

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' LISTENING SKILLS THROUGH YOUTUBE
ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO**

**By:
VEGI MAHLUL BETIYA
SN : 1801071060**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

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**IMPROVING STUDENTS' LISTENING SKILLS THROUGH YOUTUBE
ISLAMIC STORY AT SMP
MUHAMMADIYAH 4 METRO**

Presented as a Partial Fullfilment of the Requirements
For the Degree of Sarjana pendidikan (S.Pd)
in English Education Department

By:

VEGI MAHLUL BETIYA
SN : 1801071060

Sponsor : Dr. Aria Septi Anggaira, M.Pd

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

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
of Vegi Mahlul Betiya**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb


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

Name : Vegi Mahlul Betiya
Students Number : 1801071060
Judul Skripsi : **IMPROVING LISTENING SKILL THROUGH YOUTUBE
ISLAMIC STORY AT SMP MUHAMMADIYAH 4
METRO**

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

Wassalmu'alaikum Wr. Wb

The Head of English Education Department


Andianto, M.Pd
NIP. 19871102 201503 1 004

Metro, December 2022
Sponsor


Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929200502 2 006



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NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
Vegi Mahlul Betiya**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Vegi Mahlul Betiya
Students Number : 1801071060
Judul Skripsi : **IMPROVING LISTENING SKILL THROUGH YOUTUBE
ISLAMIC STORY AT SMP MUHAMMADIYAH 4
METRO**

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd.

NIP. 19871102 201503 1 004

Metro, Desember 2022
Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd

NIP. 19790929200502 2 006



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb


Title : IMPROVING LISTENING SKILL THROUGH YOUTUBE
ISLAMIC STORY AT SMP MUHAMMADIYAH 4
METRO
Name : Vegi Mahlul Betiya
Students Number : 1801071060
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb

The Head of English Education Departement



Andianto, M.Pd
NIP. 19871102201503 1 004

Metro, December 2022
Sponsor



Dr. Ariat Septi Anggaira, M.Pd
NIP. 19790929200502 2 006



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO. Written by: Vegi Mahlul Betiya, Student Number 1801071060, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 30th, 2022 at 08.00-10.00 a.m

BOARD OF EXAMINERS:

Chairperson : Dr.Aria Septi Anggaira, M.Pd

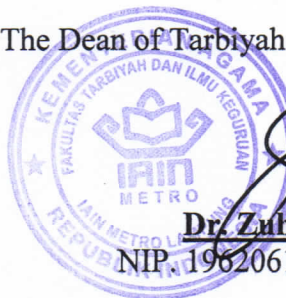
Examiner I : Dr.Ahmad Subhan Roza, M.Pd

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PANITIA MUNAQOSAH
INSTITUT AGAMA ISLAM NEGERI
IAIN
METRO

The Dean of Tarbiyah and Teacher Training Faculty



Dr. Zuhairi, M.Pd

NIP. 19620612 198903 1 006

ABSTRACT

IMPROVING STUDENTS' LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO

**Oleh :
VEGI MAHLUL BETIYA**

The purpose of this research is to find out whether Islamic stories on YouTube can improve students' listening skills in learning English, especially listening.

This research is classroom action research carried out in 2 cycles. Each cycle consists of planning, action, observation, and reflection. The object of this research is students' listening skills. In collecting data researchers used tests, observations, documentation. This research was conducted with an English subject teacher for class VIII SMP Muhammadiyah 4 Metro, namely Mr. Abidin, M.Pd

The results of this study indicate that YouTube Islamic stories have a positive role in improving the listening skills of class VIII students of SMP Muhammadiyah 4 Metro. This can be proven based on their average score from the pre-test to the post-test. The average score of students at the time of pre-test is 58 and the evaluation of Cycle I is 68 Then in the evaluation cycle II 74 and on the post-test score is 78. This means that using YouTube Islamic stories can improve students' listening comprehension.

Key Words: Listening Skills, Youtube Islamic Story and Classroom Action Research

ABSTRAK

MENINGKATKAN KEMAMPUAN MENDENGARKAN SISWA MENGGUNAKAN YOUTUBE CERITA ISLAMI DI SMP MUHAMMADIYAH 4 METRO

Oleh:

VEGI MAHLUL BETIYA

Tujuan dari penelitian ini adalah untuk mengetahui apakah Cerita islami di youtube dapat meningkatkan keterampilan mendengarkan siswa dalam pembelajaran bahasa Inggris khususnya mendengarkan.

Bentuk penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Objek penelitian ini adalah keterampilan menyimak siswa. Dalam pengumpulan data peneliti menggunakan tes, observasi, dokumentasi. Penelitian ini dilakukan dengan guru mata pelajaran Bahasa Inggris kelas VIII SMP Muhammadiyah 4 Metro yaitu Bapak Abidin, M.Pd

Hasil penelitian ini menunjukkan bahwa Cerita islami youtube memiliki peran positif dalam meningkatkan keterampilan mendengarkan siswa kelas VIII SMP Muhammadiyah 4 Metro. Hal ini dapat dibuktikan berdasarkan skor rata-rata mereka dari pre-test hingga post-test. Nilai rata-rata siswa pada saat pre-test adalah 58 dan evaluasi Cycle I 68 Kemudian pada evaluasi cycle II 74 dan pada nilai post-test adalah 78. Artinya dengan menggunakan cerita Islam Youtube dapat meningkatkan pemahaman mendengarkan siswa.

Key Words: Listening Skills, Youtube Islamic Story and Classroom Action Research

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Vegi Mahlul Betiya
Student Number : 1801071060
Program Study : English Education (TBI)
Faculty : Tarbiyah and Teacher Training

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

Metro, December 30th 2022
The Writer



Vegi Mahlul Betiya
St.Number 1801071060

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Vegi Mahlul Betiya
NPM : 1801071060
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya
Kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan di sebutkan
dalam daftar pustaka.

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The Writer



Vegi Mahlul Betiya
St.Number 1801071060

MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

“SEEKING KNOWLEDGE IS OBLIGATORY FOR EVERY MUSLIM

(HR.MUSLIM)”

(MENUNTUT ILMU ITU WAJIB BAGI SETIAP MUSLIM (HR.MUSLIM)

DEDICATION PAGE

The under graduation thesis would highly be dedicated to:

1. My beloved parents Mr. Nur Khamid and Mrs. Ida Royani who always give me support, give me prayers and guidance to be successful in my life, I love you and you are my spirit in my life, because I am the hope in my family, thank you for your love so far.
2. My beloved younger brother Ardi Febrian Gozali, and my beloved younger sister Inatul Maula and Almaira Aghnia thank you for your support I love you..
3. My beloved family, especially my grandmother, Mrs. Murtingah, thank you for your support and prayers, I love you.
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5. My sponsors Dr.Aria Septi Anggaira, M.Pd and Mr. Andianto, M.Pd (Thank you. This would not have been possible without your help).
6. Dear friends, especially at TB1'2018, thank you all for your support.
7. The principal and my English teacher at SMP Muhammadiyah 4 Metro.
8. My Almamater IAIN Metro the best, English Education Department is Excellent.

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Praise is to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Sholawat is also sent to Prophet Muhammad SAW who has delivered the truth to human being in general and Muslims in particular. The writer is very grateful for the opportunity given by Allah SWT to complete this proposal.

The writer would like to extend her graduate to the adviser, Dr. Aria Septi Anggaira, M.Pd who has constantly given her endorsement, and guidance so the researchers could finish a research proposal entitled

"IMPROVING STUDENTS' LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO". May Allah give his reward for supporting and guiding during the proposal writing process.

The writer realizes that this research proposal still has weaknesses. Therefore, the writer hopes that research can be benefit for all of us properly.

Metro, December 30th 2022

The Writer



Vegi Mahlul Betiya

St.Number 1801071060

LIST OF APPENDICES

Appendices 1	The Formation of Teacher and Official Employes at SMP Muhammadiyah 4 Metro	65
Appendices 2	The Buildings of SMP Muhammadiyah 4 Metro	65
Appendices 3	The Location Sketh of SMP Muhammadiyah 4 Metro	66
Appendices 4	Syllabus of English subject at SMP Muhammadiyah 4 Metro	67
Appendices 5	Lesson plan	71
Appendices 6	Instrument of Listening skiil in pre-test.....	76
Appendices 7	Instrument of Listening: skiil in cycle I.....	77
Appendices 8	Instrument of Listening: skiil in cycle I.....	79
Appendices 9	Instrument of Listening: skiil in Post test	81
Appendices 10	The Students Score of Pre-test.....	82
Appendices 11	Evaluation score of cycle I	84
Appendices 12	Evaluation score of cycle II	86
Appendices 13	The student score of pos-test	88
Appendices 14	Attendance list of Students class VIII	90
Appendices 15	Documentation sheet	94
Appendices 16	Observation sheet of students learning activities cycle I....	113
Appendices 17	Observation sheet of students learning activities cycle II....	114
Appendices 18	Observation sheet of students researcher activities cycle I..	115
Appendices 19	Observation sheet of students researcher activities cycle II	116
Appendices 20	Field note	117
Appendices 21	Plagiarism Pass	118
Appendices 22	Surat Tugas Penelitian	120
Appendices 23	Surat Izin Research	121
Appendices 24	Surat Balasan Permohonan Data Penelitian	122
Appendices 25	Surat Izin Pra-Survey.....	123
Appendices 26	Surat Balasan Izin Pra-Survey	124
Appendices 27	Surat Bimbingan Skripsi	125
Appendices 28	Surat Keterangan Bebas Pustaka Jurusan Tadris Bahasa Inggris	126
Appendices 29	Surat Keterangan Bebas Pustaka	127
Appendices 30	Formulir Konsultasi Bimbingan Skripsi	128
Appendices 31	Documentation of Pre-Test.....	130
Appendices 32	Documentation of Evaluation cycle I	130
Appendices 33	Documentation of Evaluation cycle II.....	131
Appendices 34	Documentation of Evaluation Post-Test.....	131
Appendices 35	Curriculum Vitae	132

CHAPTER I

INTRODUCTION

This Chapter consists of The Background of study, Problem identification, problem limitation, formulation of problem Objective and Benefits of the study.

A. Background of the study

Communicating in English needs to use language skills. English has many interrelationships by human life and in various ways because English is the most important language in communication and is also used by nations all over the world. At least, every school level officially even in universities considers English as the first and second language taught. As students, there will be criticism to improve and produce good language. Today, in English, there are four main skills that must be mastered. Such as listening, speaking, reading and writing.

Listening is one of the four skills in English, listening is our understanding of hearing English either directly or through media such as music or films. Listening is an important material in English because we have to be able to know what people are telling us.

YouTube is seen as an online media in which trainers and learners learn through videos anywhere and anytime as long as there is available internet connection. In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing,

and speaking. Furthermore, YouTube implementation in classrooms will provide students with better comprehension of the lesson.¹

Researchers conducted a pre-survey on April 12, 2022 by interviewing English teachers. The teacher explains the problems faced by eight grade students at SMP MUHAMMADIYAH 4 METRO is difficulty in listening.

Learning activities for listening skills in English which is one of the skills in English Language skills. The condition that occurs to eight grade students of SMP Muhammadiyah 4 Metro is the lack of understanding, the learning carried out by the teacher is too boring so that the students' lack of interest in learning listening, and the use of learning media that is less interesting. The impact that occurs on these problems is the low value of students' listening. This is a very complex problem faced by eight grade students of SMP MUHAMMADIYAH 4 METRO. Ideally in listening learning, it should be fun.

Beside the researcher conducted students english score of eight grade at SMP MUHAMMADIYAH 4 METRO, the result as follows :

Table 1
The DataPrasurvey Of Students English Score

No	Name	Score	Interpretation
1	AP	75	Complete
2	ANA	60	Incomplete
3	BF	85	Complete
4	CT	65	Incomplete
5	EM	55	Incomplete

¹ LidiaPuspa Ayu, 'YouTube Video In Teaching Listening: The benefit in experts' Research In English And Education 1, no2(2016):152-160.

6	FZA	44	Incomplete
7	FA	61	Incomplete
8	FS	83	Complete
9	FSA	96	Complete
10	FAA	57	Incomplete
11	HLR	64	Incomplete
12	IS	90	Complete
13	KAA	75	Complete
14	KNZ	84	Complete
15	MAD	60	Incomplete
16	MAD	55	Incomplete
17	MDA	61	Incomplete
18	MHH	63	Incomplete
19	OPK	78	Complete
20	QHR	82	Complete
21	SBB	85	Complete
22	SO	81	Complete
23	PL	77	Complete
	Total	1.636	
	Average	75	
	High Score	96	
	Lowbest Score	44	
	KKM	70	

Explanation from the table above of the students' English scores below 70, there were 18 students, it can be determined that the students' English scores were still poor. The problem faced by students is the lack of student motivation in learning English because of the lack of supporting facilities such as audio and projectors, this makes students bored and not interested in learning English.

There are many learning media to improve students' listening skills, for example using Islamic story and teachers can also provide cassette media, one of the effective media used to improve listening skills is YouTube. Media has an important role in education, one of which is YouTube. The use of YouTube as a learning media allows teachers to create interesting, fun and interactive learning conditions and atmosphere.

Therefore, YouTube is one of the learning media that can be used in teaching English. The media is a very good example of language in context and becomes a model for student outcomes in the learning process. By using YouTube, students can practice listening perfectly, can attract students' attention based on the cases shown. As a result, this media will be an interesting and effective media for students.

This research attempts to present suggestions as ways to improve students' listening comprehension. Teaching listening comprehension should be relaxed and interesting so that it can obtain effective learning outcomes to reduce the emphasis on their learning process and is expected to minimize problems faced by students in the learning process so as to get satisfactory learning outcomes.

So the researchers took the research title Improving listening skills through YouTube at SMP 4 Muhammadiyah 4 Metro.

B. Problem Identification

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

1. The students have low motivation to learn listening.
2. The students have low ability of listening comprehension.
3. The students find difficult to learn listening.
4. In learning activities, the media used is less attractive.

C. Problem Limitation

Based on the identification above, the researcher focuses on the problems faced by students. The researchers used the YouTube an interesting learning medium. Therefore, this research is entitled Improving listening skills through YouTube at SMP Muhammadiyah 4 Metro.

D. Problem Formulation

After the limitations of the problem, the researcher formulated this problem as follows: "can YouTube improve listening skills for eight grade students of SMP Muhammadiyah 4 Metro in the academic year 2022/2023?"

E. Object and Benefit of the Study

1. Object of the study

The objective of the study is to improve student listening skills through youtube can improve english listening skills for class VIII SMP Muhammadiyahh 4 Metro.

2. The Benefit of Study

The benefits of research are not only for research but also for students, teachers, and subsequent writers.

a. For the students

- 1) To enable students to be motivated in learning to listen to English.
- 2) To enable students to use YouTube as a reference for learning English.

b. For the teachers

- 1) To assist teachers in solving students' problems in listening skills.
- 2) to help teachers know the advantages and disadvantages of using the YouTube application to teach listening skills to be more interesting and effective.
- 3) instructors can easily guide students to engage in the listening process, and this means of communication can inspire both teachers and students in the process of learning to listen.

c. For the next researcher

- 1) This research can be the first reference about the ability to listen in English. The researchers hope that the next author can achieve his research on improving listening skills in students.

F. The Prior Research

From previous research, several experts have considered. The difference and similarities between this research and the research conducted by Erlik Widiyani. The similarities with this research are both using YouTube as a media learning and using Listening Skills. the difference is that the

research object of Shadam Hussaeni H.P. The research object is a third semester student, and this research object is a junior high school student.²

Relevant research is a description of the results of research that has previously existed and is related to the title to be studied. The purpose of this research is to avoid repetition of research by the same subject matter. This research also confirms that the problem which will be discussed by the author has never been studied or is different from the researcher previously and in this study, the researcher strengthens the result of his research by providing differences with previous research. There are several previous studies that the researcher uses as a benchmark in compiling the thesis, including :

The first research was carried out by I Wayan S. G. It was completed in 2016, entitled Using YouTube video ;An IT-based media to improve students' speaking skill, There are similarities and differences between this research and this research. by I Wayan S.G. The similarity with this research is that both use YouTube as a learning medium, the difference is that the research of I Wayan S.G. using Speaking Skill and this research using Listening Skill.

Second research was conducted by Erlik Widiyani. It was finished in 2016 entitled Effect of YouTube videos and pictures on EFL students' writing performance, There are similarities and differences between this research and the research conducted by Erlik Widiyani, The similarities with this research

² Gunada I Wayan S, " Using YouTube video : An IT - based media to improve student speaking skill" *Ganesha University of education* 8, no.1 (2016): 1-8.

are both using YouTube as a learning medium, the difference is Erlyk Widiyani's research using Writing Skill and this research uses Listening Skill.³

The third study was conducted by Shadam Hussaeni H.P. ect. Completed in 2020 The title I is The use of YouTube as a learning tool in teaching listening skill . There are similarities and differences between this research conducted by Shadam hussaeni H.P .

The similarities with this research are both using YouTube as media learning and using listening skills. The differences is that the research object of Shadam Hussaeni H.P The research object is a third semester student, and this research object is a junior high school students.⁴

From the previous research above, researchers can find similarities and difference. This research has similarities with the research of Erlik Widiyani and I Wayan Gunada, Shadam Husaeni, namely that the three of them discuss the use of YouTube and the difference between the studies above skills. The advantage of the researchers research is the use of YouTube Islamic story as an interesting learning medium. In closing this section, several researchers used several methods to improve students listening skills, including using YouTube Islamic story. A new alternative has been found to improve listening, namely the use of YouTube Islamic story which are used to improve students' listening skills.

³ Styati Erlik W,"Effect of YouTube video and pictures on EFL students writing performance "journal Dinamika ilmu 16, no.2(2016):307-317.

⁴ Pratama Shadam H.H,"The use of YouTube as a learning tool in teaching listening skill" *internasional journal of global operations research* 1, no.3(2020): 123-129.

CHAPTER II

THEORITICAL REVIEW

This chapter will discuss the theory from several references which will then be used as material for analysis in chapter IV This chapter will also discuss the variables studied.

A. The Concept Of Listening

1. Definition of Listening

Listening is one of the most important skills. As we know, Listening is a skill to understand spoken language. Skills from Listening is an important part of communication and the basis for second language learning.¹, listening is a the process of decoding the sound heard from the th phonemet. Suggests that learning to listen really means learning to respond and keep responding listening as a chain. Listening skill means listening skill for understand the meaning of what is heard. Process of Listening will help students to respond to what is asked/spoken.

In addition, listening is the key to all effective communication; without the ability to listen to messages effectively is easily misunderstood, communication is lost and the sender of the message can easily become frustrated or irritated. Listening is means skills to

¹ Yusnida Dara Muslem Asnawi Manan Abdul "A Study of Teaching Listening"English Education Journal(E EJ),vol.8 no.4,:439-456.

understand the meaning of what is being heard. The listening process will help students respond to what is asked/said. In addition, listening is the key to all effective communication, without the ability to listen to 8 effective messages it is easy to misunderstand, communication breaks down and the sender of the message can easily become frustrated or irritated. It means that listening is the ability to receive and interpret messages in the communication process.

Listening is an active skill because listeners not only accept the things they hear but also do a great job of constructing and translating by combining information with real-world knowledge. This means that listening is the ability to identify and understand what others are saying.

Based on some of the theories above, it can be concluded that listening is sound and messages that have an important meaning in communication.² students, listening is about how the language used is an input which is the first step in learning a new language.

2. The Types of Listening

Listening can be divided into two types, there are, listening in a discriminatory and comprehensive listening. Both types listening problems are basic and basic to all kinds listen. Pause listening type is divided into two types of listening types:

² See wolvin & coakley, wolf et al nichols & lewis for three different ways of breaking out the types of listening.

a. Discriminatory Listening

Discriminatory listening is the first part of the listening process and it begins in infancy. In infancy begins to distinguish differences in human voices, animal sounds and distinguish the differences in human voices by paying attention to sound. In the process, humans cannot read the substance of sound properly. By listening to sounds and finding them, humans can become aware of human emotions.

b. Listening Comprehensive

Comprehensive listening comes after hearing discrimination because humans begin to understand the meaning of words and messages. The words or messages of spoken competence may differ from one person to another. Posture and gestures play an important role in understanding language or messages. So, therefore humans not only determine meaning of words and language skills, but also the meaning of nonverbal cues. Listeners who understand can also be called content listening,

3. The Process of Listening

a. Receiving

Many human hearing problem is a physiological problem for example the recipient has a hearing loss because confidential weakness from birth or the possibility that the shortage is caused by

an accident or prolonged loud sound exposure.³ Sometimes problem can be fixed via use of mechanical devices that correct hearing loss, or through hearing aids that amplify sound. Scientists and engineers continue to develop new products designed to correct and help certain types of hearing loss.

b. Attending listening

Attending listening skills are often ineffective. This happened because at any given time, many messages are received simultaneously for us to take note. Stimuli can be external, such as words spoken by lecturers or printed on paper, or events happening around us. Whatever the source of the stimulus, we can't focus on them all at the same time. Therefore we must choose, whether consciously or unconsciously, to be present to some stimuli and resist others.

c. Responding

The listening process can end with understanding, because effective communication and an effective listening process can be defined as an accurate sharing or understanding of that meaning. some kind of response:

- 1) Responses seeking clarification. I can use E-mail to ask for additional information, or I can talk to you either by telephone or face to face.

³ "Hearing But Not Listening," USAF Aerospace Safety, January 1971, 8.

- 2) Paraphrased responses. I might say something like, “in other words, what you're saying is.” A paraphrasing gives the sender the opportunity to agree, or to video information to clarify the message.
- 3) Nonverbal response. Often, only nonverbal responses are needed; indeed, maybe even that preferred type of response. nod of the head knowing, an understanding smile, or “thumbs up” can indicate that the message is understood. Responding, then, is a form of complementary feedback communication transactions. This lets the sender know that the message was received, noticed, and understand
- 4) Remembering

What is the relationship between memory and listening? Understand the difference between short term memory and longterm memory will help explain the relationship work relationship. With short-term memory, information is used within seconds, for example, like a telephone the number we are looking for. Short term memory has speed forgetfulness and is very susceptible to distraction. And sufficient amount of information can be stored limited, although it varies somewhat with variations material to be preserved. Memorizing is not the key to good listening. But memory is an important and integral part of listening process.

4. Indicators of listening

The indicators of listening consist of :

- a. Discriminating between sounds
- b. Recognizing words and understanding their meaning
- c. Identifying grammatical groupings of words
- d. Identifying expressions and sets of utterances that act to create meaning
- e. Using background knowledge to predict and to confirm meaning and recalling important words and ideas.⁴

5. Assessment of listening

From explanation above the researcher conclude that there are many component to influence listening skills score, and the researcher choose some keys to determine of listening score .

Table 2
Assessment of Listening

No	Aspect	Score
1	Discriminating between sounds	20
2	Recognizing words and understanding their meaning	20
3	Identifying grammatical grouping of words	20
4	Identifying espressions and sets of utterances that action to create meaning	20
5	Using background knowledge to predict and recalling important words and ideas	20
	Total	100

⁴ Babita Tyagi *An important Skill and Its Various Aspects*, An International Journal An English .ISSBN 0976-8165, p.1

B. Concept of Youtube As a Learning Media

1. Definition Learning Media

Learning Media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning.

Steps for using YouTube Learning media that are used appropriately in the learning process will become more effective and efficient supporting tools in achieving learning objectives.⁵ In addition, learning media will also increase student learning motivation, that The benefits of learning media include:

- a. By using learning media, the learning process will be more effective interesting, so that it can lead to student learning motivation.
- b. Can clarify learning materials, so that students can easily understand the material and allow students to master the learning objectives.
- c. By using learning media, the learning process becomes more varied. The ingredients are not only delivered orally, so that students do not get bored quickly and are more effective and efficient.

⁵ Puspitarini, Y.D.&Hanif,M(2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of education*,4(2),53-60.

d. Students listen to the material presented by the teacher, do more learning activities such as:

observing, doing, demonstrating, and so on. Learning media features can promote classroom experience so as to foster student enthusiasm for student learning. With this, researchers use YouTube to increase students' enthusiasm for learning and as a fun medium.

2. Definition of YouTube

YouTube in education is very useful for language teachers to improve students' listening skills. Studies show different theoretical frameworks that complement the use of technology to improve the teaching/learning process. In using multimedia, video clips used to develop teachers' ability to use technology in the classroom. The purpose of this research is to provide a clear and clear explanation of teaching students listening skills through YouTube. The researchers decided that YouTube is a necessary tool in the classroom because it attracts students' attention and engages their mentality and creativity. It also helps covers complete material, especially language.

YouTube brings the element of fun into the classroom, by fulfilling interests student. Equivalent findings have a tremendous impact on the learning process because students will be aware of education the environment is more uplifting and inspiring. In addition, they pay attention to the material presented is worth studying, and this

method, they will admire the effort expended in explaining the information. This research aspires to be valuable for teachers to operate technology and students to have a superior understanding of the extended material.

3. The Features of YouTube

The features found on YouTube include official data released by YouTube has stated that the content that education is one of the focuses the main thing that needs to be developed seriously, remembering “every day, more than 1 billion videos related to the process learning watched on YouTube”

YouTube itself at least saw that there are three main related genres educational content that can be created that is; “(1) Edutainment’ – content combining education with entertainment provides good education easy to remember on YouTube in a way creative ones. (2) Education and answers direct - contains 'hints', lessons academic, or curriculum-based: Usually guided by a teacher or expert. 3) Learning based skills - teach skills for career advancement: Usually guided by professionals with particular expertise, expert, or organization which provides teaching based on skills” .⁶

Therefore, it can be said that educational content is one of the content that growing in many countries YouTube users. The next

⁶ Rahmawan Detta Mahameruaji Jimi N Alnashava Preciosa J "THE POTENTIAL OF YOUTUBE AS EDUCATIONAL MEDIA FOR YOUNG PEOPLE",vol.8, no.1(2018): 81-98.

feature is educational content by using animation and everyday language is still in great demand by students. In addition to the form of animation, YouTube features are also many in the form of teaching videos or tutorials. In this category, Quipper, Zenius and The Master's Room is the three very canals popular in Indonesia. All three have almost the same target market, vision and similar missions, even contents which is in those three channels too can be said to have a great style same. These three channels come from the same from start-up companies operating in education services. Therefore, the channel Their YouTube is not the main media they have, Quipper, Zenius and Ruang Guru also has apps and various other learning media. These companies use YouTube as a promotional medium

Allows potential customers to watch a video clip about the privilege of the features provided as well as tutorial completion examples practice questions and exams. Unlike We Can, three channels Another YouTube, namely Zenius, Ruang Guru and Quipper is sales oriented customized educational service products with market needs in Indonesia.

4. The Kind of YouTube

a. Music

The music category on youtube includes british music , pop, islamic and rock.

1) People and Blogs

This category refers to content about other people or their content. This includes individual success stories, drama channels, and informative topic videos about famous people.

2) Comedy

Comedy is a pretty big category on YouTube, as most YouTubers try to make their content funny since it keeps people engaged and makes the content more fun. There are plenty of channels on the platform like "Smosh" and "CollegeHumor" that build their channel around sketch comedy and improv.

3) Education

The Educational YouTube video category is a high school teacher's best friend. Channels like "Khan Academy" or "The Organic Chemistry Tutor" had incredibly helpful math and science lessons and educational videos that were staples of my High School and College Study Sessions.

5. Islamic Story

In this research, researcher used islamic story for leaning material

The focus on this research are discussing about:

- a. Whether or not the use of Islamic storytelling is effective to improve the students' listening comprehension of the second grade students.
- b. The students interest during the process of teaching listening comprehension towards the use of Islamic story.
- c. The reasons beyond the students interest towards the use of Islamic story.⁷

The use of Islamic story in teaching listening is becoming a popular method, especially for students' young student. In contrast to conventional techniques that seem one-way communication in which the teacher comes to class and plays an audio cassette that he or she he had designed to listen and then ask the students some questions related to the topic, develop their receptive language in an entertaining and meaningful context. Teachers can be storytellers and students as listeners or students become storytellers and share their stories with their friends.

Islamic story in learning has criteria as effective teaching for students. He supported by several theories of teaching and learning, as follows: First, storytelling create a fun and meaningful learning situation. The entertaining effect of stories effectively reduces student anxiety.

⁷ Sultan Baa, "Teaching Listening Through Islamic Storytelling in Indonesia Junior Secondary School Context" Seven International Conference on Languages and arts 301, no.1 (2018): 446-451

Second, that thing attracts students on a deeper level that many teaching methods cannot. The power of stories that provoke the feelings of readers or listeners is key towards the effectiveness of Islamic story because learning is related to emotion is easy to store and retrieve.

Third, have an advantage over the active situation created. Interaction between storyteller and listeners involve students to become active participants in the learning process.

In the application of Islamic story, researcher used the story of the prophet. Students can learn from the noble character of the prophet who still maintains his Islam identity, so that they are not easily influenced by negative western values and at the same time, they will have good English skills as a capital to face their future.

In line with the statement above, the researcher conducted a study using authentic material that contains Islamic values and messages in teaching listening. In this case the researcher uses Islamic story through teach listening. It is hoped that the use of this Islamic story can be useful alternative way of integrating Islamic values into English teaching materials.⁸

⁸ Jaya Zafan Erzac, "Teaching Listening Through Islamic Storytelling" State University of Makassar, no.1(2017):1-11.

6. Advantage and Disvantages of using YouTube as media in Listening

a. Advantages of YouTube

Advantages of using YouTube in learning listening students will not be bored because of the YouTube media that can be enjoyed during learning or can be used as a means of entertainment in learning plus more various knowledge gained.⁹ In addition, familiarize students with learning to stream and stream download any video that can add knowledge, such as opening or watching and Watch educational news videos.

b. Disadvantages of YouTube

The disadvantages of using YouTube media are the lack of the ability and skills of students in listening to YouTube educational news that less qualified The heterogeneous ability of students makes it difficult for educators to apply media YouTube is in learning. There are some students who quickly capture and understand the content of the newsthat is broadcast or heard through the media youtube, there are also students who slowly catch the news content. Moreover, activities Listening has never been practiced in learning. Educators must patiently practice listening to the news skills until students understand the content the

⁹ Ayu Ida MD"Pemanfaatan Media Youtube Berita Pendidikan dalam Pembelajaran Keterampilan Menyimak",Prosiding Seminar Nasional V Bahasa, Sastra, dan Pengajarannya,no.5(2018):234-239.

news in its entirety even though you have to repeatedly play youtube.

7. Procedures of Teaching Listening With Youtube

Steps for using YouTube in teaching as follows :

- a. The researcher selects a particular clip to provide content or illustrate a concept or principle.
- b. Researchers prepare specific guidelines for students or discussion questions, to have direction on what to do see, hear and seek about what's the point of the clip.
- c. The researcher introduces the video briefly to reinforce a goal.
- d. The researcher plays the clip, and set time for reflection on what is seen,
- e. The researcher assigns active learning activities to interact with certain questions, issues, or concepts in the clip and after watching the video, students practice the forms of language and vocabulary found in the video. Students can discuss, retell, role-play or complete it. This will be supplemented by adding some students activities to make it clear. We should give studentss some opportunities that help them understand more about something they are learning from the video.

8. Action Hypothesis

Based on the theoretical framework and assumptions, then researchers formulate an action hypothesis that the use of YouTube can improve students listening skills at SMP Muhammadiyah 4 Metro in Academic Year 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

This Chapter consists of variable an operational definition of variable, Research location, Subject of the study, Action plane, Data collecting technique, data analysis technique, Indicator of succes.

A. Variable and Operational Definition of Variable

The definition of operational variables are the variables used in this study. The indicators included in the variables are the result of syntethetic theory, which is used in the oritical studies. Research variables consist of two variables . The object of research in this study includes two variables, namely the independent variable and dependent variable.

1. Independent Variable

Independent variable is a variable that affects others variables. The independent variable in this study is the YouTube learning media, YouTube learning media is effective to improve students listening comprehension .

2. Dependent Variables

Dependent Variable is a variable that can be influenced by the dependent variable . The variable in this study is students listening comprehension . Listning comprehension is defined as an activity to improve students listening skill.

B. Research Location

Junior High School Muhammadiyah 4 Metro is located at Dr. Sutomo Street No. 35 Purwoasri, Subdistrict of East Metro, Regency of Metro City - Lampung.¹⁹

C. Subject of Study

The subject of this research is students listening skills. In this study, the author collaborated with an English teacher, he is Mr. Abidin, S.Pd. The writer choose the eighth grade students, because most of them students do not get the minimum score of English language requirements especially in listening comprehension skills. It is one of the schools that has not implemented the YouTube learning media.

D. Action Plan

The method used in this research is Classroom Action Research, CAR is part of a broad movement happening in the world of education. This is related to the notion of 'reflective practice' and 'teacher as researcher'.¹⁴ In this method, there are four components in one cycle to conduct classroom action research; planning, actions, observations, and reflections carried out integrated like a spiral.

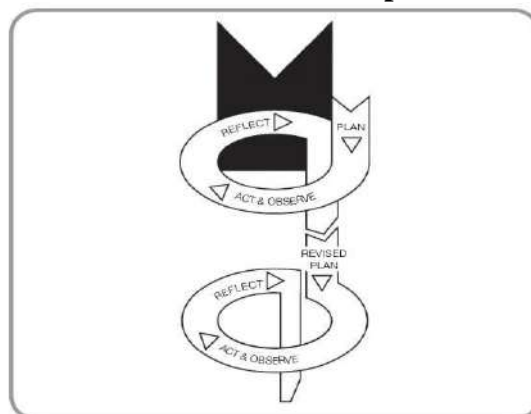
¹⁴ Bangun Kasita Betty, "Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research", International Journal of Language Teaching and Education 2018, Vol2, No.1, 31 March:41-48.

Action research share certain sets of beliefs, commitments, and hopes. What they do (action research) is a set of practices which demonstrates those beliefs, commitments, and hopes in practice.

Based on the statement above, the researcher concluded that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helped the teacher to solve problem by applying a method, strategy, or technique as an alternative way leading to Innovation.

The researcher used Classroom action research that was done by collecting data and information systematically through four steps. In the classroom action research, the researcher held the research in two cycles. Each cycle consist of planning, acting, observing, and reflecting.¹⁵

Picture 1
The action research spiral



Source: illustrates the spiral model by Kemmis&Mc Taggart

¹⁵ Valsa koshy, Action Research For Improving Practice,(Gromwell Press2005) 4.

Here were the explanation of Classroom Action Research based on the design above :

1. Cycle I

a. Planning

Planning is the first step of this classroom action research that prepared before I did the action. In this step, the researcher prepared the material that was related to the teaching and learning process.

Here were the steps that the researcher made in planning:

- 1) The researcher made lesson plan.
- 2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, paper, and marker.
- 3) The researcher prepared format to observe.
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

After finishing the planning , the learning process conducted in the eighth grade at SMP Muhammadiyah 4 Metro, the researchers acted as follows:

- 1) The researcher applied the lesson plan.
- 2) The teacher explains the material about Islamic stories on YouTube in teaching Listening .

- 3) The teacher explained the strategy of learning listening.
- 4) The teacher guided students in teaching learning process based on the lesson plan.

c. Observing

In this step, the researcher observes the teaching process learning by using an observation format. Researchers observed student activities by using observation sheets. It was to write some indications, not only good indications but also bad ones are written. Such as: students good participants, student errors and understanding of students to answer the question. The important one things in teaching learning process were noted by researchers.

d. Reflecting

Reflecting is the final step in this process. Researcher analyze and discuss the results of observations during teaching process, such as the weaknesses and strengths of the actions in this step. Researchers use the data from the evaluation to make improvements for the second cycle. The researcher decide that the next cycle focus on weaknesses in the preview cycle.

2. Cycle II

a. Planning

Planning is the first step of this classroom action research that prepared before I did the action. In this step, the researcher

prepared the material that was related to the teaching and learning process.

Here were the steps that the researcher made in planning:

- 1) The researcher made lesson plan.
- 2) The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, paper, and marker.
- 3) The researcher prepared format to observe.
- 4) The researcher prepared format to evaluate the students' activity after teaching learning process.

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E. Data Collecting Technique

The aim of the data collection techniques in a study aim to reveal the facts of the variables studied in efficient and accurate ways. Several data collection techniques, as follows:

A test is a sequence of questions or statements used to measure skills, knowledge, intelligence, abilities possessed by individuals or groups. The tests used in this study were pre-test and post-test.

1. Test

a. Pre-test

Pre-test is given at the first meeting before doing the treatment to determine the students' abilities before conducting action research.

b. Post-Test

The post-test activities are done after treatment from youtube to find out can the use of this method improve students' listening skills.

2. Observation

Observation is the selection of modifications, registrations, and combinations of coding in behavior in a situational organism that is appropriate for the purpose of the kingdom. In this case the researcher uses observation to get data about student activities during the teaching and learning process which is observed by the observer.

In addition, the researcher used observation as a data collection approach to find out how to teach listening using English videos in the classroom, how students responded to the media and they could improve their listening comprehension, and how the media was able to help students learn English, especially in listening comprehension.

3. Field Note

The most commonly used method is to record the data collected during the observation is field notes. Then, notes can enhance information from other sources, such as documents and interviews, or primary research data. In addition, it can be in the form of photos, audio and video

recordings. In this study, researchers used field notes to record student activities during the learning process in the form of reports.

4. Documentation

Researchers will use the documentation method to get data about story summaries, vision and mission, organization structure, formation of the teachers and official employees, the condition of students, and structure of the school, the condition of the students, the building and location sketch of SMP Muhammadiyah 4 Metro.

F. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre-test and post-test. Furthermore, to know gain, the writer compared between pre-test and post-test. If, from cycle I there are some students not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of pre-test and post-test were .

formulated as follow²⁹ :

$$\bar{X} = \frac{\sum x}{N}$$

Note:

\bar{X} = Average

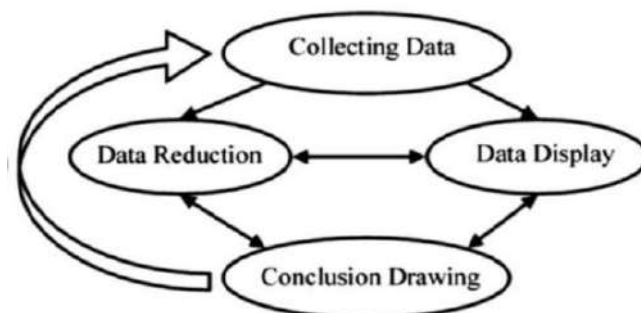
$\sum x$ = Total of score

N = Total of students.

To get total score and increased the student's progress from the implemented treatments, the researcher compare the average and percentages of pre-test and post-test.

According to Miles and Huberman activity in qualitative data . The analysis is carried out interactively and in a balanced manner until it is complete described in four steps. The four steps are data collection, data reduction, data presentation, and conclusion. ¹⁶

Picture 2
Data Analysis Technique



1. Data collection

Researchers do research data collection in the form of results interviews, observations and documentation in field objectively.

2. Data reduction

Reducing data means summarizing, choose the main things, focus on the things that are important, look for themes and the pattern. Data reduction refers to the process of selecting, centralizing attention to simplification, abstraction and the “rough” data transformation that occurs in written

¹⁶ Sustiyono / Journal of Physical Education, Sport, Health and Recreation 2 (8) (2013)

field notes. Data reduction takes place continuously for the qualitative project lasts until the report composed .

3. Data Display

The next most important plot of data analysis is the display of data. Presentation. Data is a structured collection of information which gives the possibility drawing conclusions and drawing action .

4. Data Conclusions & Drawing

As for what is meant by verification data is an attempt to find, test, recheck or understand the meaning or meanings, regularities, patterns, explanations, plots, cause and effect, or prepositions. Whereas Conclusions can be in the form of a description or an image of an object that was previously still dim or dark so that after investigated to be clear, can be in the form of a relationship causal or interactive, hypothesis or theory .

G. Indicators of Success

The research is said to be successful if 70% of students get a minimum score of 70 and student learning activities can increase in listening. If the target has been achieved, then the cycle can be stopped.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

In this chapter, the researcher would be present the result of the research. It includes the documentation of SMP Muhammadiyah 4 Metro, the result of the research and the interpretation of the research.

A. Research Result

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMP Muhammadiyah 4 Metro especially for the Eight graders of student SMP Muhammadiyah 4 Metro in academic year of 2022/2023. The result of the result, as follows:

1. Description of Research Location

a. The History of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro is one of the private secondary schools located on Dr.Sutomo street No.35 Purwoasri , Subdistrict of North Metro,Regency of Metro City, Lampung province. It was established of school: 4177/II-29/LP-81/1984 and SK Operational of school : 1910-01-01. Just like another private school is owned by private institution. It is organized by Muhammadiyah Education Foundation . This school has been accredited by Badan Akreditasi Nasional, it gets B accreditation score in the last. This school take 2013

of the curriculum. SMP Muhammadiyah 4 Metro has a land area of 2,700 M².

b. The Vision and Mission of SMP Muhammadiyah 4 Metro

The vision of the school :

Realization of an Islamic, outstanding, creative, and Beautiful school.

The Mission of the school :

- 1) Creating a conducive school atmosphere to instill values.
- 2) Develop academic and nonacademic potential on a regular basis and consistent.
- 3) Optimizing coaching for school members to create opportunities and take opportunities quickly.
- 4) Optimizing digital based coaching and mastery of foreign languages.
- 5) Organizing education and learning to bring out creativity.
- 6) Realizing the development of an environmentally sound school environment.
- 7) Realizing the professionalism of human resources educators and education staff.
- 8) Realizing the availability of representative educational facilities and infrastructures
- 9) Realizing administrative development school.

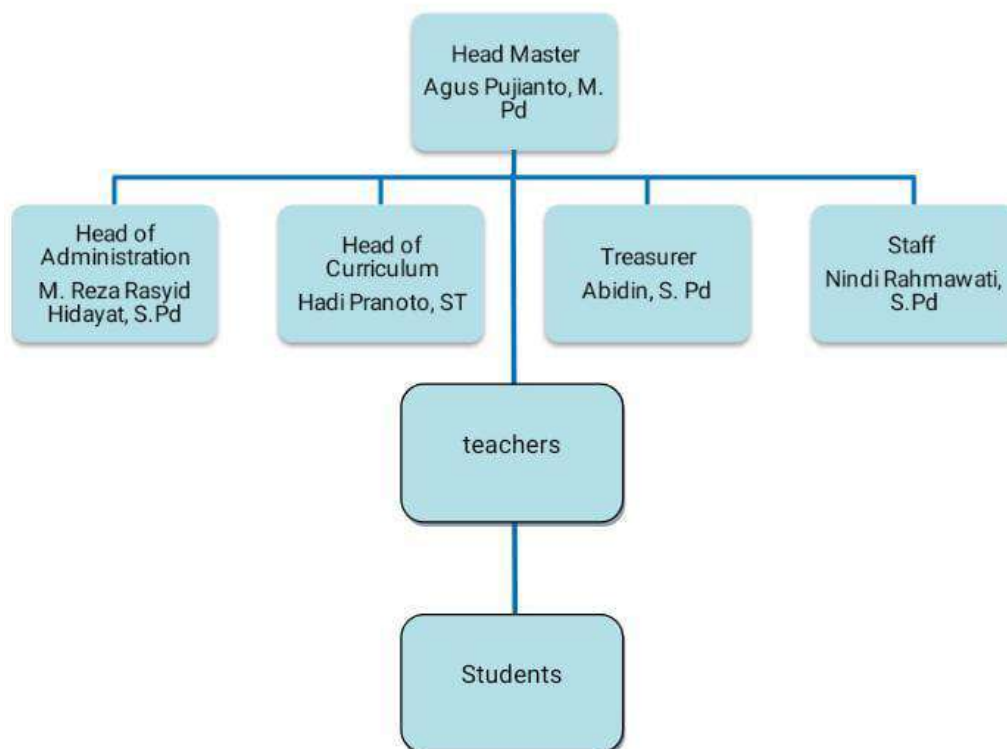
10) Realizing a performance network with the school community, the business world and local institutions.

11) Realizing mastery of information and communication technology .

c. The Organization Structure of SMP Muhammadiyah 4 Metro.

The organizational structure of SMP Muhammadiyah 4 Metro in the 2022/2023 academic year is shown in the following figure :

Picture 3
Organizational structure of SMP Muhammadiyah 4 Metro



d. The Formation of Teacher and Official Employes at SMP Muhammadiyah 4 Metro

The Formation of Teacher and Official Employees at SMP Muhammadiyah 4 Metro the 2022/2023 academic year is shown in the following table:

Table 3
The Formation of Teacher and Official Employes at SMP Muhammadiyah 4 Metro

No	Name	Subject	Occupation
1	Agus Pujianto, M.Pd		Head Master
2	Hadi Pranoto, S.T	Social	Teacher
3	M. Reza Rasyid H, S.Pdi	Fiqih Qur'an & Hadist	Teacher
4	Rusparmi	PPKn & Art	Teacher
5	Abidin, M.Pd.	English	Teacher
6	Mislan	Akidah Akhlaq Tarikh Arabic Language	Teacher
7	Lathifa Turrohmah, S.Pd	Siencie	Teacher
8	Tri Widiawati, S.Pd	Indonesian Langugae	Teacher
9	Siti Fatimah S.Pd.	Informatika	Teacher
10	Dian Verdiani, S.Pd	Mathematics	Teacher
11	Sri Utari, S.Pd	Mathematics	Teacher
12	Mely Nurmawati, S.Pd	Mathematics	Teacher
13	Rindi Citra Andini	KMD Lampung language	Teacher Teacher
14	Nouval	PJOK	Teacher
15	Nindi Rahmawati, S.Pd	PAK	Teacher

e. The Condition of Students

The Condition of students in SMP Muhammadiyah 4 Metro that can be identified, as follows:

Table 4
Number of students of SMP Muhammadiyah 4 Metro

No	Class	Sex		Total
		Male	Female	
1	VII	19	18	37
2	VIII	8	15	23
3	IX	23	11	34
Total				94

Source: Documentation of Data in SMP Muhammadiyah 4 Metro

f. The Building of SMP Muhammadiyah 4 Metro

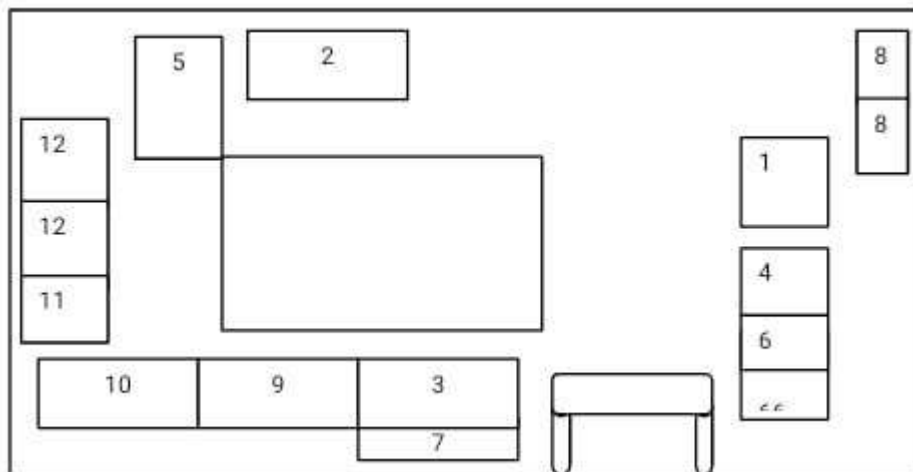
The Condition of facilities in SMP Muhammadiyah 4 Metro in the academic year of 2022/2023 that can be seen on the table below :

Table 5
The Buildings of SMP Muhammadiyah 4 Metro

No.	Name of Building	Sum
1	HeadMaster Room & Administration Room	1
2	Teachers Room	1
3	Library	1
4	Classroom	3
5	Lab of Science	2
6	Canteen	1
7	Mosque	1
8	Toilet	1
9	Hall	1

g. The Location Sketh of SMP Muhammadiyah 4 Metro

Picture 4
The location Sketh of SMP Muhammadiyah 4 Metro



Notes :

- 1) Administration Room & Headmaster Room
- 2) Library
- 3) Lab of Science
- 4) Teachers Room
- 5) Mosque
- 6) Canteen
- 7) Toilet
- 8) Classroom of VII
- 9) Classroom of VIII
- 10) Classroom of IX
- 11) Hal

2. Description of Research Data

In this research uses classroom action research ,the researcher as an english teachers and Mr.Abidin, M.Pd as the collaborator conducted the researcher in two cycles and each cycle consists of planning , acting, observing and reflecting.

a. Pre-Test Activity

The researcher conducted a pre-test was conducted on Monday 28 november 2022, which was mediated by YouTube media to find out students' listening skills before giving treatment and used it as a score comparison with the post-test. Students are given the task of listening to audio then filling in the gaps in the questions. The pre-test results can be seen in the table below:

Table 6
The Pre-Test Score of Listening Skills

No	Name	Score	Interpretation
1	AP	66	Complete
2	ANA	71	Incomplete
3	BF	62	Complete
4	CT	64	Incomplete
5	EM	44	Incomplete
6	FZA	66	Incomplete
7	FA	68	Incomplete
8	FS	54	Complete
9	FSA	70	Complete
10	FAA	51	Incomplete
11	HLR	64	Incomplete
12	IS	67	Complete
13	KAA	72	Complete
14	KNZ	55	Complete
15	MAD	60	Incomplete
16	MAD	55	Incomplete
17	MDA	61	Incomplete
18	MHH	63	Incomplete

19	OPK	72	Complete
20	QHR	52	Complete
21	SBB	67	Complete
22	SO	70	Complete
23	PL	65	Complete
	Total	1.324	
	Average	58	
	High Score	72	
	Lowbest Score	44	

Based on the pre-test table it was concluded that all students scored less than 70. The following is an explanation of the categorization of pre-test results based on the Minimum Completeness Criteria.

(MMC) as follows:

Table 7
Student's Grade of Pre-test

No	Score	Frequency	Percentage	Category
1	< 70	18	79%	Complete
2	> 70	5	21%	Incomplete
Total		23	100%	

Based on the table above, it was analyzed that there were 5 students (21%) who get a minimum score and 18 students (79%) who failed the pre-test. The lowest score in pre-test was 44 and the highest score was 72. It means that the students did not fulfill the minimum score at SMP Muhammadiyah 4 Metro and the students Listening skill was low. Besides, from the result of pre-test the researcher got the average 58. Therefore, it was the reason why the researcher used Islamic story from YouTube to improve the students listening skill.

b. Cycle 1

After analyzing and identify the Data from pre-test, the researcher apply Youtube Islamic Story in teaching Listening Skill to overcome the problems.

This Cycle consists of planning, action, observing, and reflecting as follows:

4) Planning

The researcher and collaborator prepared several things related to the teaching and learning process such as English lesson plans, materials, media, written tests, observation sheets containing lists of student names and activities, and evaluation for the second stage. meeting.

5) Acting

a) The first Meeting

The first meeting was held on tuesday, 29 November 2022. In this treatment, the researcher was the English teacher and Mr. Abidin, M.Pd was the collaborator. It started with praying, greetings, checking the attendance list, and introducing the researcher as a teacher to students. On that day the researcher gave material about listening skill the researcher chose an Islamic story entitled the story of the prophet Adam which was used to be shown to students. researcher explains the material and closes the meeting.

b) The Second Meeting

The second meeting was a treatment which was held on 5 december 2022. The researcher started the meeting by greeting, checking the attendance list and asking about condition of students.

After that, the researcher continue explanation about last meeting, gave material about listening. At the beginning of the teaching and learning process, the researcher chose an Islamic story entitled the story of the prophet Adam which was used to be shown to students. The students listen to the audio then fill in the blank in the text.

The researcher evaluates the results of the task given by the researcher, after doing the first treatment. The evaluation was carried out to find out how students' listening skills were after being given treatment.

In evaluates only 13 students got good grades, but the student results were better than the pre-test students before being given treatment. In this session, the researcher obtained the evaluates results of student in cycle I The results can be seen as follows:

Table 8
Evaluation Score of Cycle 1

No	Name	Score	Interpretation
1	AP	72	Complete
2	ANA	73	Complete
3	BF	65	Incomplete
4	CT	65	Incomplete
5	EM	60	Incomplete
6	FZA	75	Complete
7	FA	70	Complete
8	FS	62	Incomplete
9	FSA	72	Complete
10	FAA	70	Complete
11	HLR	67	Incomplete
12	IS	70	Complete
13	KAA	75	Complete
14	KNZ	60	Incomplete
15	MAD	65	Incomplete
16	MAD	60	Incomplete
17	MDA	81	Complete
18	MHH	59	Incomplete
19	OPK	75	Complete
20	QHR	57	Incomplete
21	SBB	70	Complete
22	SO	72	Complete
23	PL	70	Complete
	Total	1.568	
	Average	68	
	High Score	84	
	Lowbest Score	57	

Based on the table above, there were 10 students ≤ 70 and 13 students got ≥ 70 . The following was the table of students score grade of posttest

Table 9
The Frequency Score of Evaluates Cycle 1

No	Score	Frequency	Percentage	Category
1	< 70	10	43%	Incomplete
2	> 70	13	57%	Complete
Total Students		23	100%	

From the table above it is analyzed that the average student score is 68. The highest score is 81 and the lowest score is 57. Based on the Minimum Completeness Criteria (KKM) are 11 in the evaluates cycle 1 get a score of 70 This means that in the first cycle student achievement is quite increased, but not success yet.

6) Observing

In observation, collaborators observe student activities. Researchers as teachers provide material about Listening skills about Islamic stories. During the implementation of the treatment, student activity during the learning process was also observed by the observer. Students who are actively discussing will get points by ticking on the observation sheets for meeting 1 and meeting 2.

Indicators of student activity are:

- a) Paying attention to teachers explanation
- b) Asking/Answering the teachers question
- c) Being active in class Being
- d) Doing the task given by the teacher

The results of student learning activities are presented in the following table :

Table 10
The students' Learning Activities Observation in cycle 1

No.	Student's Name	The Aspects that are observed			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	AP	✓	✓		✓
2.	ANA	✓		✓	✓
3.	BF		✓		✓
4.	CT	✓	✓	✓	✓
5.	EM	✓			
6.	FZA	✓	✓	✓	
7.	FA	✓	✓		✓
8.	FS			✓	✓
9.	FSA		✓		
10.	FAA	✓			✓
11.	HLR		✓	✓	✓
12.	IS	✓	✓		
13.	KAA	✓			✓
14.	KNZ	✓	✓		
15.	MAD	✓			✓
16.	MAD		✓		
17.	MDA	✓		✓	✓
18.	MHH		✓		✓
19.	OPK	✓			
20.	QHR	✓	✓		✓
21.	SBB	✓		✓	
22.	SO	✓	✓		
23.	PL	✓			✓
TOTAL		17	13	7	14

Source: The students' learning activity in cycle 1

Table 11
The Frequency Students' Learning Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1.	Paying attention to teacher's explanation	17 Students	73%
2.	Asking/ answering the teachers' question	13 Students	56%
3.	Being active in class	7 Students	30%
4.	Doing the task given by the teacher	14 Students	60%
The Average Percentage			55%
Total Students			23

The table shows that not all students are active in learning process. There are 17 students (73%) who pay attention to the teacher explanation. 13 students (56%) Asking/ answering the teachers' question and 7 students (30%) are active in it Class, Doing the task given by the teacher. Average of student learning activity in cycle I was 55%.

7) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It was analyzed based on the result of pre-test and evaluates score of cycle 1. However, most of the students" score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

- a) There were some students that shown unenthusiastic to the teacher's explanation
- b) Some students did not ask and answer the teacher's questions

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 12
Students' score at Pre-test and Evaluation Score Cycle 1

No	Name	Pre-test Score	Evaluation Score	Improving	Explanation
1	AP	66	72	6	Improved
2	ANA	71	73	2	Improved
3	BF	62	65	3	Improved
4	CT	64	65	1	Improved
5	EM	44	60	16	Improved
6	FZA	66	75	9	Improved
7	FA	68	70	2	Improved
8	FS	54	62	8	Improved
9	FSA	70	72	2	Improved
10	FAA	51	70	11	Improved
11	HLR	64	67	3	Improved
12	IS	67	70	3	Improved

13	KAA	72	75	3	Improved
14	KNZ	55	60	5	Improved
15	MAD	60	65	5	Improved
16	MAD	55	60	5	Improved
17	MDA	61	81	20	Improved
18	MHH	63	59	-4	Decreased
19	OPK	72	75	3	Improved
20	QHR	52	57	5	Improved
21	SBB	67	70	3	Improved
22	SO	70	72	2	Improved
23	PL	65	70	5	Improved
Total		1.324	1.568		
Average		58	68		

In this research, pre-test and evaluates score of cycle 1 had been done individually. It was aimed to know the ability of the students' before and after the treatment. From the result of pre-test and evaluates score of cycle 1, it was investigated that there was an improvement from the students' result score. It could be seen from the average in pre-test was 58 and evaluates score of cycle 1 was 68. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 11 students (47%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not achieved yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

Cycle II is similar to cycle I. It is divided into planning, action, observation, and reflection. Further explained as follows:

1) Planning

Based on observations and reflections on the first cycle, it is known that the first cycle has not been successful. Therefore, researchers and collaborators try to revise some of the problems that arise in cycle I to develop plans to continue in cycle II. Researchers prepared lesson plans, materials, media, answer sheets, observation sheets and evaluates score of cycle II

2) Acting

The description of the teaching and learning process in cycle II is no different from the previous cycle. In each treatment, researchers try to make students more active. The implementation of this step was carried out in two meetings namely : treatment and evaluates score of cycle II.

a) The First Meeting

The first meeting was carried out on Tuesday 6 , December 2022. It began with greetings and asking about the condition of the students. The researcher as a teacher explained the material about Listening with the theme of Islamic story. At the beginning of the learning process, the researcher chose the story of the Prophet Adam which was used to be shown to

students. The students listen to the audio and fill in the gaps in the text. Researchers revise what they write based on the audio.

After being given treatment in cycle I and cycle II, the researcher conducted a post-test on Tuesday 6 december, 2022. The type was the same as cycle I. After students completed the test, the researcher analyzed student test results. Evaluates score of cycle II results can be seen in the table below:

Table 13
Evaluation Score of Cycle II

No	Name	Score	Interpretation
1	AP	75	Complete
2	ANA	82	Complete
3	BF	70	Incomplete
4	CT	80	Complete
5	EM	65	Incomplete
6	FZA	78	Complete
7	FA	75	Complete
8	FS	65	Incomplete
9	FSA	75	Complete
10	FAA	75	Complete
11	HLR	70	Incomplete
12	IS	75	Complete
13	KAA	76	Complete
14	KNZ	75	Incomplete
15	MAD	75	Complete
16	MAD	65	Incomplete
17	MDA	88	Complete
18	MHH	75	Complete
19	OPK	80	Complete
20	QHR	75	Complete
21	SBB	80	Complete
22	SO	80	Complete
23	PL	75	Complete
Total Score		1.728	
Average		74	
Highest Score		88	
Lowbest Score		65	

Based on the table below, there were 18 students got > 74 and 5 students got < 74 . The following was the table of students grade of post-test II:

Table 14
The Frequency Score of Cycle II

No	Score	Frequency	Percentage	Category
1	< 74	5	21%	Incomplete
2	> 74	18	79%	Complete
Total Students		23	100%	

Based on the table above, it was known that the students average score in evaluates of cycle II was 74. The highest score was 88 Total students and the lowest score was 65 . Most of students can improve this means cycle II was successful.

b) Post-test Activity

The second meeting was held on thursday december 15th . After being given treatment the researcher started by praying , greeting , checking the attendance list , & asking the students condition the researcher gave Post-test in the form of question about Prophet Yunus , given 60 minutes to answer the question well. The type of test is an essay test with consist of one audio.

The students test result in the Post-test were better than the evaluate score cycle 1 and cycle II. After finish the researcher close the meeting. The Post-test results of students are presented in the following table :

Table 15
Students' score a Pre-test, Evaluation Score Cycle I,
Cycle II and Post-test

No	Name	Pre-test Score	Evaluation Score of cycle 1	Evaluation Score of cycle II	Post-test
1	AP	66	72	75	80
2	ANA	71	73	82	85
3	BF	62	65	70	75
4	CT	64	65	80	85
5	EM	44	60	65	70
6	FZA	66	75	78	78
7	FA	68	70	75	80
8	FS	54	62	65	67
9	FSA	70	72	75	80
10	FAA	51	70	75	76
11	HLR	64	67	70	75
12	IS	67	70	75	80
13	KAA	72	75	76	78
14	KNZ	55	60	75	80
15	MAD	60	65	75	78
16	MAD	55	60	65	65
17	MDA	61	81	88	90
18	MHH	63	59	75	76
19	OPK	72	75	80	80
20	QHR	52	57	75	78
21	SBB	67	70	80	82
22	SO	70	72	80	80
23	PL	65	70	75	80
Total		1.324	1.568	1728	1.799
Average		58	68	74	78
High score		73	81	88	90
Low Score		44	57	65	65

From the result of the post-test it can be seen that the highest score is 90 and the low score is 60. So the average score is 78.

From the table 15 there are 6 students who scored low bellow the mininum standart criteria(MSC), 17 students score above from

minimum standar criteria has improving students listening skill through youtube islamic story .

3) Observing

In observation, collaborators observe student activities. Researchers as teachers provide material about Listening skills about Islamic stories. During the implementation of the treatment, student activity during the learning process was also observed by the observer. Students who are actively discussing will get points by ticking on the observation sheets for meeting 3 and meeting 4.

Indicators of student activity are:

- a. Paying attention to teachers explanation .
- b. Asking /Answering the teachers question .
- c. Being active in class.
- d. Doing task given by the teacher.

The results of student learning activities are presented in the following table :

Table 16
The students' Learning Activities Observation in cycle II

No.	Student's Name	The Aspects that are observed			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	AP	✓	✓		✓
2.	ANA	✓	✓	✓	✓
3.	BF	✓	✓	✓	✓
4.	CT	✓	✓	✓	✓
5.	EM	✓	✓	✓	✓
6.	FZA	✓			✓

7.	FA		✓	✓	✓
8.	FS			✓	✓
9.	FSA	✓		✓	✓
10.	FAA	✓	✓		✓
11.	HLR	✓	✓	✓	✓
12.	IS		✓	✓	
13.	KAA	✓	✓	✓	✓
14.	KNZ	✓	✓		✓
15.	MAD	✓		✓	✓
16.	MAD	✓	✓		✓
17.	MDA	✓	✓	✓	✓
18.	MHH	✓	✓	✓	✓
19.	OPK	✓			
20.	QHR	✓	✓	✓	✓
21.	SBB	✓	✓	✓	
22.	SO				✓
23.	PL	✓		✓	✓
TOTAL		20	16	11	17

Source: The students' learning activity in cycle II

Table 17
The Frequency Students' Learning Activities in Cycle II

No	Students Activities	Frequency	Percentage
1.	Paying attention to teacher's explanation	20	86%
2.	Asking/ answering the teachers' question	16	69%
3.	Being active in class	11	47%
4.	Doing the task given by the teacher	17	73%
The Average Percentage			68
Total Students			23

The table shows that there has been an increase in active students in the learning process. There were 20 students (90%) who paid attention to the teacher's explanation. 18 students (88%) understood the material, 20 students (98%) were able to do assignments and students (90%) were active in class. Average 70 student learning activities in cycle II by 90%.

4) Reflecting

From the learning outcomes in cycle 2, the researcher analyzed that in general, by using YouTube Islamic stories, listening skills would increase. At the end of this cycle, rescacher and collaborators analyze and calculate all processes such as students' evaluates score of cycle II.

B. Discussion

Based on the pre-survey there were several problems, such as some of the students' difficulties in listening to audio Islamic stories. Researchers chose YouTube as a medium to improve students' listening skills.

Based on the explanation of cycle I and cycle II, it can be concluded that the use of YouTube audio media can improve students' listening skills. There is an average value of progress from the pre-test which is 58, evaluates score of cycle I is 68 and becomes 74 evaluate in cycle II and the last 78 in post-test. There was an increase in the average score and the number of students who passed the pre-test, evaluate in cycle I , evaluate in cycle II and Post-test.

In improving students' abilities, researchers use YouTube audio to train students in Listening learning. Student grades increase because students have been trained using YouTube audio. The use of YouTube is a useful medium in preparing reports, so that students' listening skills can be improved. In addition, researchers used YouTube audio which contains Islamic stories to improve students' abilities. The researcher distributed a piece of paper to the

students which contained several sentences with gaps. The researcher explained the learning flow then the students worked on the questions. This activity was carried out until the end of the meeting. After doing cycle I and cycle II students increased because researchers used YouTube Islamic stories.

CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of this chapter is to explain the conclusions of this study. In addition, the researcher wants to provide advice to teachers in teaching Listening skills by using YouTube Islamic stories.

A. Conclusion

Based on the results of cycle I and cycle II, it is known that the use of YouTube Islamic story media can improve students' listening skills. This can be seen from the average pre-test score which is 58, evaluate in cycle I is 68 and becomes 74 evaluate in cycle II and the last 78 in post-test . It was found that this research was successful because the results of the students' listening skills in post-test had achieved indicators of success. Therefore, it was concluded that there was an increase in the average score and the percentage of students who achieved the pre-test and post-test.

B. Suggestion

Based on the results of the study, the researcher would like to provide some suggestions, as follows:

1. Students are expected to be more active in learning English so that students can understand and understand the material provided by the teacher and increase their knowledge, especially in listening skills.
2. It is recommended that English teachers use YouTube media to practice students' listening skills.

3. English teachers are expected to be able to provide motivation to students so that students can be more enthusiastic in learning English because many students perceive English as a subject that is difficult to learn.

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APPENDICES

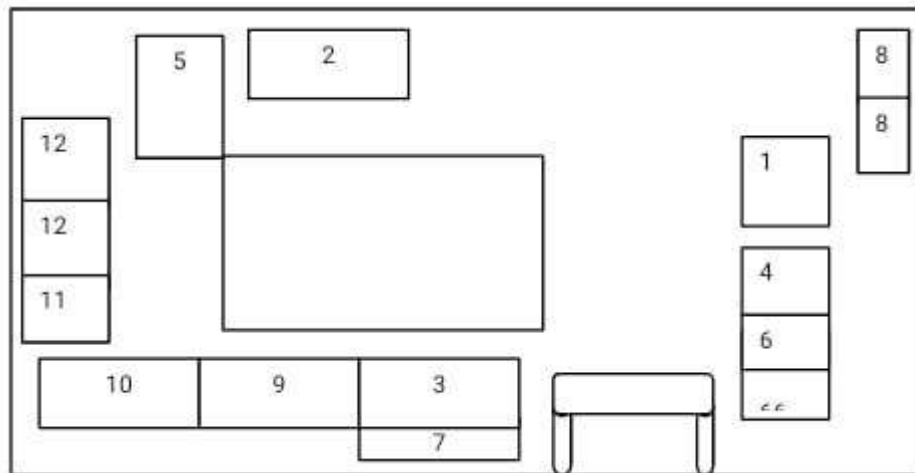
**The Formation of Teacher and Official Employes at SMP
Muhammadiyah 4 Metro**

No	Name	Subject	Occuption
1	Agus Pujianto, M.Pd		Head Master
2	Hadi Pranoto, S.T	Social	Teacher
3	M. Reza Rasyid H, S.Pdi	Fiqih Qur'an & Hadist	Teacher
4	Rusparmi	PPKn & Art	Teacher
5	Abidin, M.Pd.	English	Teacher
6	Mislan	Akidah Akhlaq Tarikh Arabic Language	Teacher
7	Lathifa Turrohmah, S.Pd	Siencie	Teacher
8	Tri Widiawati, S.Pd	Indonesian Langugae	Teacher
9	Siti Fatimah S.Pd.	Informatika	Teacher
10	Dian Verdiani, S.Pd	Mathematics	Teacher
11	Sri Utari, S.Pd	Mathematics	Teacher
12	Mely Nurmawati, S.Pd	Mathematics	Teacher
13	Rindi Citra Andini	KMD Lampung language	Teacher Teacher
14	Nouval	PJOK	Teacher
15	Nindi Rahmawati, S.Pd	PAK	Teacher

**Table 4
The Buildings of SMP Muhammadiyah 4 Metro**

No.	Name of Building	Sum
1	HeadMaster Room & Administration Room	1
2	Teachers Room	1
3	Library	1
4	Classroom	3
5	Lab of Science	2
6	Canteen	1
7	Mosque	1
8	Toilet	1
9	Hall	1

The location Sketh of SMP Muhammadiyah 4 Metro



Notes :

- 1) Administration Room & Headmaster Room
- 2) Library
- 3) Lab of Science
- 4) Teachers Room
- 5) Mosque
- 6) Canteen
- 7) Toilet
- 8) Classroom of VII
- 9) Classroom of VIII
- 10) Classroom of IX
- 11) Hall

SILABUS PEMBELAJARAN

Sekolah : SMP MUHAMMADIYAH 4 METRO

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : I (Satu)

Standar Kompetensi : Mendengarkan

(Menjabarkan makna dalam audio islamic story untuk berinteraksi dengan lingkungan sekitar).

Kompetensi Dasar	Materi pelajaran	Kegiatan Pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Siswa merespon makna yang terkandung dalam islamic story secara akurat dan lancar untuk berinteraksi dalam konteks kehidupan sehari-hari	6.1 1. Islamic story -Teks audio listening tentang kisah nabi Adam 2. Comprehen- sion - Pemahaman siswa dalam memahami maksud dan Kalimat Sederhana yang ada dalam	6.1 1. Tanya Jawab Berbagai hal terkait tema / topik islamic story yang akan dibahas 2. Mendengarkan Audio Islamic story kisah nabi Adam As. 3. Siswa mengisi teks rumpang dengan menggunakan audio yang telah di dengarkan sebelumnya.	6.1 1. Melengkapi Rumpang teks islamic story. 2. Memahami kata-kata sederhana pada audio 3. Menjelaskan secara singkat peristiwa atau cerita yang sesuai dengan audio	6.1 Mendengarkan audio	6.1 1. Mengisi teks rumpang 2. Menyusun kata acak 3. Menceritakan isi audio	6.1 1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Story telling about prophet adam with short and clearly story.	2x40 menit	Audio yang Relevan. Skrip percakapan

	gunakan siswa dan seberapa jelas arti.	ulang isi audio islamic story .							
	4. Gramatical Range - Menggunakan berbagai tenses tata bahasa.								
	5. Pronunciation - Tekanan kata, intonasi, ejaan, dan tanda baca.								

Karakteristik siswa yang diharapkan :

- Dapat dipercaya (Trustworthines)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)



Metro, 2022

V. H. H.
Vegi Mahlul Betiya
NPM: 1801071060

LESSON PLAN

School : SMP Muhammadiyah 4 Metro

Subject : English

Class/Semester : VIII / I

Time : 2 x 40 Minutes

Skill : Listening

Material : Islamic Story

A. Standard Competence

The students are expected to understand the meaning in Islamic story conversations, to interact with the closest environment.

B. Basic Competences

The students respond to the meanings contained in Islamic stories accurately and fluently to interact in the context of everyday life.

C. Indicator

1. Students can capture specific information in islamic story.
2. Students can fill in the gap text in the islamic story.
3. Students can identify aspects that exist in islamic story

D. The Purpose of Learning

1. Students can listen and understand the contents of the Islamic story in an audio.
2. Students can fill in the missing dialogue sentences.
3. Students can sort sentences based on Audio Listening (Islamic story).

E. Teaching Learning Activities

Step	Teacher activities	Students activities	Time
a) Pre Teaching Activities	(1) Praying and greeting the students. (2) Checking the attendant list. (3) Asking the students	(1) The Students answer teacher's salam. (2) The Students give response about checking attendance. (3) The Students answer about condition.	5 minutes

	condition. (4) The researcher chose the appropriate material.	(4) The Students tell about daily activities	
b) While Teaching Process	(1) The researcher used the lesson plan. (2) The researcher demonstrated to the students how to connect concepts and convey ideas about the content using Youtube Islamic story. (3) The researcher taught by using Youtube islamic Story. (4) The researcher asked the pupils to respond to material-related questions.	The students heard and respon about material. The students submit their works to the teacher.	30 Minutes
c) Post Teaching Activities.	(1) Teacher asks students to prepare for the next meeting. (2) Teacher greeted the students.	The students heard and pray the instruction of the teacher.	5 Minutes

F. Learning Media and References

Media : Audio In Youtube .
Material : Islamic Story.

G. Learning Material

The Story of Prophet Adam As

Allah made the mountains and the seas. He made all the animals , he made the heavens and the stars. He made the sun and the moon and he made the angels .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first man Adam. He taught him many things so that Adam had more knowledge than the angels.

There was one jinn, caled Iblis and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed Adam for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to help Adam, he made Hawa to be Adam's wife. They were happy and liked living in paradise.

There was however one thing they were not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and Hawa were very good and kept away from the tree. Shaytan decided to do something very naughty, he told them they were silly to keep away from the tree. He said nothing would happen if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a little taste of the fruit, just to see what I was like . Shaytan was very happy because he had made them disobey Allah . As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they had done. Allah forgave them but he wouldn't let them stay in paradise any more so he sent them to live on earth.

The story of Prophet Ayyub

A long time ago, there was a Prophet called Ayyub live in the land of Syria. He loved Allah very much. Allah made him very wise and rich, he had many fields and sheeps. He also had a big house and many servants. The village people said that Prophet Ayyub would not love Allah so much if he was poor.

Allah put Prophet Ayyub in a test, Ayyub lost sheeps all his fields and gardens dried up and he became very poor. All his family memberd died except his wife and he got very sick, but he was very patient and kept praying to Allah . Then Allah cured his illness and gave him everything better than before.

H. Evaluation

1. Technique : Skill-assessment
2. Type : Listening test
3. Instrument: Fill in the blanks, from the audio you have listened to.
4. Scoring Standar

Students Listening Assessment

Comprehension

This refers to students' understanding in understanding the intent and the response given.

Lexical Resources

This refers to the amount of vocabulary used by students and how clear the meaning is.

This includes variations of the words used and the ability to get a complete vocabulary.

Grammatical Range and Accuracy

This refers to the various structures available to students and how accurate and precise they are used. The assessment takes into account the length and complexity of listening comprehension.

Pronunciation

It refers to the student's ability to listen to intelligible utterances

Comprehension 4 (30-27)	: Excellent
3 (26-22)	: Very Good
2 (21-17)	: Good
1 (16-1)	: Poor

Lexical Resources 4 (20-18)	: Excellent
3 (17-14)	: Very Good
2 (13-10)	: Good
1 (9-7)	: Poor

Gramatical Range 4 (20-18)	: Excellent
3 (17-14)	: Very Good
2 (13-10)	: Good
1 (9-7)	: Poor

Accuracy 4 (25-22)	: Excellent
3 (21-18)	: Very Good
2 (17-11)	: Good

Pronunciation 4 (5)	: Excellent
3 (4)	: Very Good
2 (3)	: Good
1 (2)	: Poor

Comprehension (13-30), Lexical resources (7-20), Gramatical range (7-20), Accuracy (5-25) and Pronunciation (2-5). So the total of the score of listening islamic story students is 100.

Mengetahui,
Guru Mata Pelajaran



Abidin, M.Pd
NIP

Researcher

Vegi Mahlul Betiya
NPM 1801071060

Listening Skill Test

PRE-TEST

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening Skill

Name :

Class :

Instruction :

Please complete this text fill in the blank!

The story of Prophet Ayyub

A long time ago, there was a Prophet called live in the land of Syria. He loved very much. Allah made him very wise and rich, he had many fields and sheeps. He also had a big and many servants. The village said that Prophet Ayyub would not love Allah so much if he was poor.

Allah put Prophet Ayyub in a test, Ayyub lost sheeps ... his fields and gardens dried up and he became very poor. All his memberd died except his and he got very sick, but he was very patient and kept to Allah . Then Allah cured ... illness and gave him everything than before.

ANSWER:

.....

.....

.....

.....

.....

.....

Listening Skill Test

Evaluation Score of Cycle I

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening Skill

Name :

Class :

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the mountains and the seas. He made all animals , he made the heavens and the stars. He made the and the moon and he made the angels .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first man Adam. He taught him many things so that Adam had knowledge than the angels.

There was one jinn, caled Iblis and he thought he was than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to help Adam, he made Hawa to be Adam's wife. They were happy and liked in paradise.

There was however thing they were not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and Hawa were very good and kept away the tree. Shaytan decided to do something very naughty, he told them they were silly to away from the tree. He said nothing would happen if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to and thought they would have just a little taste of the fruit, just to see what I was like . Shaytan was very happy because he had them disobey Allah . As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they done, Allah forgave them but he wouldn't let them stay in paradise any more so he sent them to live on earth.

ANSWER:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Listening Skill Test

Evaluation Score of Cycle II

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening skill

Name :

Class :

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the mountains and the seas. He made all animals , he made the heavens and the stars. He made the and the moon and he made the angels .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first man Adam. He taught him many things so that Adam had knowledge than the angels. There was one jinn, caled Iblis and he thought he was than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time , Allah decided to help Adam, he made Hawa to be Adam's wife. They were happy and liked in paradise.

There was however thing they were not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and Hawa were very good and kept away the tree. Shaytan decided to do something very naughty, he told them they were silly to away from the tree. He said nothing would happen if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to and thought they would have just a little taste of the fruit, just to see what I was like . Shaytan was very happy because he had them disobey Allah . As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they done. Allah forgave them but he wouldn't let them stay in paradise any more so he sent them to live on earth.

ANSWER:

This image shows a single page from a notebook or ledger. It features approximately 20 horizontal ruling lines spaced evenly down the page. The lines are thin and dark, likely made of carbon or ink. There is no handwriting or printed text on the page. The paper has a slightly off-white or cream color, suggesting it might be aged or simply the color of the paper itself. The lighting is even across the surface, though there's a slight gradient from top to bottom. A very faint vertical line is visible near the left edge, possibly indicating a margin.

Listening Skill Test

POST TEST

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening skill

Name :

Class :

Instruction :

Please complete this text fill in the blank!

PROPHET YUNUS

A long time ago, there was a called Yunus lived in the city of Nineveh. Llah sent him to teach people about Allah. But the people did not listen to him, he got very angry and wanted to leave . He went to the and saw a about to He jumped onto the ship without thinking twice.

When the ship was in the sea a , came. Everybody got as the ship was They got hold of Prophet Yunus and threw him into the sea. A big fish came and him, soon he found him self in the fishThen he that he should not have left and then he started praying to Allah.

Allah heard Prophet's prayer and he told the fish to take Yunus into the The Prophet rested on the beach, had some fruits and then to his He again called the people to Allah and about the day of judgement. This time, everybody started listening to him.

ANSWER:

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

STUDENTS' SCORE

(Pre-Test)

Day/Date : November 28th 2022

School : SMP Muhammadiyah 4 Metro

Subject : English

MCC : 70

Class : VIII

No	Name of Students'	Score					Total
		Dis	Rec	Ident	Ident	using	
1	Amira Prudent S. N	11	21	14	12	8	66
2	Aqila Nurul Afifah	22	13	15	18	3	71
3	Bagus Firzatullah	10	10	23	12	7	62
4	Cellina Tasyandria	12	10	25	15	4	64
5	Eva Mona	10	12	12	8	2	44
6	Fahira Zahra Amelia	21	14	11	14	6	66
7	Faiza Azzahra	23	11	10	16	8	68
8	Farrel Saputra	14	10	16	10	8	54
9	Fasya Salma Azizah	20	15	20	7	8	70
10	Fatimah Abdillah Al A.	11	10	12	12	6	51
11	Humairo Luthfi Riyanti	18	14	15	13	4	64
12	Isabella Saputri	16	16	17	24	3	67
13	Kaysan Aidan Ali	25	15	13	17	5	72
14	Khansa Nafisa Zahra	15	13	12	12	3	55
15	M. Ammar Daffa	19	12	13	14	2	60
16	M. Ammar Daffi	16	12	13	10	4	55
17	M. Dzakwan Al Faruq	21	14	11	10	5	61
18	M. Hafidz Hasyim	22	12	12	20	7	63
19	Okta Putri Khairany	22	15	15	12	8	72

20	Q Ibni Hydan Rafa	12	11	13	10	6	52
21	Salsa Billa Balqis	17	20	15	13	2	67
22	Serly Oktavia	15	23	12	6	4	70
23	Putri Lestari	20	15	13	12	5	65
	Total						1.324
	Average						58
	High Score						72
	Lowbest Score						44

STUDENTS' SCORE
(Evaluation Score of Cycle 1)
Day/Date : December 5th 2022

School : SMP Muhammadiyah 4 Metro

Subject : English

MCC : 70

Class : VIII

No	Name of Students'	Score					Total
		Dis	Rec	Ident	Ident	using	
1	Amira Prudent S. N	17	21	14	12	8	72
2	Aqila Nurul Afifah	22	14	15	18	3	73
3	Bagus Firzatullah	10	10	23	17	7	65
4	Cellina Tasyandria	23	10	17	15	5	65
5	Eva Mona	20	18	12	8	2	60
6	Fahira Zahra Amelia	21	14	19	14	6	75
7	Faiza Azzahra	23	13	10	16	8	70
8	Farrel Saputra	14	10	16	10	8	62
9	Fasya Salma Azizah	20	15	20	16	6	72
10	Fatimah Abdillah Al A.	25	10	15	15	5	70
11	Humairo Luthfi Riyanti	18	14	15	13	7	67
12	Isabella Saputri	16	16	19	24	5	70
13	Kaysan Aidan Ali	25	15	13	17	5	75
14	Khansa Nafisa Zahra	15	13	21	8	2	60
15	M. Ammar Daffa	19	11	15	15	5	65
16	M. Ammar Daffi	20	16	13	10	4	60
17	M. Dzakwan Al Faruq	21	25	19	12	4	81
18	M. Hafidz Hasyim	25	12	10	9	3	59
19	Okta Putri Khairany	27	15	15	12	8	75

20	Q Ibni Hydan Rafa	17	11	13	10	6	57
21	Salsa Billa Balqis	19	21	20	8	2	70
22	Serly Oktavia	20	20	22	7	3	72
23	Putri Lestari	20	15	15	16	4	70
	Total						1.568
	Average						68
	High Score						84
	Low best Score						57

STUDENTS' SCORE
(Evaluation Score of Cycle II)
Day/Date : Desember 6th 2022

School : SMP Muhammadiyah 4 Metro

Subject : English

MCC : 70

Class : VIII

No	Name of Students'	Score					Total
		Dis	Rec	Ident	Ident	using	
1	Amira Prudent S. N	17	23	14	16	5	75
2	Aqila Nurul Afifah	25	18	17	18	4	82
3	Bagus Firzatullah	20	10	23	19	7	70
4	Cellina Tasyandria	23	20	17	15	5	80
5	Eva Mona	20	18	12	13	2	65
6	Fahira Zahra Amelia	21	24	19	10	4	78
7	Faiza Azzahra	23	13	15	16	8	75
8	Farrel Saputra	14	10	16	17	8	65
9	Fasya Salma Azizah	20	13	20	16	6	75
10	Fatimah Abdillah Al A.	25	20	10	15	5	75
11	Humairo Luthfi Riyanti	18	17	15	13	7	70
12	Isabella Saputri	16	16	18	20	5	75
13	Kaysan Aidan Ali	25	15	13	17	6	76
14	Khansa Nafisa Zahra	15	13	22	20	5	75
15	M. Ammar Daffa	19	21	15	15	5	75
16	M. Ammar Daffi	20	16	13	12	4	65
17	M. Dzakwan Al Faruq	26	25	20	14	4	88
18	M. Hafidz Hasyim	25	23	11	11	5	75
19	Okta Putri Khairany	27	15	18	12	8	80

20	Q Ibni Hydan Rafa	20	17	15	17	6	75
21	Salsa Billa Balqis	19	21	20	18	2	80
22	Serly Oktavia	20	20	22	15	3	80
23	Putri Lestari	23	15	17	16	4	75
	Total						1.728
	Average						74
	High Score						88
	Low best Score						65

STUDENTS' SCORE**(POST TEST)****Day/Date : Desember 15th 2022****School : SMP Muhammadiyah 4 Metro****Subject : English****MCC : 70****Class : VIII**

No	Name of Students'	Score					Total
		Dis	Rec	Ident	Ident	using	
1	Amira Prudent S. N	20	21	14	17	8	80
2	Aqila Nurul Afifah	22	21	18	18	6	85
3	Bagus Firzatullah	18	20	13	17	7	75
4	Cellina Tasyandria	23	20	17	15	5	85
5	Eva Mona	20	18	12	18	2	70
6	Fahira Zahra Amelia	25	14	19	14	6	78
7	Faiza Azzahra	23	18	15	16	8	80
8	Farrel Saputra	14	15	16	14	8	67
9	Fasya Salma Azizah	20	19	20	16	6	80
10	Fatimah Abdillah Al A.	25	16	20	10	5	76
11	Humairo Luthfi Riyanti	23	17	15	13	7	75
12	Isabella Saputri	16	16	19	24	5	80
13	Kaysan Aidan Ali	25	15	16	17	5	78
14	Khansa Nafisa Zahra	24	13	21	16	6	80
15	M. Ammar Daffa	21	15	17	15	5	78
16	M. Ammar Daffi	20	18	13	10	4	65
17	M. Dzakwan Al Faruq	21	25	19	19	6	90
18	M. Hafidz Hasyim	25	12	23	13	3	76
19	Okta Putri Khairany	27	19	14	17	8	80

20	Q Ibni Hydan Rafa	15	25	13	19	6	78
21	Salsa Billa Balqis	19	23	20	18	2	82
22	Serly Oktavia	20	20	22	10	8	80
23	Putri Lestari	20	25	15	16	4	80
	Total						1.799
	Average						78
	High Score						90
	Low best Score						65

ATTENDANCE LIST OF CYCLE 1

CLASS : VIII

DATE : Desember 5th 2022

No.	NAME	SIGNATURE	
1.	Amira Prudent S. N	1. <i>Ami</i>	
2.	Aqila Nurul Afifah		2. <i>Aqila</i>
3.	Bagus Firzatullah	3. <i>Bagus</i>	
4.	Cellina Tasyandria		4. <i>Cellina</i>
5.	Eva Mona	5. <i>Eva</i>	
6.	Fahira Zahra Amelia		6. <i>Fahira</i>
7.	Faiza Azzahra	7. <i>Faiza</i>	
8.	Farrel Saputra		8. <i>Farrel</i>
9.	Fasya Salma Azizah	9. <i>Fasya</i>	
10.	Fatimah Abdillah Al A.		10. <i>Fatimah</i>
11.	Humairo Luthfi Riyanti	11. <i>Humairo</i>	
12.	Isabella Saputri		12. <i>Isabella</i>
13.	Kaysan Aidan Ali	13. <i>Kaysan</i>	
14.	Khansa Nafisa Zahra		14. <i>Khansa</i>
15.	M. Ammar Daffa	15. <i>M. Ammar</i>	
16.	M. Ammar Daffi		16. <i>M. Ammar</i>
17.	M. Dzakwan Al Faruq	17. <i>M. Dzakwan</i>	
18.	M. Hafidz Hasyim		18. <i>M. Hafidz</i>
19.	Okta Putri Khairany	19. <i>Okta</i>	
20.	Q Ibni Hydan Rafa H.Ss		20. <i>Q Ibni</i>

21.	Salsa Billa Balqis	21. Sals	
22.	Serly Oktavia		22. Serly
23.	Putri Lestari	23. Putri	

ATTENDANCE LIST OF CYCLE II

CLASS : VIII

DATE : Desember 6th 2022

No.	NAME	SIGNATURE	
1.	Amira Prudent S. N	1. <i>Ami</i>	
2.	Aqila Nurul Afifah		2. <i>Ael</i>
3.	Bagus Firzatullah	3. <i>Beus</i>	
4.	Cellina Tasyandria		4. <i>Cet</i>
5.	Eva Mona	5. <i>Euy</i>	
6.	Fahira Zahra Amelia		6. <i>Fwla</i>
7.	Faiza Azzahra	7. <i>Ful</i>	
8.	Farrel Saputra		8. <i>Suf</i>
9.	Fasya Salma Azizah	9. <i>Ascelpr</i>	
10.	Fatimah Abdillah Al A.		10. <i>Ruy</i>
11.	Humairo Luthfi Riyanti	11. <i>Hsuo</i>	
12.	Isabella Saputri		12. <i>Isa</i>
13.	Kaysan Aidan Ali	13. <i>Kail</i>	
14.	Khansa Nafisa Zahra		14. <i>Hunt</i>
15.	M. Ammar Daffa	15. <i>Direll</i>	
16.	M. Ammar Daffi		16. <i>Asas</i>
17.	M. Dzakwan Al Faruq	17. <i>Hus</i>	
18.	M. Hafidz Hasyim		18. <i>Aus</i>
19.	Okta Putri Khairany	19. <i>Okta</i>	
20.	Q Ibni Hydan Rafa H.Ss		20. <i>Hsbn</i>

21.	Salsa Billa Balqis	21.	<i>Sura</i>
22.	Serly Oktavia		22. <i>Sul</i>
23.	Putri Lestari	23.	<i>Dasy</i>

Listening Skill Test

PRE TEST

Subject/Sub Mater : English/Listening
 Sub Subject Matter : Listening skill
 Name : muhamad Dzakwan Al - Faruq
 Class : XII

61

Instruction :

Please complete this text fill in the blank!

The story of Prophet Ayyub

A long time ago, there was a Prophet called live in the land of Syria. He loved very much. Allah made him very wise and rich, he had many fields and sheeps. He also had a big and many servants. The village said that Prophet Ayyub would not love Allah so much if he was poor.

Allah put Prophet Ayyub in a test, Ayyub lost sheeps ... his fields and gardens dried up and he became very poor. All his memberd died except his and he got very sick, but he was very patient and kept to Allah . Then Allah cured ... illness and gave him everything than before.

Answer :

1. Ayub
2. Allah
3. house
4. people x
5. All
6. Family
7. wife x
8. preyly x
9. his
10. better x

Listening Skill Test

PRE TEST

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening skill

Name : Salsa Billa Badgis

Class : VIII

Instruction :

Please complete this text fill in the blank!

The story of Prophet Ayyub

A long time ago, there was a Prophet called live in the land of Syria. He loved very much. Allah made him very wise and rich, he had many fields and sheeps. He also had a big and many servants. The village said that Prophet Ayyub would not love Allah so much if he was poor.

Allah put Prophet Ayyub in a test, Ayyub lost sheeps ... his fields and gardens dried up and he became very poor. All his memberd died except his and he got very sick, but he was very patient and kept to Allah . Then Allah cured ... illness and gave him everything than before.

Answer :

- 1 Ayub
- 2 Allah
- 3 House x
- 4 People
- 5 All
- 6 fameli x
- 7 waive x
- 8 Praying
- 9 better His
- 10 better x

Listening Skill Test

POST-TEST 1

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening Skill

Name : Aqla nur(Aff'ah

Class : VIII

73

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the mountains and the seas. He made all animals , he made the heavens and the stars. He made the and the moon and he made the angels .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first man Adam. He taught him many things so that Adam had knowledge than the angels.

There was one jinn, called Iblis and he thought he was than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was a very nice place but Adam was a little lonely , on his own all of the time . Allah decided to help Adam, he made Hawa to be Adam's wife. They were happy and liked in paradise.

There was however thing they were not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and Hawa were very good and kept away the tree. Shaytan decided to do something very naughty, he told them they were silly to away from the tree. He said nothing would happen if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to and thought they would have just a little taste of the fruit, just to see what it was like . Shaytan was very happy because he had them disobey Allah . As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they done, Allah forgave them but he wouldn't let them stay in paradise any more so he sent them to live on earth.

Answer :

1. The
2. can x
3. More
4. better
5. Adam
6. Lifting x
7. one
8. from
9. keep
10. Sharpen x
11. med x
12. had

Listening Skill Test

POST-TEST 1

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening Skill

Name : Muhamad Dzakwan Al-Farug

Class : VIII

81

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the mountains and the seas. He made all animals , he made the heavens and the stars. He made the and the moon and he made the angels .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first man Adam. He taught him many things so that Adam had knowledge than the angels.

There was one jinn, caled Iblis and he thought he was than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to help Adam, he made Hawa to be Adam's wife. They were happy and liked in paradise.

There was however thing they were not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and Hawa were very good and kept away the tree. Shaytan decided to do something very naughty, he told them they were silly to away from the tree. He said nothing would happen if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to and thought they would have just a little taste of the fruit, just to see what I was like . Shaytan was very happy because he had them disobey Allah . As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they done. Allah forgave them but he wouldn't let them stay in paradise any more so he sent them to live on earth.

Answer :

1. The

2. sun

3. moor x

4. better

5. Adam

6. Living x

7. one

8. from

9. keep

10. Sitan x

11. Made

12. had x

Listening Skill Test

POST-TEST 1

Subject/Sub Mater : English/Listening
 Sub Subject Matter : Listening Skill
 Name : Salga Billa Balqis
 Class : VIII

70

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the mountains and the seas. He made all animals , he made the heavens and the stars. He made the and the moon and he made the angels .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first man Adam. He taught him many things so that Adam had knowledge than the angels.

There was one jinn, caled Iblis and he thought he was than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed for what had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to help Adam, he made Hawa to be Adam's wife. They were happy and liked in paradise.

There was however thing they were not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and Hawa were very good and kept away the tree. Shaytan decided to do something very naughty, he told them they were silly to away from the tree. He said nothing would happen if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to..... and thought they would have just a little taste of the fruit, just to see what I was like . Shaytan was very happy because he had them disobey Allah . As soon as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they done. Allah forgave them but he wouldn't let them stay in paradise any more so he sent them to live on earth.

Answer :

- 1 the
- 2 Sun
- 3 mox x
- 4 better
- 5 adam
- 6 Lifting x
- 7 one
- 8 Form x
- 9 kip x
- 10 ~~Shaytan~~ Shaytan
- 11 made
- 12 had

Listening Skill Test

POST TEST II

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening Skill

Name : Aqila nur Affifah

Class : VIII



Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the and the seas. He made all the animals , he made the heavens and the stars. He made the sun and the moon and he made the.... The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first ... Adam. He taught him many things so that Adam had more knowledge than the angels.

There was one jinn, caled and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed Adam for had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to Adam, he made Hawa to be Adam's wife. They were happy and liked living in paradise.

There was however one thing they not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and were very good and kept away from the tree. Shaytan decided to do something very naughty, he told them they were silly to keep away from the tree. He said nothing would if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a taste of the fruit, just to see what I was like . Shaytan was very happy because he had made them disobey Allah . As as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they had done. Allah forgave them but he wouldn't let them stay in any more so he sent them to live on earth.

Answer :

1. montains X

2. Angels

3. men X

4. Iblis

5. What

6. help

7. were

8. Hana

9. Happen

10. little

11. soon

12. perediss X

Listening Skill Test

POST TEST II

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening Skill

Name : Muhamad Dzakwan PL - Faruq

Class : VII

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the and the seas. He made all the animals , he made the heavens and the stars. He made the sun and the moon and he made the.... .The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first ... Adam. He taught him many things so that Adam had more knowledge than the angels.

There was one jinn, caled and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed Adam for had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to Adam, he made Hawa to be Adam's wife. They were happy and liked living in paradise.

There was however one thing they not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and were very good and kept away from the tree. Shaytan decided to do something very naughty, he told them they were silly to keep away from the tree. He said nothing would if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a taste of the fruit, just to see what I was like . Shaytan was very happy because he had made them disobey Allah . As as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they had done. Allah forgave them but he wouldn't let them stay in any more so he sent them to live on earth.

Answer :

1. motens x

2. angels

3. men

4. 16/15

5. what

6. help

7. are

8. Hawa

9. Happen

10. little

11. soon

12. paradise

Listening Skill Test

POST TEST II

Subject/Sub Mater : English/Listening
 Sub Subject Matter : Listening Skill
 Name : Salsa Billa Balqis
 Class : VII

80

Instruction :

Please complete this text fill in the blank!

The Story of Prophet Adam As

Allah made the and the seas. He made all the animals , he made the heavens and the stars. He made the sun and the moon and he made the.... The angels were like Allah's servants and did everything he ordered. Then Allah decided to make a man , he called this first ... Adam. He taught him many things so that Adam had more knowledge than the angels.

There was one jinn, caled and he thought he was better than Adam so Allah would not let him stay with the other angels. He was to be called Shaytan', the devil. Shaytan blamed Adam for had happened to him and was very angry. Allah let Adam live in a beautiful place because he was good, the place was called paradise. It was is very nice place but Adam was a little lonely , on his own all of the time . Allah decided to Adam, he made Hawa to be Adam's wife. They were happy and liked living in paradise.

There was however one thing they not allowed to do . There was a special tree and Allah had told them they must not eat any fruit from that tree. At first Adam and were very good and kept away from the tree. Shaytan decided to do something very naughty, he told them they were silly to keep away from the tree. He said nothing would if they ate its fruit he said the fruit was delicious and they should try it.

After a while they began to listen to Shaytan and thought they would have just a taste of the fruit, just to see what I was like . Shaytan was very happy because he had made them disobey Allah . As as they had eaten the fruit, Adam and Hawa realised that they had been very naughty and they felt guilty for what they had done. Allah forgave them but he wouldn't let them stay in any more so he sent them to live on earth.

Answer :

1. Mountens x

2. Angels

3. Man

4. Iblis

5. What

6. Help

7. Were

8. Hawn

9. Happen

10. Little

11. Son x

12. Paredase x

Listening Skill Test

POST TEST

Subject/Sub Mater : English/Listening
 Sub Subject Matter : Listening skill
 Name : Aqila nurul Afifah
 Class : VIII

Instruction :

Please complete this text fill in the blank!

8.5

PROPHET YUNUS

A long time ago, there was a called Yunus lived in the city of Nineveh. Llah sent him to teach people about Allah. But the people did not listen to him, he got very angry and wanted to leave . He went to the and saw a about to He jumped onto the ship without thinking twice.

When the ship was in the sea a, came. Everybody got as the ship was They got hold of Prophet Yunus and threw him into the sea. A big fish came and him, soon he found him self in the fish Then he that he should not have left and then he started praying to Allah.

Allah heard Prophet's prayer and he told the fish to take Yunus into the The Prophet rested on the beach, had some fruits and then to his He again called the people to Allah and about the day of judgement. This time, everybody started listening to him.

ANSWER:

1. prophet
2. sea sher X
3. ship
4. seil X
5. ferrihal
6. storm
7. scared

9. swallowed
10. stomach
11. realised
12. shore
13. returned
14. hometown X
15. warned

Listening Skill Test

POST TEST

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening skill

Name : muhamad Dzakwan Al-Farug

Class : VIII

Instruction :

Please complete this text fill in the blank!



PROPHET YUNUS

A long time ago, there was a called Yunus lived in the city of Nineveh. Llah sent him to teach people about Allah. But the people did not listen to him, he got very angry and wanted to leave . He went to the and saw a about to He jumped onto the ship without thinking twice.

When the ship was in the sea a, came. Everybody got as the ship was They got hold of Prophet Yunus and threw him into the sea. A big fish came and him, soon he found him self in the fish Then he that he should not have left and then he started praying to Allah.

Allah heard Prophet's prayer and he told the fish to take Yunus into the The Prophet rested on the beach, had some fruits and then to his He again called the people to Allah and about the day of judgement. This time, everybody started listening to him.

ANSWER:

1. prophet
2. sailor X
3. ship
4. sail
5. terrible
6. storm
7. Scared
8. overloaded

9. swallowed
10. stomach
11. realised
12. shore
13. returned
14. hometown
15. warned

Listening Skill Test

POST TEST

Subject/Sub Mater : English/Listening

Sub Subject Matter : Listening skill

Name : Salsa Bika Balqis

Class : VIII

Instruction :

Please complete this text fill in the blank!

B2

PROPHET YUNUS

A long time ago, there was a called Yunus lived in the city of Nineveh. Llah sent him to teach people about Allah. But the people did not listen to him, he got very angry and wanted to leave . He went to the and saw a about to He jumped onto the ship without thinking twice.

When the ship was in the sea a , came. Everybody got as the ship was They got hold of Prophet Yunus and threw him into the sea. A big fish came and him, soon he found him self in the fishThen he that he should not have left and then he started praying to Allah.

Allah heard Prophet's prayer and he told the fish to take Yunus into the The Prophet rested on the beach, had some fruits and then to his He again called the people to Allah and about the day of judgement. This time, everybody started listening to him.

ANSWER:

1. Prophet
2. Seashor
3. ship
4. Sail
5. terrible
6. Storm x
7. Scared
8. overboard x

9. Swallowed
10. stomach
11. realised
12. Shore
13. Returned
14. hometown
15. warned x

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

POST-TEST I

Researcher Activities	Good	Enough	Low
1. Pre-Teaching			
a. Preparing the lesson		✓	
b. Preparing the material		✓	
c. Class opening ability			✓
2. While-teaching			
a. Informing the objective of learning		✓	
b. Explaining the material using YouTube		✓	
c. Guiding the students to follow the lesson		✓	
3. Post-teaching			
a. Concluding the result of learning		✓	
b. Class closing ability			✓
Tick (✓) for each positive effect			

Metro, 2022



OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

POST-TEST 2

Researcher Activities	Good	Enough	Low
1. Pre-Teaching			
a. Preparing the lesson	✓		
b. Preparing the material		✓	
c. Class opening ability		✓	
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material using YouTube	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability		✓	
Tick (✓) for each positive effect			

Metro, 2022



OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE I

Subject : English
 Class : VIII/Ganjil
 School : SMP Muhammadiyah 4 Metro

No.	Student's Name	The Aspects that are observed			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	AP	✓	✓		✓
2.	ANA	✓		✓	✓
3.	BF		✓		✓
4.	CT	✓	✓	✓	✓
5.	EM	✓			
6.	F2A	✓	✓	✓	
7.	FA	✓	✓		✓
8.	FS			✓	✓
9.	FSA		✓		
10.	FAA	✓			✓
11.	HLR		✓	✓	✓
12.	IS	✓	✓		
13.	KAA	✓			✓
14.	KH2	✓	✓		
15.	MAD	✓			✓
16.	MAD		✓		
17.	MDA	✓		✓	✓
18.	MHH		✓		✓
19.	OPK	✓			
20.	QHR	✓	✓		✓
21.	SBB	✓		✓	
22.	SO	✓	✓		
23.	PL	✓			✓
TOTAL		17	13	7	14

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. Paying attention of teacher's explanation = $\frac{17}{23} \times 100\% = 73\%$
 2. Asking and answering the teacher's question = $\frac{13}{23} \times 100\% = 56\%$
 3. Being active in class = $\frac{7}{23} \times 100\% = 30\%$
 4. Doing the task given by teacher = $\frac{14}{23} \times 100\% = 60\%$



Metro, 2022
 The Reseacher

Vega
 Vega Mahlul Betia
 Npm: 1801071060

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

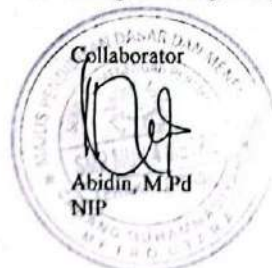
CYCLE II

Subject : English
 Class : VIII/Ganjil
 School : SMP Muhammadiyah 4 Metro

No.	Student's Name	The Aspects that are observed			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	Ap	✓	✓		✓
2.	ANA	✓	✓	✓	✓
3.	Bf	✓	✓	✓	✓
4.	CT	✓	✓	✓	✓
5.	EM	✓	✓	✓	✓
6.	FZA	✓			✓
7.	PA		✓	✓	✓
8.	PS			✓	✓
9.	PSA	✓		✓	✓
10.	FAA	✓	✓		✓
11.	HUR	✓	✓	✓	✓
12.	IS		✓	✓	
13.	KAA	✓	✓	✓	✓
14.	KN2	✓	✓		✓
15.	MAD	✓		✓	✓
16.	MAD	✓	✓		✓
17.	MDA	✓	✓	✓	✓
18.	MHH	✓	✓	✓	✓
19.	OPK	✓			
20.	QAR	✓	✓	✓	✓
21.	SBB	✓	✓	✓	
22.	SO	✓			✓
23.	PL	✓		✓	✓
TOTAL		20	16	11	17

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 5. Paying attention of teacher's explanation = $\frac{20}{23} \times 100\% = 86\%$
 6. Asking and answering the teacher's question = $\frac{16}{23} \times 100\% = 69\%$
 7. Being active in class = $\frac{11}{23} \times 100\% = 47\%$
 8. Doing the task given by teacher = $\frac{17}{23} \times 100\% = 73\%$



Metro, 2022
 The Researcher

Vega
 Vega Mahlul Betia
 Npm: 1801071060

FIELD NOTES

Cycle		Note Students' Attitude
Cycle 1	1 st Meeting	<ol style="list-style-type: none"> 1. Most of the students less could not focus to the teacher in front. 2. Most of the students less pay attention to the teacher.
	2 nd Meeting	<ol style="list-style-type: none"> 1. Most of the students still could not focus to the teacher in front. 2. Some of the students are noisy to chit with their friends and walk come and there, another was just silent. 3. Most of the students had unclear instruction. 4. Most of the students did the test confusedly 5. The score of the test were poor 6. Teacher delivered instruction (spook) to fast and dominated in English
Cycle 2	3 th Meeting	<ol style="list-style-type: none"> 1. Most of the students were start focus to the students. 2. The students were start understand of English learning.
	4 th Meeting	<ol style="list-style-type: none"> 1. Most of the students were focus to the teacher 2. The students's activities were very active 3. The students felt enjoylable 4. Most of the students got instruction clearly 5. The students more active and they are brave to answer the teachers question 6. Most of the students done the post easily.

Metro, Desember 2022
Observer,



Vigi Mahlul Betiya
NPM 1801071060

IMPROVING LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO

by Vegi Mahlul Betiya Sn : 1801071060

Submission date: 23-Dec-2022 01:17PM (UTC+0700)

Submission ID: 1986099880

File name: 83_VEGI_M AHLUL_BETIYA_-_1801071060.docx (207.16K)

Word count: 9858

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IMPROVING LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO

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

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

SURAT TUGAS

Nomor: B- 4796/In.28/D.1/TL.01/11/2022

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

Nama : **VEGI MAHLUL BETIYA**
NPM : 1801071060
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 10 November 2022

Mengetahui,
Pejabat Setempat

Agus Purnanto, M.Pd.

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

Nomor : B- 4797/In.28/D.1/TL.00/11/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 4
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B- 4796/In.28/D.1/TL.01/11/2022, tanggal 10 November 2022 atas nama saudara:

Nama : **VEGI MAHLUL BETIYA**
NPM : 1801071060
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 November 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA

SMP MUHAMMADIYAH 4 METRO

TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 47/ SMPM4/ 11/ 2022
Lampiran : -
Perihal : **Balasan Permohonan Izin Research**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan
Di –
IAIN Metro

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: **B-4797/In.28/D.1/TL.00/11/2022** berkenaan dengan izin research tertanggal 10 November 2022, maka dengan ini kami menerangkan mahasiswa di bawah ini:

Nama : **VEGI MAHLUL BETIYA**
NPM : **1801071060**
Semester : **9 (Sembilan)**
Jurusan : **Tadris Bahasa Inggris**
Judul : **IMPROVING LISTENING SKILLS THROUGH YOUTUBE
ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO**

Telah kami setuju untuk melakukan research/ survey di SMP Muhammadiyah 4 Metro.

Demikian surat ini kami sampaikan, dan atas kerja samanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Metro, 23 November 2022
Kepala SMP Muhammadiyah 4 Metro

Agus Pujiyanto, M.Pd.
NBM. 1042089



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

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

Nomor : /In.28/J/TL.01/00/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
AGUS PUJANTO, M.Pd SMP
MUHAMMADIYAH 4 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **VEGI MAHLUL BETIYA**
NPM : 1801071060
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING LISTENING SKILLS THROUGH YOUTUBE AT
SMP MUHAMMADIYAH 4 METRO

untuk melakukan prasurvey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA

SMP MUHAMMADIYAH 4 METRO

TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 33/ SMPM4/ 09/ 2022

Lampiran : -

Perihal : **Pemberitahuan**

Kepada Yth.

Kutua Jurusan IAIN Metro

Di -

Tempat

Assalamu'alaikum Wr. Wb

Dengan Hormat,

Berdasarkan surat pengantar Izin Prasurvey dari Institut Agama Islam Negeri Metro dengan Nomor: /In.28/J/TL.01/00/2022. Maka kami memberi izin kepada Mahasiswa tersebut untuk melakukan Prasurvey di SMP Muhammadiyah 4 Metro. Pihak sekolah merekomendasikan kepada mahasiswa di bawah ini:

Nama : Vegi Mahlul Betiya

NPM : 1801071060

Semester : 9 (Sembilan)

Jurusan : Tadris Bahasa Inggris

Judul : IMPROVING LISTENING SKILLS THROUGHT YOUTUBE AT
SMP MUHAMMADIYAH 4 METRO

Demikian pemberitahuan ini, atas perhatian dan kerjasama yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Metro, 28 September 2022

Kepala SMP Muhammadiyah 4 Metro

[Handwritten Signature]

Agus Pujiyanto, M.Pd.

NBM. NBM.1042089



**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

Telpon (0725) 41507, Faksimili (0725) 47296, Website. www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4715/In.28.1/J/TL.00/11/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **VEGI MAHLUL BETIYA**
NPM : 1801071060
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING LISTENING SKILLS THROUGH YOUTUBE ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 November 2022

Ketua Jurusan,



Andianto M. Pd

NIP 19871102 201503 1 004



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Vegi Mahlul Betiya
 NPM : 1801071060
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : IMPROVING LISTENING SKILLS THROUGH YOUTUBE
 ISLAMIC STORY AT SMP MUHAMMADIYAH 4 METRO

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Desember 2022

Ketua Prodi TBI

Andianto M.Pd.

NIP./1987 1102 201503 1 004



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1565/ln.28/S/U.1/OT.01/12/2022**

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

Nama : Vegi Mahlul Betiya
NPM : 1801071060
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071060

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 07 Desember 2022

Kepala Perpustakaan

Asad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

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

Nama : Vegi Mahlul Betiya
NPM : 1801071060

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Senin/30 Mei	Aria Septi Anggaira M.Pd	Chapter 1 Background of study	
2	Kamis/2 Juni	Dr. Aria Septi Anggaira M.Pd	Chapter I & Chapter 2	
3	Senin/27 Juni	Dr. Aria Septi Anggaira M.Pd	Chapter I, Chapter 2, and Chapter 3	
4	Jum'at/ 3 Juli	Dr. Aria Septi Anggaira M.Pd	Chapter 3.	
5	Kamis/ 18 Agustus	Dr. Aria Septi Anggaira M.Pd	Chapter 1, 2, 3	
6	Senin/ 19 September	Dr. Aria Septi Anggaira M.Pd	Acc for Seminar Propa.	

Mengetahui
Ketua Jurusan TBI

Andhanto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd

NIP. 19790929 200502 2 006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Vegi Mahlul Betiya
 NPM : 1801071060

Prodi : TBI
 Semester : IX

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	22 nd of November		APD	
2.	23 rd of November		Acc APD	
3.	9 of December		Chapter 4 & 5	
4.	14 of December		Chapter 4, 5, and APD	
5.	26 of December		Abstract	
			Acc for Menadisa	

Mengetahui,
 Ketua Prodi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Aria Septi Anggaira, M.Pd.
 NIP. 19790929 200502 2 006

Documentation of Pre-test



Documentation of Evaluate for cycle 1



Documentation of Evaluate for cycle II



Documentation of Post test



CURICULUM VITAE



The writer name is Vegi Mahlul Betiya. The writer is the second child of Mr. Nur Khamid and Mrs. Ida Royani. The writer was born in Banyuwangi, September 27 1999. The writer address at Bumi Jaya Village, Negara Batin District, Way Kanan Regency. The writer completed at Tk Dharma Pertiwi Bumi Jaya , graduated in 2006 Elementary School (SD) SDN 01 Bumi Jaya, graduated in 2012. The writer continued to Junior high school 02 Negara Batin, graduated in 2015. Continued Senior high school at SMA Hidayatul Muslihin Bumi Jaya and graduated in 2018. Then the writer continued his studies at IAIN Metro Lampung by taking the concentration in the Department of English Education (TBI).