the subject as the sample namely t-test (independent sample) and t-test (correlated sample). On the condition that the sample are being derived from two different population there was independent sample. On the

contrary, if the sample merely consisted of same population referred to correlated sample.

To investigate whether there is any positive and significant influence of possible sentence strategy toward the students' listening comprehension in the seventh grade of students in MTS Muhammadiyah Metroin academic year 2019/2020, the researcher analyze the data by using t-test.

The writer will investigate the differences between the uses of experimental and control group. According to Yogesh Kumar Singh the formulation of t-test is as follows:<sup>25</sup>

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

M : The mean of score each group.

N : Subjects in the sample

X : Deviation of each grade X2 and X1

Y : Deviation of each grade Y2 and Y1

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<sup>25</sup> Yogesh Kumar Singh, *Fundamental of Research Method...*, p.237.

## CHAPTER IV

### RESULT RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

###### a. The History and The Profile of MTs Muhammadiyah Metro

MTs Muhammadiyah Metro is the integration of the 6<sup>th</sup> of PGA Muhammadiyah, which was established on 1 August 1956. With the number of SK 660/1105/LP.56/1997. Then in 1956, the existence of the 6<sup>th</sup> of PGA Muhammadiyah changed to MTs Muhammadiyah that have been registered by NSM: 21218020613 which was approved by the Ministry of Religion with number of SK: D/WH/MTS/323/2001 then on November 21, 2001 MTs Muhammadiyah Metro received an equalized certificate by the Department of Religion of Lampung with the NSM: 212/80206/212.

Since the establishment of MTs Muhammadiyah Metro until today it has experienced five times the success of the principal's leadership, among others:

- a) Mr. M. Sidiq, BA
- b) Mr. Retno Anwar
- c) Mr. Surahyu, S.Ag
- d) Mr. Sugiman, BA
- e) Mr. Sukardi, S.Sos.I

- f) Mr. AndiKurniawan, S.Pd
- g) Mrs. Dra. RahmahMustikawati
- h) Mr. Busro, S.Ag

The 4<sup>th</sup> head of MTs Muhammadiyah Metro, Mr. Sugiman served until 2003, after Mr. Sugiman retired his position was replaced by Mr. Sukardi until 2012. Then MTs Muhammadiyah Metro was headed by Mr. AndiKurniawan. For the next is Mrs. Dra. RahmahMustikawati. After Mrs. DraRahmahMustikawati retired was replaced by Mr. Busro until now.

**b. The Condition of the Teacher Official of MTs Muhammadiyah Metro**

The number of teachers and official employers in MTs Muhammadiyah Metro in academic year of 2019/2020 can be identified as follow:

**Table 4**  
**The Condition of Teacher and Official Employees in MTs Muhammadiyah Metro**

No.	NAME	POSITION
1.	Busro, S.Ag	Headmaster
2.	Andi Kurniawan, S.Pd	Curriculum Representative, Science Teacher
3.	Saifudin, S.Pd	Students Representative
4.	Drs. Sahriza	Public Relations
5.	Sukardi, S.Sos.I	Islamic Teacher
6.	Dra. Rahmah Mustikawati	Social Teacher
7.	Eko Sumanto, Kom.I	Counseling
8.	Sri Hartati, Pg SLTP	Social Teacher
9.	Holman	Indonesian Teacher
10.	Isamudin, M.Pd	Mathematics Teacher

11.	Maharani Pratama, S.Pd	PKN Teacher
12.	Muniroh, S.Pd.I	Art Teacher
13.	Rahmayani, S.Pd.I	Fiqh Teacher
14.	Farida Trisati, S.Pd	Science Teacher
15.	Arief Permana, S.Pd	English Teacher
16.	Hanif Yulianto, S.E	Lampung Teacher
17.	Dwi Yanti, S.Pd	Akhlaq Teacher
18.	Arfi Adi Sukmawan, S.Pd	Sport Teacher
19.	Badar Aziz, S.Kom	Official Employee
20.	Eva Oktavian Hasan, S.E	Indonesian Teacher
21.	Parmiati, S.Pd	Arabic Teacher
22.	Heri Polsen, S.Pd	Indonesian Teacher
23.	Fatimah, S.Pd	Social Teacher, Librarian
24.	Arif Mubarak, S.E	Official Employee
25.	Muhammad Ilyas, S.Kom	Official Employee
26.	Edi Yuliawan	Cleaning Person

*Source: Documentation of MTs Muhammadiyah Metro in Academic year 2019/2020.*

### c. Students Quantity of MTs Muhammadiyah Metro

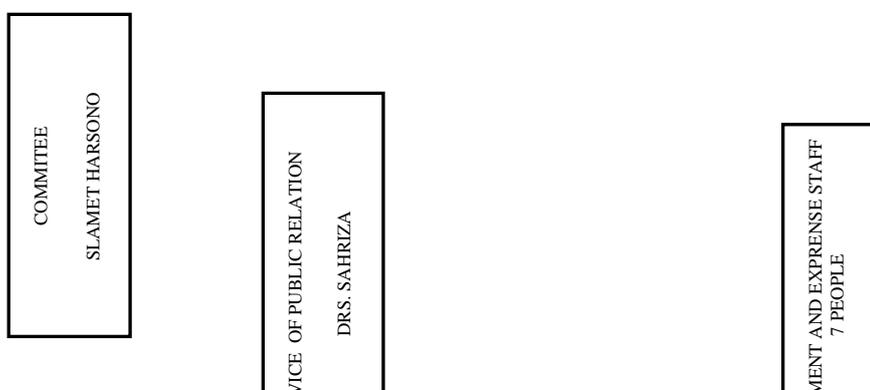
The students' quantities of MTs Muhammadiyah Metro in academic year 2019/2020 are 187 students, that can be identified as follow:

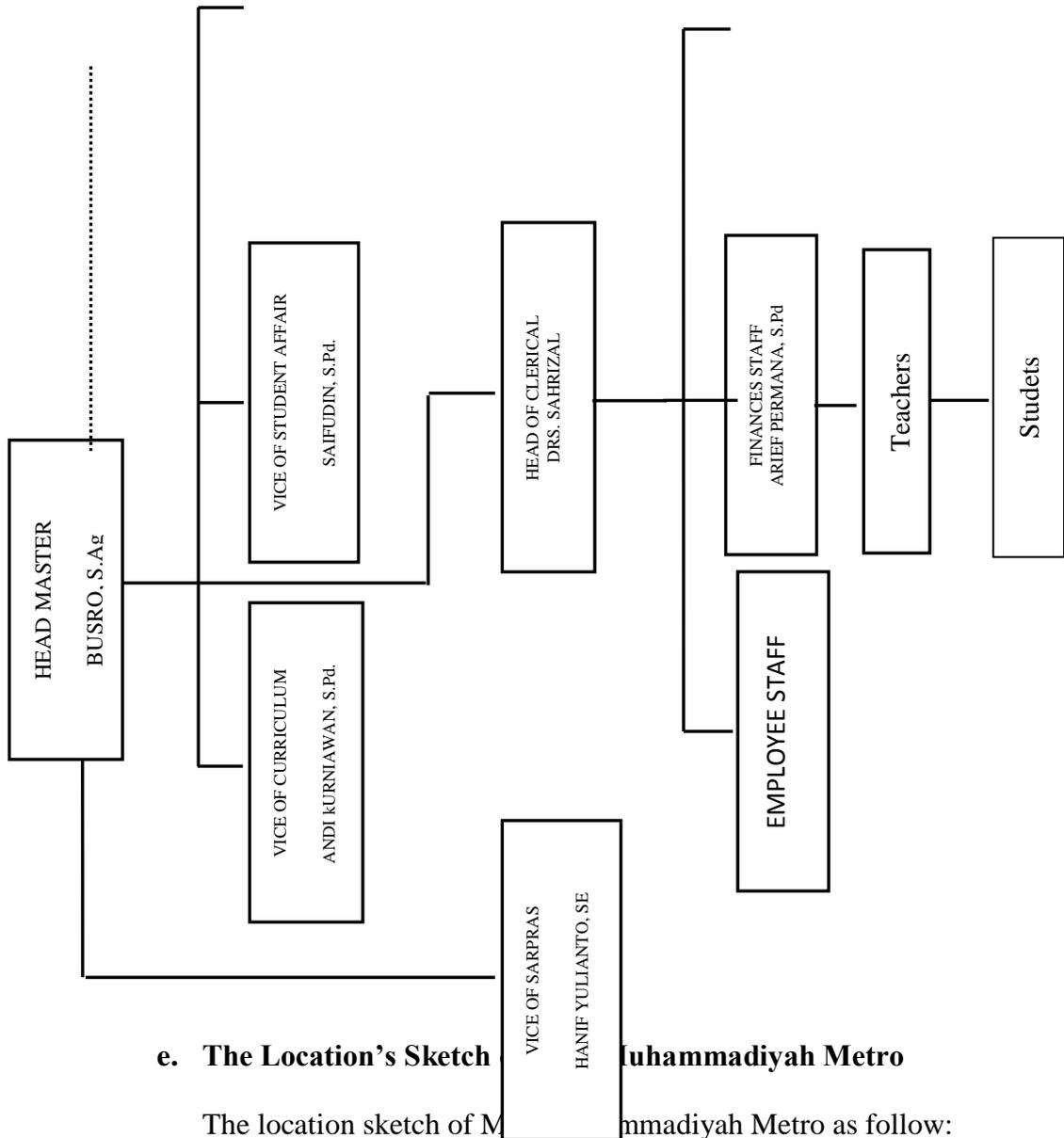
**Table 5**  
**The Students Quantity of MTs Muhammadiyah Metro in Academic Year 2019/2020**

NO	CLASS	TOTAL
1.	Class VII	62
2.	Class VIII	66
3.	Class IX	59
TOTAL		187

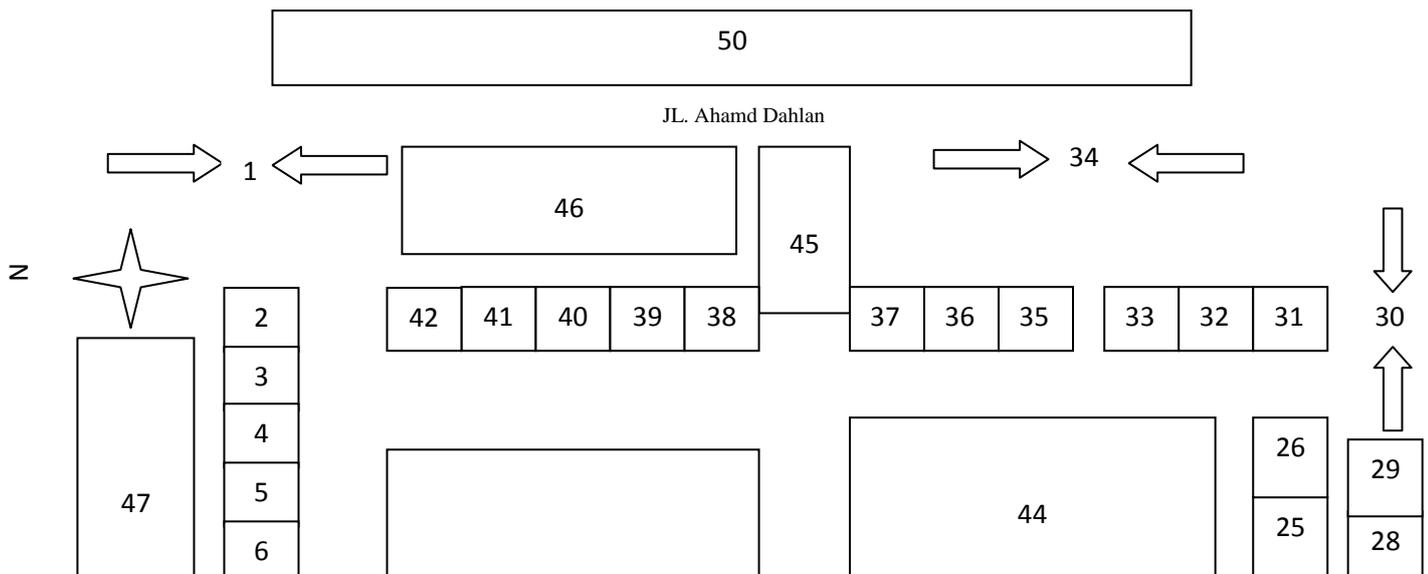
### d. Organization Structure of MTs Muhammadiyah Metro

**Figure**  
**The Organization Structure of MTs Muhammadiyah Metro in Academic Year 2019/2020**





**The location's sketch of MTs Muhammadiyah Metro**



Note:

1	: Gate	30-33	: Gate
2	: Computer room	43	: Teachers room
3	: Clerical room	44	: Fish pond
4	: Guest room	45	: Toilet
5	: Headmaster room	46	: Canteen
6	: WAKA room	47	: Auditorium
7	: Counseling room	48	: Mosque
8	: Chemistry lab	50	: Polres Metro
9	: Library		
27	: OSIS room		
28	: Language lab		
29	: Biology lab		

## 2. Research Data

### 1. The Result of Video and Song

#### 1) Video

Based test on Wednesday, October 30<sup>st</sup>, 2019. Beginning at 10.50-12.00 am, as long as time allocation 2x35 minutes.

Meanwhile, to know students' activities at class the researcher used the observation sheet. The scores are follows:

**Table 6**  
The scoring data of the student listening comprehension using video

No	Name	Score	Category
----	------	-------	----------

1	AAK	80	Very good
2	AAA	70	Good
3	AZ	40	Unsatisfactory
4	DI	80	Very good
5	DPH	60	Fair
6	DA	70	Good
7	FFT	30	Unsatisfactory
8	FVZ	70	Good
9	FE	70	Good
10	LRC	80	Very good
11	MFA	70	Good
12	MRS	70	Good
13	NAN	50	Unsatisfactory
14	RIA	40	Unsatisfactory
15	RB	70	Good
16	SM	50	Unsatisfactory
17	RD	60	Fair
18	ZAB	50	Unsatisfactory
19	ME	60	Fair
	Total	1020	
	Average	63,75	

Source: the result of control class of MTS Muhammadiyah  
Metro

The researcher found that in class VIII<sup>A</sup> the highest score was 80 and the lowest score was 40 with the average score was 63,75.

Based on the data above, next the writer would find out the class interval. The writer use the formulation below to know the class interval. The formulation was bellow:

$$IR = \frac{NT - NR}{K}$$

Ex:

IR : Class Interval  
T : The Highest Score  
R : The Lowest Score  
K : Total number of the interval class  
N : Total number of categories

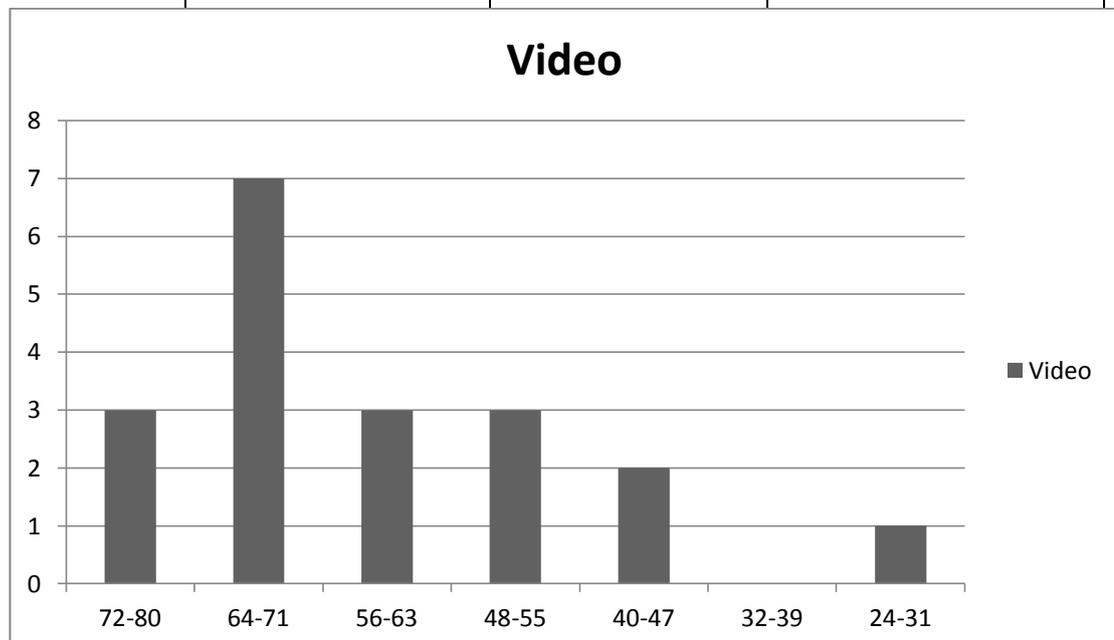
$$\begin{aligned} K &= 1 + 3,3 \text{ Log } N \\ &= 1 + 3,3 \text{ Log } (19) \\ &= 1 + 3,3 (1,278) \\ &= 1 + 4,578 \\ &= 5,578 \\ &= 6 \end{aligned}$$

$$\begin{aligned} R &= \frac{NT - NR}{K} \\ &= \frac{80 - 30}{6} \\ &= 8,3 \\ &= 8 \end{aligned}$$

After find out the class interval, the data from interval class above would be put into the table of into the table of frequency distribution as below:

**Table 7**  
**The frequency distribution of video**

Score	Fequence	Category
72-80	3	16%
64-71	7	36%
56-63	3	16%
48-55	3	16%
40-47	2	11%
32-39	0	0
24-31	1	5%
	$\Sigma N = 19$	100%



Based on the diagram above the student how got score 72-80 is 3, 64-71 is 7, 56-63 is 3, 48-55 is 3, 40-47 is 2, 32-39 is 0 because no student were getting the score it, 24-31 is 1. So the conclude, the highest precentage is score 64-71.

**Tabel 8**

**The list account for the standard deviation of video**

Score	Fi	Xi	Xi <sup>2</sup>	Fi.Xi	Fi.Xi <sup>2</sup>
72-80	3	76	5776	228	17.328
64-71	7	67,5	4556,5	189,8	31.896
56-63	3	59,5	3540,25	178,5	10.621
48-55	3	51,5	2652,25	154,5	7.957
40-47	2	43,5	1892,25	87	3.785
32-39	0	35,5	1260,5	0	0
24-31	1	27,5	756,25	27,5	756
	$\sum Fi=19$			$\sum Fi.Xi=865,3$	$\sum Fi.Xi^2=35.675$

So, it can be seen the standar devitation as follows:

$$\sum Fi=19$$

$$\sum Fi.Xi= 865,3$$

$$\sum Fi.Xi^2=35.675$$

$$S^2 = \sqrt{\frac{n.Fi.Xi^2 - (Fi.Xi)^2}{n(n-1)}}$$

$$= \sqrt{\frac{19.35.675 - (863,5)^2}{19(19-1)}}$$

$$= \sqrt{\frac{677.825 - 745.632,25}{342}}$$

$$= \sqrt{198}$$

$$= 14$$

## 2) Song

Based test on Wednesday, October 30<sup>th</sup>, 2019. Beginning at 12.50-14.00 pm, as long as time allocation 2x35 minutes. Meanwhile, to know students' activities at class the researcher used the observation sheet. The scores are follows:

**Table 9**  
The scoring data of the student listening comprehension using song

No	Nama Siswa	Score	Category
1	AAG	70	Good
2	ARS	70	Good
3	ASM	60	Fair
4	ASP	50	Unsatisfactory
5	AG	40	Unsatisfactory
6	AR	60	Fair
7	ANK	70	Good
8	ANF	80	Very Good
9	ESP	50	Unsatisfactory
10	FR	60	Fair
11	HIA	40	Unsatisfactory
12	JA	40	Unsatisfactory
13	MSA	70	Good
14	RFA	70	Good
15	SN	60	Fair
16	YR	60	Fair
17	RRA	30	Unsatisfactory

<b>18</b>	MFA	30	Unsatisfactory
<b>19</b>	IN	40	Unsatisfactory
	<b>TOTAL</b>	<b>1050</b>	
	<b>AVERAGE</b>	<b>55,26</b>	

Source: the result of control class of MTS Muhammadiyah Metro

Based on the data above, next the writer would find out the class interval. The writer use the formulation below to know the class interval. The formulation was bellow:

$$IR = \frac{NT-NR}{K}$$

K

Ex:

IR : Class Interval

T : The Highest Score

R : The Lowest Score

K : Total number of the interval class

N : Total number of categories

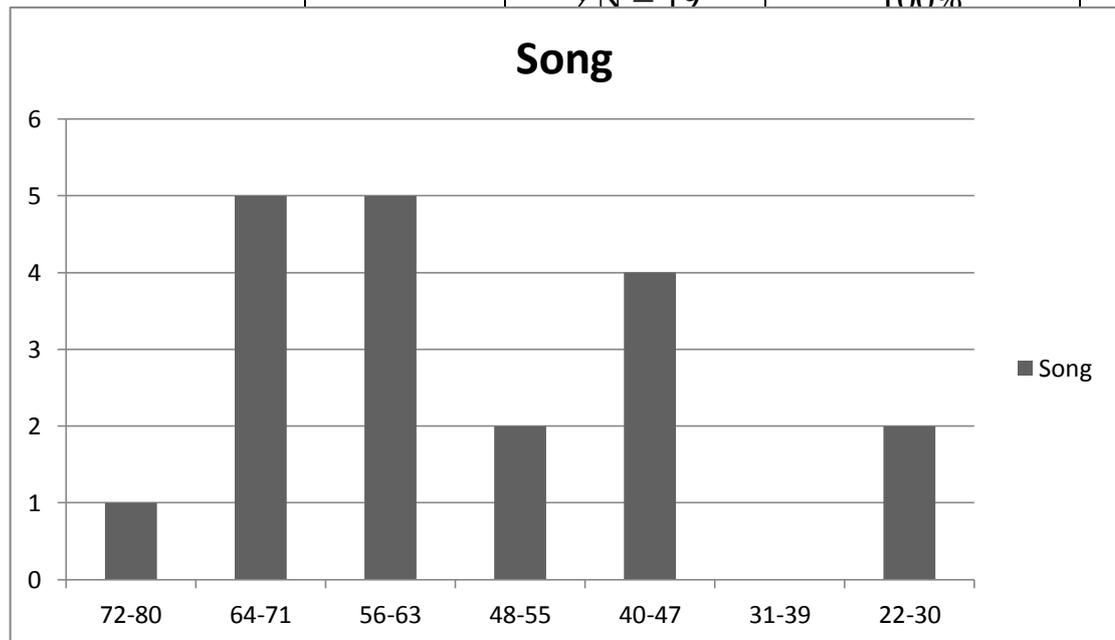
$$\begin{aligned}
 K &= 1 + 3,3 \text{ Log } N & R &= \frac{NT-NR}{K} \\
 &= 1 + 3,3 \text{ Log } (19) & & \\
 &= 1 + 3,3 (1,278) & &= \frac{80-30}{6} \\
 &= 1 + 4,578 & &= 8,3 \\
 &= 5,578 & &= 8 \\
 &= 6 & &
 \end{aligned}$$

After find out the class interval, the data from interval class above would be put into the table of into the table of frequency distribution as below:

**Table 10**  
**The frequency distribution of song**

Score	Fequence	Category
72-80	1	5%
64-71	5	26%
56-63	5	26%

48-55	2	11%
40-47	4	21%
31-39	0	0%
22-30	2	11%
$\Sigma N = 19$		100%



Based on the diagram above the student how got score 72-80 is 1, 64-71 is 5, 56-63 is 5, 48-55 is 2, 40-47 is 4, 32-39 is 0 because no student were getting the score it, 22-30 is 2. So the conclude, the highest precentage is score 64-71 and 56-63.

**Tabel 11**

**The list account for the srandard deviation of song**

Score	Fi	Xi	$Xi^2$	Fi.Xi	$Fi.Xi^2$
43-50	3	46	2116	138	6348
36-42	3	39	1521	117	4563
29-35	4	32	1024	128	4096
22-28	0	25	625	0	0
15-21	3	18	324	54	972

8-14	6	11	121	66	726
	$\sum F_i = 19$			$\sum F_i \cdot X_i = 503$	$\sum F_i \cdot X_i^2 = 16705$

From the tabel above it was obtainted:

$$\sum F_i = 19$$

$$F_i \cdot X_i = 503$$

$$\sum F_i \cdot X_i^2 = 16705$$

So, it can be seen the standar deviation as follows:

$$\begin{aligned}
 S^2 &= \sqrt{\frac{n \cdot \sum F_i \cdot X_i^2 - (\sum F_i \cdot X_i)^2}{n(n-1)}} \\
 &= \sqrt{\frac{19 \cdot 16705 - (503)^2}{19(19-1)}} \\
 &= \sqrt{\frac{317.395 - 253.009}{342}} \\
 &= \sqrt{188,2} \\
 &= 13,7
 \end{aligned}$$

**B. The more effective between students listening comprehension taught by using video and song.**

From the students result test of two techniques above, it can be seen on table bellow:

**Table 12****The comparison of Video and Song**

Media	Score	Frequency	Percentage	Category	Mean
Video	90-100	3	16%	Excellent	63,75
	80-89	7	36%	Very good	
	70-79	3	16%	Good	
	60-69	6	33%	Fair	
	<59			Unsatisfactory	
Song	90-100	1	5%	Excellent	55,26
	80-89	5	26%	Very good	
	70-79	5	26%	Good	
	60-69	8	41%	Fair	
	<59			Unsatisfactory	

From the students result test of two techniques above, the writer concluded that the technique that more effective was video. It can be seen from the test result for song got average 55,26. Meanwhile video 63,75.

**C. Hypotesis Testing**

Prepering the table in order to pove whether is there any significant differences between video and song in the student listening comprehension the writer got the data out put as follows:

**Table 13**  
**The hypothesis testing result**

Students' listening	Media	N	Mean	Std. Deviation
comprehension	Video	19	63,75	14
	Song	19	55,26	13,7

The table above demonstrated that mean of video result was 63,75.

The standard deviation was 14 with the total sample of 19. Meanwhile, mean of song result was 55,26 its standard deviation was 13,7 with total sample of 19. It means that song is more effective technique in the students' listening comprehension than video.

After applying the media, the writer analyzed the data by using t-test in order to prove whether is there any significant differences differences between video and song in the students' listening comprehension at the seventh grade of MTS Muhammadiyah Metro.

#### D. Interpretation

Interpretation of “t-observed”

If t-observed > t-table,  $H_a$  is accepted and  $H_o$  is rejected.

If t-observed < t-table,  $H_a$  is rejected and  $H_o$  is accepted.

To know the critical value of t-test (t-observed), the writer firstly counted  $df$ .

$df$  is degree of freedom. The formulation of  $df = N_1 + N_2 - 2$ .  $N$  is amount of reseach population.

$$Df = N_1 + N_2 - 2$$

$$= 19 + 19 - 2$$

$$= 36$$

After considering the t-test table by using  $df$  36, the reseacher found it in table at  $\alpha = 0,05$  is 2,02 and table at  $\alpha = 0,01$  is 2'70. The writer got the data out out by using t-test two ways anova as follows:

$$\begin{aligned} S_{gab} &= \frac{(n-1)s_1^2 + (n-1)s_2^2}{n_1+n_2-2} \\ &= \frac{(19-1)14 + (19-1)13,75}{19+19-2} \\ &= \frac{252+247,5}{36} \\ &= 13,8 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{Sgab \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{63,75 - 55,26}{13,8 \sqrt{\frac{1}{19} + \frac{1}{19}}} \\
 &= \frac{8,49}{13,8 \sqrt{0,105}} \\
 &= \frac{8,49}{13,8 \cdot 0,32} \\
 &= \frac{8,49}{4} \\
 &= 2,1
 \end{aligned}$$

From the computation above t-observed is 2,1. It can be seen on the table below:

**Tabel 14**  
**The group statistics**

Variabel	Average	The amount of std deviation	Df	T <sub>test</sub>	T <sub>table</sub>	
					5%	1%
Video	63,75	13,8	36	2,1	2,02	2,70
Song	55,26					

The data confirm that  $2,02 < 2,1 > 2,70$  it means that t-observed is hinger that t-table. Therefore, it can be inferred that Ha is accepted and Ho is rejected.

It means that there is significant difference between video in the students' listening comprehension at the seventh grade of MTS Muhammadiyah Metro.

**E. Discussion**

This research discuss about the comparison of using video and song in students' listening comprehension. The finding of the study indicate that there is significant differences between video and song. The writer observer how to make the students to lisent with this way of teacing listening. In media video the students can be see picture with good and the student more understand.

**F. Limitation**

This research was conducted at the seventh grade of MTS Muhammadiyah Metro. Moreover, this research was held on the academic year of 2019/2020. Thus, this research could not be generalized in other class, students and school.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the result of this research, the researcher concluded that  $t_{\text{observed}}$  is bigger than  $t_{\text{table}}$  or  $2,02 < 2,1$ . Therefore it can be inferred that Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_o$ ) is rejected. It can be inferred that there is significant difference between the using of video and song the students' listening comprehension the seventh grade students of Mts Muhammadiyah Metro. Video more effective to increase the students' listening comprehension, it can be seen that  $t_{\text{observed}} > 2,1 < 2,70$ . So, the researcher concluded that:

1. There is positive and significant comparison between using video and song.
2. Video is more effective in teaching listening for the students.

#### B. Suggestion

After the researcher had done the research at seventh grade of MTs Muhammadiyah Metro, the researcher would like to give some suggestions as follows:

1. To the students

This technique can motivate and increase their skill in studying English especially in writing. It is suggested to increase their ability in mastery listening in order to cusses in learning English. And also this strategy can make the students be more active in learning English process.

2. To the English teacher

It is better for the English teacher to use make a match as a media in teaching listening to increase the students' listening comprehension.

3. To Headmaster

The headmaster should give the guidance or training to the teacher about the method, media in teaching learning especially in picture place. The headmaster can recommend to the teacher in order to try this is video.

4. To Other Researcher

For other researcher, this research in video can be used as input to conduct the next research with different subject, population and place.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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## SURAT TUGAS

Nomor: B-3490/In.28/D.1/TL.01/10/2019

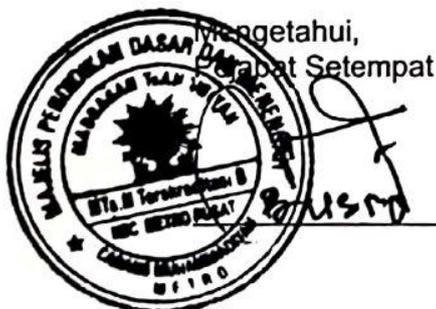
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **KHOIRUL MUNAWAROH**  
 NPM : 1501070262  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
 Pada Tanggal : 28 Oktober 2019



0670531 199303 2 003



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
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Nomor : B-3088 /In.28.1/J/PP.00.9/10/2019  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

01 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Syahireni Siregar, M.Hum (Pembimbing II)
- Dosen Pembimbing Skripsi  
 Di –  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Khoirul Munawaroh  
 NPM : 1501070262  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : A Comparative Study Between The Use Of Vidio and Song In Students Listening Comprehension At MTs Muhammadiyah Metro Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*





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

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M E T R O    Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0178/In.28.1/J/TL.00/01/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MTS MUHAMMADIYAH METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: KHOIRUL MUNAWAROH
NPM	: 1501070262
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020

untuk melakukan *pra-survey* di MTS MUHAMMADIYAH METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 Januari 2019  
Ketua Jurusan  
Pendidikan Bahasa Inggris



Ahmad Subhan Roza, M.Pd.  
Nip. 19760610 200801 1 014



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO  
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO  
KOTA METRO**

**STATUS TERAKREDITASI "B" NSM : 121 218 720 001**

Alamat : JL. KH. A. Dahlan No.1 Metro 34111

Website: [mtsmuhmetro.sch.id/](http://mtsmuhmetro.sch.id/) Email: [info@mtsmuhmetro.sch.id](mailto:info@mtsmuhmetro.sch.id)



Nomor : 793/III.4/F/AU/2019  
Lampiran : -  
Perihal : Balasan Izin Pra Survey

Kepada Yth  
Ketua Jurusan Tadris Bahasa Inggris  
IAIN Metro  
di  
Metro

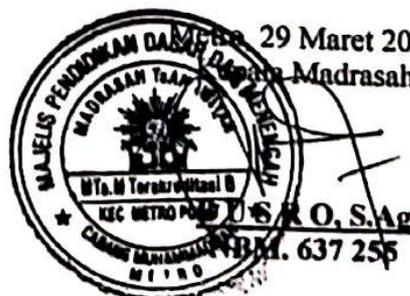
*Assalamu'alaikum.wr.wb*

Waba'du. Membalas surat saudara Nomor : B-0178/In.28.1/J/Tl.00/01/2019, Perihal Izin Pra Survey di MTs Muhammadiyah Metro atas nama :

Nama Mahasiswa : **KHOIRUL MUNAWAROH**  
NPM : 1501070262  
Semester : 8 (Delapan)  
Tujuan : Dalam Rangka penyelesaian Tugas Akhir/ Skripsi dengan Judul:  
**"A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTs MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020"**

Maka kami memberikan izin kepadanya untuk melakukan pra survey di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

*Wassalamu'alaikum.wr.wb*





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO  
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO  
KOTA METRO**

**STATUS TERAKREDITASI " B" NSM : 121 218 720 001**

Alamat : JL. KH. A dahlan No.1 Metro 34111

Website: [mtsmuhmetro.sch.id/](http://mtsmuhmetro.sch.id/) Email: [info@mtsmuhmetro.sch.id](mailto:info@mtsmuhmetro.sch.id)



Nomor : 955/IV.4/F/AU/2019  
Lampiran : -  
Perihal : **Keterangan Telah Melakukan Pra Survey**

Kepada Yth  
**Ketua Jurusan Tadris Bahasa Inggris**  
**IAIN Metro**  
di  
Metro

*Assalamu'alaikum.wr.wb*

Waba'du. Membalas surat saudara Nomor : B-0178/In.28.1/J/TI.00/01/2019, perihal izin Pra Survey di MTs Muhammadiyah Metro atas nama:

Nama Mahasiswa : **KHOIRUL MUNAWAROH**  
NPM : 1501070262  
Semester : 8 (Delapan)  
Tujuan : Dalam Rangka penyelesaian tugas Akhir/Skripsi dengan Judul :  
**"A COMPARATIVE STUDY BETWEEN THE USE OF  
VIDEO AND SONG IN STUDENTS LISTENING  
COMPREHENSION AT MTS MUHAMMADIYAH METRO  
ACADEMIC YEAR 2019/2020"**

Maka kami meberikan keterangan telah melakukan Pra Survey di MTs Muhammadiyah Metro. Demikian surat keterangan ini kami sampaikan dan kami ucapkan terimakasih.

*Wassalamu'alaikum.wr.wb*

Metro, 06 Desember 2019





**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-3491/In.28/D.1/TL.00/10/2019  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA MTS MUHAMMADIYAH  
 METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3490/In.28/D.1/TL.01/10/2019, tanggal 28 Oktober 2019 atas nama saudara:

Nama : **KHOIRUL MUNAWAROH**  
 NPM : 1501070262  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020".

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

*Wassalamu'alaikum Wr. Wb.*



28 Oktober 2019

Wakil Dekan I,

*[Signature]*  
 Isti Fatonah MA

19670531 199303 2 003

**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO  
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO  
KOTA METRO**

**STATUS TERAKREDITASI "B" NSM : 121 218 720 001**

Alamat : JL. KH. A. Dahlan No.1 Metro 34111

Website: [mtsmuhmetro.sch.id/](http://mtsmuhmetro.sch.id/) Email: [info@mtsmuhmetro.sch.id](mailto:info@mtsmuhmetro.sch.id)



Nomor : 874/IV.4/F/AU/2019  
Lampiran : -  
Perihal : **Balasan Izin Research**

Kepada Yth  
Wakil Dekan I IAIN Metro  
di  
Metro

*Assalamu'alaikum.wr.wb*

Waba'du. Membalas surat saudara Nomor : B-3491/In.28.1/D.1/TL.00/10/2019, tertanggal 28 Oktober 2019, dengan perihal izin research di MTs Muhammadiyah Metro atas nama :

Nama Mahasiswa : **KHOIRUL MUNAWAROH**  
NPM : 1501070262  
Semester : 9 (sembilan)  
Tujuan : Dalam Rangka penyelesaian tugas Akhir/Skripsi dengan Judul:  
**"A COMPARATIVE STUDY BETWEEN THE USE OF  
VIDEO AND SONG IN STUDENTS LISTENING  
COMPREHENSION AT MTs MUHAMMADIYAH METRO  
ACADEMIC YEAR 2019/2020"**

Maka kami memberikan izin kepadanya untuk melakukan research di MTs Muhammadiyah Metro. Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

*Wassalamu'alaikum.wr.wb*

30 Oktober 2019  
Wakil Dekan I IAIN Metro  
**USRO, S.Ag**  
NBM. 637 255



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO  
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO  
KOTA METRO**

**STATUS TERAKREDITASI " B" NSM : 121 218 720 001**

Alamat : JL. KH. A dahlan No.1 Metro 34111

Website: [mtsmuhmetro.sch.id/](http://mtsmuhmetro.sch.id/) Email: [info@mtsmuhmetro.sch.id](mailto:info@mtsmuhmetro.sch.id)



Nomor : 954/IV.4/F/AU/2019  
Lampiran : -  
Perihal : Keterangan Telah Melakukan Research

Kepada Yth  
**Wakil Dekan I IAIN Metro.**  
di  
Metro

*Assalamu'alaikum.wr.wb*

Waba'du. Membalas surat saudara Nomor : B-3491/In.28.1/D.1/TL.00/10/2019, tertanggal 28 Oktober 2019, dengan perihal izin research di MTs Muhammadiyah Metro atas nama:

Nama Mahasiswa : **KHOIRUL MUNAWAROH**  
NPM : 1501070262  
Semester : 9 (sembilan)  
Tujuan : Dalam Rangka penyelesaian tugas Akhir/Skripsi dengan Judul :  
**"A COMPARATIVE STUDY BETWEEN THE USE OF VIDEO AND SONG IN STUDENTS LISTENING COMPREHENSION AT MTS MUHAMMADIYAH METRO ACADEMIC YEAR 2019/2020"**

Maka kami meberikan keterangan telah melakukan reseach di MTs Muhammadiyah Metro. Demikian surat keterangan ini kami sampaikan dan kami ucapkan terimakasih.

*Wassalamu'alaikum.wr.wb*

Metro, 06 Desember 2019



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTS Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi Pokok	: Memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik.
Alokasi Waktu	: 2x40 Menit

### A. Kompetensi Inti

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
KI 4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat); dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.4	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i> )
3.4.1	Mengidentifikasi <u>fungsi sosial</u> teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.
3.4.2	Mengidentifikasi <u>struktur teks</u> dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa.
3.4.3	Mengidentifikasi <u>unsur kebahasaan</u> teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa
4.4	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait

	nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4.4.1	Membuat <u>dialog tertulis</u> interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa
4.4.2	Melakukan percakapan <u>transaksional lisan</u> yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa

Focus penguatan karakter : Santun , percaya diri, dan kerja sama

Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menyebutkan nama dan jumlah binatang
2. Membedakan jumlah benda jamak dan tunggal

### C. MATERI PEMBELAJARAN

#### I. Fakta

Teks interaksi transaksional lisan dan tulis tentang tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik.

#### 2. Konsep

##### a. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

##### b. Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan).

Berikut contohnya:

Struktur teks	Contoh
Memulai	Naufal : "Hi, Albin. What do you bring?"
Menanggapi	Albin : "Hmmm I bring a dictionary, Naufal. We have English class today, right?"
	Naufal : "Oh my God, I forget to bring it."
Memulai	Deavy : <i>What things are there in your bedroom?</i>
Menanggapi	Dora : There are bed, pillow, desk, bookshelf, dolls, and many more.
Memulai	Kun : Ricko, what public buildings do you see when you go to school?
Menanggapi	Ricko : I see a bank, a department store, and a hospital. How about you

## c. Unsur kebahasaan

## I. Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik

Meminta informasi tentang nama dan jumlah benda, binatang, dan bangunan public	Memberi informasi tentang nama dan jumlah benda, binatang, dan bangunan public
<i>What...?</i> <i>How many...?</i> <i>Where...?</i>	
<i>What do you bring when you go to school?</i>	<i>I bring books, pencils, pens, and bag.</i>
<i>How many cats do you have?</i>	<i>I have two cats.</i>
<i>If you want to send a letter, where will you go?</i>	<i>I will go to the post office.</i>
<i>How many theatres are there in XXI Paragon Mall Semarang?</i>	<i>There are five theatres.</i>

## 3. Prinsip

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

## 4. Prosedur

Memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik bisa dilakukan dengan cara:

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

## D. METODE PEMBELAJARAN

*Direct Method*

## E. MEDIA PEMBELAJARAN

LCD Proyektor, laptop, speaker aktif, video, lagu.

## F. LANGKAH-LANGKAH PEMBELAJARAN

(Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam memberi dan meminta informasi terkait nama dan jumlah binatang dan benda disekitar rumah)  
**Kegiatan Pendahuluan (8 menit)**

Guru:

1. memberi/membalas salam, tegur sapa, dan mengecek kehadiran peserta didik/peserta didik;
2. memastikan kesiapan peserta didik untuk mengikuti pembelajaran, termasuk mengecek kondisi kelas;
3. menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.




### Penilaian Pengetahuan

#### Kisi-kisi penulisan soal pengetahuan

No.	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen
1.	Disajikan video tentang binatang, peserta didik dapat memberikan informasi tentang binatang tersebut dengan benar.	Tes tulis	Uraian	<p>Have a look at this picture.</p> <ol style="list-style-type: none"> <li>1. What is the title of the video?</li> <li>2. What is the animals in that video?</li> <li>3. Where did the monkey and crocodile live?</li> <li>4. What is the nature of the monkey?</li> <li>5. What is the nature of the crocodile?</li> <li>6. Why monkeys always do good to crocodiles?</li> <li>7. Why monkeys and crocodiles can coexist?</li> <li>8. Why crocodiles feel sad?</li> <li>9. Who rules the crocodile to catch monkeys?</li> <li>10. What moral message you get from the video?</li> </ol>
2	Disajikan lagu tentang benda	Tes tertulis	Fill and the blank	<p>What would I do without your smart mouth  Drawing me in, and you kicking me out  Got my head spinning, no kidding, I</p>

				<p>can't pin you 1.....</p> <p>What's going on in that 2..... mind</p> <p>I'm on your 3..... mystery ride</p> <p>And I'm so dizzy, don't know what hit me, but I'll 4.....</p> <p>My head's under 5.....</p> <p>But I'm breathing fine</p> <p>You're crazy and I'm out of my mind</p> <p>'Cause all of me Loves all of you</p> <p>Love your curves and all your edges All your perfect 6.....</p> <p>Give your all to me</p> <p>I'll give my all to you</p> <p>You're my end and my beginning</p> <p>7..... when I lose I'm winning</p> <p>'Cause I give you all, all of me</p> <p>And you give me all, all of 8.....</p> <p>How many 9..... do I have to tell you</p> <p>Even when you're crying you're beautiful too</p> <p>The world is beating you down, I'm around through every mood</p> <p>You're my downfall, you're 10.....</p> <p>My worst distraction, my rhythm and blues</p> <p>I can't stop singing, it's ringing, in my head for you.</p>
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Pedoman Penskoran Penilaian Pengetahuan  
Soal 1 – 10, setiap jawaban benar mendapat poin 10

No.	Penilaian	Kriteria
1	81-100	Very Good
2	61-80	Good
3	41-60	Fair
4	21-40	Poor

Metro, 01 Oktober 2019  
Mengetahui,  
Kepala Madrasah

Guru Bahasa Inggris,

Busro, S.Ag  
NBM. 637 255

Khoirul Munawaroh  
NPM. 1501070262

SILABUS MATA PELAJARAN SEKOLAH MENENGAH  
PERTAMA/MADRASAH TSANAWIYAH (SMP/MTs)  
TAHUN PELAJARAN 2017 / 2018

MATA PELAJARAN  
BAHASA INGGRIS

## II. KOMPETENSI DASAR, MATERI POKOK, DAN PEMBELAJARAN

- A. Kelas : VII  
Alokasi Waktu : 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<p>Fungsi sosial</p> <p>Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Ungkapan-ungkapan yang lazim digunakan</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p><i>Topik</i></p> <p>Interaksi antara siswa di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p> <p>Mengidentifikasi ungkapan yang sedang dipelajari</p> <p>Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</p> <p>Membiasakan menerapantindakan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</p> <p>Melakukan refleksi tentang proses dan hasil belajar</p>
<p>Siswa mampu:</p> <p>3.2 mengidentifikasi fungsi sosial,</p>	<p>Fungsi sosial</p>	<p>Menyimak dan menirukan</p>

<p>informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik</p> <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>Mengidentifikasi ungkapan-ungkapan penting</p> <p>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya</p> <p>Memaparkan jati dirinya yang sebenarnya</p> <p>Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan</p>	<p>Fungsi sosial</p> <p>Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>- Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): <i>a.l. the first, the second, the twenty third, the thirty first of May</i>)</li> </ul>	<p>Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</p> <p>Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</p> <p>Menanyakan hari, tanggal, bulan, dan waktu terjadinya</p>

	<p><i>31st, of May)</i></p> <ul style="list-style-type: none"> <li>- Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i></li> <li>- Waktu (tulisan): <i>01:00; 02:15; 06:50; 08:15</i></li> <li>- Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i></li> <li>- Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik</p> <p>Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitarsiswayang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)</p> <p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>Fungsi sosial</p> <p>Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik</li> <li>- Penyebutan benda dengan <i>a, the, bentuk jamak (-s)</i></li> <li>- Penggunaan kata penunjuk <i>this, that, these, those ...</i></li> <li>- Preposisi untuk <i>in, on, under</i> untuk menyatakan</li> </ul>	<p>Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <p>Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <p>Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</p> <p>Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang</p> <p>Bertanya jawab tentang beberapa bangunan dan</p>

	<p>Topik</p> <p>Benda, binatang, dan bangunanyang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswayang dapat menumbuhkanperilaku yang termuat di KI</p>	tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial</p> <p>Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang</li> <li>- Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik</p> <p>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <p>Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <p>Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</p> <p>Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</p> <p>Bertanya jawab tentang sifat orang, benda, binatang terkenal</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur</p>	<p>Fungsi sosial</p> <p>Mendeskripsikan</p>	<p>- Menyimak guru membacakan beberapa</p>

<p>tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<p>Struktur teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda</li> <li>- Kalimat deklaratif (positif dan negatif) dalam simple present tense</li> <li>- Kalimat interogatif: <i>Yes/No question; Wh-question</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik</p> <p>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI</p>	<p>menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <p>Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar</p> <p>Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</p> <p>Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis yang menggunakan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial</p> <p>Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</p> <p>Struktur teks</p> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- identifikasi (nama keseluruhan dan bagian)</li> <li>- sifat yang menjadi pencirinya</li> <li>- fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif</li> </ul>	<p>Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</p> <p>Bertanya tentang informasi yang terkait di dalam teks tersebut.</p> <p>Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</p> <p>Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk menarik/menyatakan</p>

<p>kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik</p> <p>Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>	<p>bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <p>Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>Fungsi sosial</p> <p>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>Topik</p> <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>Membaca, menyimak, dan menirukan lirik lagu secara lisan.</p> <p>Menanyakan hal-hal yang tidak diketahui atau berbeda</p> <p>Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>

Mengetahui,  
Kepala Madrasah

Metro, Juli 2017  
Guru Mata Pelajaran

**BUSRO, S.Ag**  
NBM. 637 255

**ARIEF PERMANA, S.Pd**  
NBM. 1147766

## LISTENING RUBRIC

No	Aspect / Element In Listening	SCORE
1	Understand important details	1
2	Understand main ideas, topics, goals	Identify—who, what, when, or where questions Explain—how or why questions
3	Understand key vocabulary	Identify or explain main ideas Identify or explain key Vocabulary
4	Understand communicative function of utterances	Identify the function or purpose of an utterance Identify what aspect of an utterance signals function
5	Make inferences about relationships among ideas	Identify and explain relationships among ideas in text
6	Integrate information with own knowledge	Relate text information to own knowledge
7	Integrate information from more than one listening text	Analysis and synthesis of information across texts
8	Integrate information from listening and reading texts	Analysis and synthesis of information across texts

Exp:  
true = 1  
false = 0

**LIST OF PICTURE**

Picture I. when students are watching videos and working on pre-test questions



Picture II. when students are listening to songs and doing pre-test questions



Picture III. when researchers are explaining about the post test question



Picture IV. when researchers and students are looking at videos to be played

## CURRICULUM VITAE



Khoirul Munawaroh, born in Metro Lampung on January 4, 1997. His nickname Muna, grew up in Lampung until now, living in Purwosari Village, North Metro District, Metro City.

The author completed his formal education at SDN 4 Metro North, in 2009, Junior High School Ma'arif 1 Metro in 2012 and MAN 1 Metro City in 2015. In 2015 the writer was registered as a student in the English Tadris Department at the Faculty of Tarbiyah, Institute of Islamic Studies Internal Affairs (IAIN Metro).

**"If you can't do great things, do small things in a great way"**