THE USE OF AUDIOVISUAL MEDIA TO IMPROVE
STUDENTS’ LISTENING SKILLS

(A Classroom Action Research of the Eighth Grade
Students of Mts Assalafi Susukan In The Academic Year
of 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of
the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

By:

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SALATIGA
2019
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The one who signed below:

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Department : English Education Department

Faculty : Teacher Training and Education Faculty

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Salatiga, February 15th 2019

The researcher,

Muhammad Luqman Hakim
NIM. 113 14 145
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious and the Most Merciful

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This declaration is written by the researcher, and he hopes that this declaration can be understood.

Salatiga, February 14th 2019

The researcher

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NIM.113 14 145
Ruwandi, S. Pd. M. A. 

The Lecturer of English Education Department
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Salatiga, February 14th 2019

ATTENTIVE COUNSELOR NOTE

Case: Muhammad Luqman Hakim’s Graduating Paper

Dear,

Dean of Teacher Training
and Educational Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Muhammad Luqman Hakim’s graduating paper entitled THE USE OF AUDIOVISUAL MEDIA TO IMPROVE STUDENTS’ LISTENING SKILLS AT THE EIGHTH GRADE STUDENTS OF MTs ASSALAFI SUSUKAN IN THE ACADEMIC YEAR OF 2018/2019, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Educational Faculty. I hope this graduating paper will be examined as soon as possible.

Wasalamu’alaikum Wr. Wb

Counselor,

Ruwandi, S. Pd. M. A.
NIP. 19661225 200003 1 002
A GRADUATING PAPER

THE USE OF AUDIOVISUAL MEDIA TO IMPROVE STUDENTS’ LISTENING SKILLS

(A Classroom Action Research of the Eighth Grade Students of Mts Assalafi

Susukan in the Academic Year of 2018/2019)

WRITTEN BY:
MUHAMMAD LUQMAN HAKIM
NIM. 113 14 145

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 14th, 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Noor Maliah, Ph.D
Secretary : Dr. Ruwandhi, M.A.
First examiner : Dr. Setia Rini, M.Pd
Second examiner : Dr. Maslihatul Umami, MA

Salatiga, March 22nd 2019

Dean

Ruwardi, M.Pd.
NIP. 196701211999031002
MOTTO

 إنَّ مَعَ الْعُسْرِ يُسْرًا
“Indeed, with hardship (will be) ease”
- QS. Al-Insyirah :6

“Live simply so that others simply live”.

(Mahatma Gandhi)

“It’s better to hated for what you are, than to be loved for what you’re not”.

(Kurt Cobain)
DEDICATION

This graduating paper is dedicated to:

- Allah SWT and Prophet Muhammad SAW who always bless me and listen to all my wishes
- My beloved parents Suyuth Ahmadi and Siti Chakimah. Who always love and support me. You are my inspiration in my life.
- My beloved old sisters, Nur Istiqomah and her little family, Uswatun Hasanah and her little family. My beloved big brother Muhammad Aminudin Al-anshori who always cheers up my day.
- My big family who supported my education.
- All of my lovely friends who love me as always and give me spirit to finish this graduating paper.
- All my friends of State Institute for Islamic Studies (IAIN) Salatiga especially English Education Department 2014.
ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

*Assalamua’alaikum Wr. Wb.*

*Alhamdulillahhirrabil‘alamin,* all praises to Allah SWT, the most Gracious and the most Merciful who always bless and helps the researcher so the researcher could finish the graduating paper. Bless and mercies are upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without support, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Mr. Dr. Rahmad Haryadi, M.Pd, the Rector of Institute for Islamic Studies (IAIN) of Salatiga.

2. Mr. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

3. Mrs. Noor Maliah, Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

4. Mr. Dr. Ruwandi, S. Pd. M.A., the counselor who has educated, supported, directed, and given the researcher advice, suggestion, and recommendation for this graduating paper from the beginning until the end.

5. All of the lecturers and staff of State Institute for Islamic Studies (IAIN) of Salatiga.

Salatiga, January 14th 2019

The researcher,

Muhammad Luqman Hakim

113 14 145
ABSTRACT

Hakim, Muhammad Luqman, 2019. *The Use of Audiovisual Media to Improve Students’ Listening Skills (A Classroom Action Research of the Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2018/2019)*. A Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga. Conselor: Dr. Ruwandi, M.A.

This research is aimed to find out (1) the implementation of listening skills in asking and giving opinion using audiovisual media at the eighth grade students’ of MTs Assalafi Susukan in the Academic Year of 2018/2019. (2) To find out whether the use of audiovisual can improve the students’ listening skill at the eighth grade students’ of MTs Assalafi Susukan in the Academic Year of 2018/2019.

The research design of this study was Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consisted of planning, action, test, observation, and documentation.

The results of this research showed that (1) the implementation of audiovisual media to improve students’ listening skills in asking and giving opinion as a material was going smoothly. In the process students paid attention, completed the task, more enthusiastic and not got bored quickly. The teacher also taught and gave material well. (2) There was improvement of students’ listening skills using audiovisual media. It was shown in the result of the research. The mean of pre-test and post-test cycle I was 65.5 to 77.5. The mean of pre-test and post-test cycle II were 76.4 to 85.3. The percentages the students who pass the passing grade were 25% in the pre-test I, 85.7% in the post-test I. 85.7% pre-test II, and 100% in the post-test cycle II. It showed that the students’ percentages who got score higher than the passing grade of post-test cycle II is higher than post-test cycle I. The result of the t-test of cycle I was 9.586 and cycle II was 12.027. The t-test of cycle I and II were higher than t-table (2.048), t-test > t-table, so the result was significant. It means that the use of audiovisual media improved students’ listening skills.

**Keywords:** Listening, Listening Skills, Audiovisual, Audiovisual Media
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, limitation of the research, statements of the problems, objectives of the research, significances of the research, hypothesis and success indicator, research methodology, technique of data analysis, definition of key terms and graduating papers outlines.

A. The Background of the Research

Listening skill is one of the four skills (reading, writing, and speaking skill). According to Rost (2002), listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicate that it makes easy the development of the other language skills. Ability can be increased, improve, even trained through many ways. The way use may be in line with the objectives so that everything can run in harmony.

In learning English, listening is also one of the most important skills that the students should be able to master it. Especially for the student whom their mothers tongue is not English. The student get difficulty when listen to the native speakers’ accent, rhythm and intonation used in speaking. As a teacher, listening comprehension is important to be taught to the students in order to help the students
understand the meaning of what the native speakers’ said. According to Poelmans (2003:3), states that “listening comprehension is dealt with by emphasizing the comprehension of the overall meaning of the massage”.

Listening skill is as important as speaking skill. Many people cannot communicate face to face unless the two types of skills are developed in tandem (Anderson and Lynch, 2002:3). It means that without good listening skill usually many people cannot speak fluently with others, they need listening skill to help theirs to understand what someone says.

On the other side, teaching listening is not easy. One of the main problems in practicing listening is about students’ attention that can be distracted easily. Therefore, the teacher should have attractive teaching media for listening to attract their students’ interest during the listening practice. However, good teaching media can stimulated the students’ interest and encourage students’ interest and encourage students’ participation in learning practice (Heinrich, 1993).

Furthermore, audio visual media are believed more effective to be used for listening than the other types of teaching media. Through audio visual media, the students will use their two multisensory, sounds and sight at the same time when doing listening practice (Harmer, 1998). Moreover, audio visual media can attract students’ focus and concentration more than audio or visual media only. Besides, Hruby (2010) also said that audio visual media such as video may increase the
students’ motivation and will make the students happy and fun when doing listening practice that may affect the students to be more participated in teaching learning process when listening.

To resolve boredom in the class, the teacher should make learning environment very interesting. One interesting way is by using audio and video. It can be watching English movies, watching news, listening to English music, and etc. Armiun (2011:115) points out the two dominant ideas of using audio and video document: “video document bring more information, although the information partially transmitted through the visual channel. While, audio document endorses by insisting on the fact that learners would have a hard time concentrating on what is being said when they watch and listen simultaneously”. Both video and audio has its own advantages and disadvantages.

According to the pre-survey held on 30th of June 2018 that was done by applied observation, most of students in MTs Assalafi Susukan difficulties in listening skill clearly. In this case, the teacher were supposed to be creative in teaching and learning process to created good atmosphere in the class, to improve students’ listening skill and make the English lesson more exciting.

After observing and conducting some interviews with the English teachers. The researcher conclude that the average score of the students in this listening ability is very less than the KKM (74) determined by the school. So, with this research, the researcher can improve the students
listening skill of the eighth grade students, of course this research also involve with the teacher. Through this research the researcher hopes that there will be an increase in students’ listening skill, at least they can achieve the KKM.

The reasons why the researcher conducts this research, because of most of the students of MTs Assalafi Susukan are still have difficulties in listening. They have some problem of vocabulary and unfamiliar words. So, the students have difficulties to recognize the main point in listening task. Therefore, the researcher thinks that there should be an alternative way that can be applied which is hoped to be useful in improving students listening skill. The researcher argued by using audiovisual will be easy to gain success in their listening goal.

Based on the argument above, the aim of this research is to find out the effectiveness of the use of audiovisual to improve students listening skill. The subject of this research is the students of MTs Assalafi Susukan in the academic year 2018/2019. This research is a Classroom Action Research (CAR). Those are represented in THE USE OF AUDIOVISUAL TO IMPROVE STUDENTS’ LISTENING SKILLS (A Classroom Action Research of The Eighth Grade Students of Mts Assalafi Susukan in the Academic Year of 2018/2019).
B. Limitation of the Research

The study focus on the use of Audiovisual can improve students’ listening skill. The subject in this research is listening skill that focuses in the eighth grade of MTs Assalafi Susukan in the academic year of 2018/2019.

C. Problems Questions

Based on the research above, this research is aimed at giving answer on the following problem:

1. How is the implementation of the listening skills in asking and giving opinion using audiovisual as a media for eighth grade students of MTs Assalafi Susukan in the academic year of 2018/2019?

2. Can audiovisual media be used to improve students’ listening skills in asking and giving opinion materials for the Eighth grade students of MTs Assalafi Susukan in the academic year of 2018/2019?

D. Objectives of the Research

In relation to the research problems already state the purposes of the research are:
1. To describe the implementation of listening skills in asking and giving opinion using audiovisual as a media for the eighth grade students of MTs Assalafi Susukan in the academic year of 2018/2019.

2. To find out whether the use of audiovisual can improve the students’ listening skill for the eighth grade students of MTs Assalafi Susukan in the academic year of 2018/2019.

E. Significances of the Research

The result of this research is formulated to give contributions to English teaching and learning, they are:

1. Theoretically, the researchers want to enrich the technique and method of teaching and learning English, especially for learning listening skills.

2. Practically
   a. For the researcher
   The result of the research can be beneficial for the researcher to learn and increase how to use video and audio materials in listening teaching process deeply.
   b. For the English teacher
   This research may be beneficial for the teacher, especially who has focused on listening skills in teaching process.
c. For the Students

The researcher can help the students solve problem in asking and giving opinion materials and improve their skill in listening.

d. For the Other Researcher

The researcher hopes that the result of this research can be used as a reference for other researcher. This study will give any benefits and can help them in solving their problem. The researcher wishes this research can motivate them to do other studies.

F. Hypothesis and Success Indicator

Based on the interview with the English teacher in term of difficulties in listening was eighth grade students of MTs Assalafi Susukan, the students have problem in understanding what the speaker talking about and the students are less interested in the method her teacher taught earlier, so the students got bored quickly, and there was laziness. The researcher tries to overcome those problems by using audiovisual as a media. By conducting this research, the researcher proposes a hypothesis: using audiovisual can improve students’ listening skills.

The success indicator of this research is taken from the students’ basic competence shown in Lesson Plan (RPP). The students’ success and
failure in doing the activities in cycle I and II will be assessed by referring to the criteria of the passing grade (KKM). The passing grade of English lesson in MTs Assalafi Susukan is 74. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.

G. Research Methodology

1. Research Design

This research is CAR (Classroom Action Research). According to (Muslich, 2009:7-8), “Classroom Action Research aims to improve and increase the learning quality and to help the teacher to solve the learning problem in the school”. The researcher uses Classroom Action Research, because the researcher wants to know about the improvement and the significant of using audiovisual in improving students’ listening skill. This research uses model proposed by Mc Niff and Whitehead (2002, 45) makes spiral model of action research that has four steps. The spiral model is illustrated in the figure below:

Figure 1.1Kemmis and Mc Teggart’s Model (2002)
a. Planning

Planning is one of important material when the writer doing research. In this time, the writer prepares all of the material such as teaching aids, sheets, list of students, etc.

The activities in the planning are:

1) Preparing material, making a lesson plan, designing the steps in doing action.

2) Preparing list of students’ name and scoring.

3) Preparing teaching aids.

4) Preparing sheets for classroom observation, to know the situation of teaching-learning process when the media is applied.

b. Action
Action is process of doing something, this is very important because in this time the writer needs to know about students ability and also gives some of pre-test, teaching listening, and solving students’ problem. The writer would like to try the procedure as described below:

1) Giving pre-test.

2) Teaching procedure using video media.

3) Giving time to the students to ask any their difficulties.

4) Giving some questions to the students in order to know their ability in listening.

5) Giving post-test.

c. Observation

Observation is one of the instruments used to collecting data. Observation can be systematically used to observe and note the phenomenon investigated like students’ feeling, thinking, and something they are doing in teaching-learning process.

d. Reflection

The result of the observation is analyzed. It is to remember what happen that has been recorded in observation. Reflection seeks to make sense of process, problems, and real issues in strategies action.
2. The subject of the Research

The subjects of this research are VIII B students of MTs Assalafi Susukan in the academic year of 2018/2019. There are 28 students, which consist of 16 boys and 12 girls.

Table 1.1
List of the Students’ Name of VIII B Class of MTs Assalafi Susukan

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASAB</td>
</tr>
<tr>
<td>2</td>
<td>AIN</td>
</tr>
<tr>
<td>3</td>
<td>ANAR</td>
</tr>
<tr>
<td>4</td>
<td>ALM</td>
</tr>
<tr>
<td>5</td>
<td>AZ</td>
</tr>
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<td>6</td>
<td>BS</td>
</tr>
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<td>7</td>
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</tr>
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<td>GM</td>
</tr>
<tr>
<td>11</td>
<td>HA</td>
</tr>
<tr>
<td>12</td>
<td>IAS</td>
</tr>
<tr>
<td>13</td>
<td>MBP</td>
</tr>
</tbody>
</table>
3. **Time Schedule**

   In execute the research, the researcher carry out the step which summarize in the following research schedule. The research was done on 2019. The table research schedule is written below:

   **Table 1.2**

   **Research Schedule**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>MHAA</td>
</tr>
<tr>
<td>15</td>
<td>MFA</td>
</tr>
<tr>
<td>16</td>
<td>MA</td>
</tr>
<tr>
<td>17</td>
<td>MFF</td>
</tr>
<tr>
<td>18</td>
<td>MKA</td>
</tr>
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<td>19</td>
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<td>20</td>
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<td>MFHN</td>
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<td>22</td>
<td>MM</td>
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<td>ML</td>
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<td>26</td>
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</tr>
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<td>UF</td>
</tr>
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<td>28</td>
<td>US</td>
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<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>July 31&lt;sup&gt;st&lt;/sup&gt;, 2018</td>
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<tr>
<td>2</td>
<td>August 4&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
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<td>3</td>
<td>November 28&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
</tr>
<tr>
<td>4</td>
<td>January 16&lt;sup&gt;th&lt;/sup&gt;, 2019</td>
</tr>
<tr>
<td>5</td>
<td>January 23&lt;sup&gt;rd&lt;/sup&gt;, 2019</td>
</tr>
</tbody>
</table>
4. The Technique of Data Collecting and Research Instrument

a. Observation

In this research, the researcher observes the learning process. The learning process is taught by the teacher, while the researchers just observe the learning process. The observation consists of two cycles, that are cycle I and cycle II. In filling the observation checklist, the researcher uses mark “√”. And observation checklists in the table below:

Table 1.3

Observation Checklists

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Teacher ability to manage this class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teacher’s performance in teaching the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teacher’s ability to motivate and develop student’s interest toward the material given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Teacher’s ability to evaluate the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Teacher’s ability to answer students’ question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Students’ attention toward teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Students’ activeness during teaching and learning process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Students’ response toward teacher’s order to perform listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Students’ interaction to teacher and the other students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The National Science Foundation (2002:55) states that “tests provide a way to assess subjects’ knowledge and capacity to apply this knowledge to new situation”. In this stage, there searcher uses three step are pre-test, treatment and post-test.

1) Pre-test

The pre-test is given before the teacher using audiovisual in the teaching learning process. The aim is to know about students’ listening skill before treatment. It is consist of 10 questions. The score is in scale 10-100.

2) Treatment

In this stage after pre-test, the teacher prepares the audiovisual for the students. After all of the students ready, the teacher plays the video as example. And the teacher controls the student to pay attention to the video.
At this stage the teacher will plays the video twice, so the students can get the information clearly.

3) Post-test

After the treatment, the teacher gives the post-test to the students. The test model is similar with the pre-test. But, the post-test is given after the students got the treatment from the teacher using audiovisual. The score is in scale 10-100.

c. Documentation

According to Sukardi (2003:81), “Documentation is a way to get the data from the respondent”. Documentation is a very important part of conducting research. The important data includes school data and students’ data. The researcher needs to know the documentation of teaching-learning process in English subject, the list of students’ name, and other documents at MTs Assalafi Susukan. In this research, the researcher uses photos and video as the documentation of the research.

H. Technique of Data Analysis

The researcher will use both qualitative and quantitative as the way to collecting data.

1. Qualitative
It is analyzing data which is obtained from observation, interview with the teacher and the students, in order to find out the problems during the teaching and learning activities, and then decide what the researcher should do to solve the problem.

2. Quantitative

Meanwhile, the quantitative data were in the form of students’ listening scores. The scores were collected through the listening assessments which were conducted twice in this study. The first was pre-test. It was conducted to know the students’ listening skills. The second was post-test. It was done to know whether there was a significant improvement of the students’ listening skill or not use audiovisual applied.

After collecting data, the next step of the study is analyzing of the data. The data is the result of pre-test and post-test. Analyzing the test scores of the written test, a statistical technique is used to find the mean score of the students. From the observation sheets, the students’ behavior during the action is analyzed.

In this study to measure the improvement of pre-test and post-test the researcher conducted the quantitative data. The researcher calculated the mean, mean of difference, the standard deviation, and the t-test of the quantitative data. According to
Sudijono (2010:81), to calculate the mean of pre-test and post-test, the researcher used the following formula:

a. Mean

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

Explanation:

$$M_X = \text{Mean of students’ score}$$

$$\sum X = \text{The sum of students’ score}$$

$$N = \text{The total number of students}$$

b. Calculation Mean of Difference

$$M_D = \frac{\sum D}{N}$$

Explanation:

$$M_D = \text{Mean of different}$$

$$\sum D = \text{Total Difference between pre-test and post-test}$$

$$N = \text{The total number of students}$$

c. Standard Deviation

The researcher calculated the standard deviation with formula as follows:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Explanation:

$$SD = \text{Standard deviation for one sample test}$$

$$D = \text{Difference between pre-test and post-test}$$

$$N = \text{Total number of students}$$
d. T-test

The researcher used T-test to know if there are significant differences between pre-test and post-test. The researcher calculated the Standard Error for the formula:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

Explanation:

\( SE_{MD} \) = Standard error of mean of difference

\( SD_D \) = the difference of standard deviation

\( N \) = the total number of the students

Then the researcher calculated the t-test by using this following formula:

\[ T_O = \frac{MD}{SE_{MD}} \]

Explanation:

\( T_O \) = T-test for difference between pre-test and post-test

\( MD \) = Mean of difference

\( SE_{MD} \) = Standard error of mean of difference

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**I. Definition of Key Terms**

The study is classroom action research with the title of “The Use of Audiovisual Media to Improve Students’ Listening Skills (A Classroom Action Research of the Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2018/2019).
They are the key terms of this research:

1. Listening skill

   According to Hasyuni (2006:8), “Listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading”. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity.

2. Audio

   Al Mamun (2014:3) state that “Audio materials refer to the text that can be heard and that is recorded in tape or CD. Any recorded dialogue, speech, song, music can be audio materials for language classroom”. In the English classroom, the teacher can use one of the audio materials to teach English. Get language not only through notebooks but also can use media that makes students become interested in the learning process such as using audio and music. When students are happy in the learning process, at that time the possibility of knowledge learned by students is very easy to understand and not quickly boring.

3. Audiovisual
Reddy (2008:26) states that “audiovisual education consists of the uses of interactional devices such as film projectors, radio, television, charts, poster, models, field trips and etc”. Besides, audiovisual are important in learning because they can stimulate learners and encourage them to learn a foreign language.

**J. Graduating Paper Outline**

This graduating paper outline is composed into five chapters and the able to clarify as follow:

Chapter I is an introduction. This chapter consist of the background of the research, Research questions, objectives of the research, limitation of the research, significances of the research, hypothesis and success indicator, research methodology, technique of data analysis, and graduating paper outline.

Chapter II is the Understanding Theories. This chapter consist of theoretical framework, supporting theories and the review of previous research. Supporting theories describes some information involving: the definition of listening skill, models of listening process, teaching listening, part of listening, definition of audiovisual, types of audiovisual, advantages of audiovisual, disadvantages of audiovisual, and the use of audiovisual in learning.
Chapter III is Implementation of the Research. It consist of procedure of the research; cycle I, cycle II, and the minimal standard of successful.

Chapter IV is Research Findings and discussion. It described the result of each cycle and its analysis.

Chapter V is Closure that consist conclusion and suggestion. For the last part of this graduation paper are reference, curriculum vitae, appendixes and bibliography.
CHAPTER II

THEORITICAL FRAMEWORK

This chapter consists of supporting theories, the criteria of minimum passing grade and the review of previous researches. Supporting theories describes some information involving: the definition of listening skill, models of listening process, teaching listening, part of listening, rubric of listening skill, definition of audiovisual, types of audiovisual, advantages of audiovisual, disadvantages of audiovisual, and the use of audiovisual in learning.

A. Listening

1. Why teach listening

   Why teach listening? Seem an odd question. It is standard practice nowadays for language teachers to provide sessions that focus on this particular skill. There is a wide choice of listening materials available with accompanying CDs, and DVD or video is used in many classrooms, (Field, 2009:1).

2. The Definition of Listening

   In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, listening play an importance role in communication in people’s daily lives. This opinion supported by
Guo and Wills (2006:3), “It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of value”. According to Mendelson (1994:9) “Of the total time spent on communicating, listening take up 40-50%; speaking 25-30%; reading 11-16%; and writing about 9%”. From the explanation above, it can be said that listening can be distinguished from other skills as the most often we used. Listening is not easy and needs patience for learning and needs hard to work.

According to Flowerdew and Miller (2005), “all children are born with the ability to hear. Children first listen and then start to speak. They speak before they read, and finally writing comes after reading”.

3. The proposes of listening

Mendelson (1994) proposes three reasons for why listening was poorly taught. First of all, listening was not accepted as a separate skill to be taught explicitly for a long time. Supporters of the idea argued that language learners would improve their listening skill on their own while they are listening to the teacher during the day. Secondly, teachers felt insecure about teaching listening. And finally, the traditional materials for language teaching were not efficient enough to teach listening. Rost (1994)
explains the importance of listening in language classroom as follows:

a. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

b. Spoken language provides a means of interaction for the learners. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners’ failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

c. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

d. Listening exercises provide teachers with a means for drawing learners’ attention to new forms (vocabulary, grammar, new interaction patterns) in the language (p. 141-142).

4. The Process of Listening

From the various definitions above, students experience several during the listening process. In the related literature, top-down and bottom-up are two common processes that are usually
mentioned related to the process of listening (Berne, 2004; Flowerdew & Miller, 2005; Mendelsohn, 1994; Rost, 2002).

According to Flowerdew and Miller (2005:24), there are three models of listening process:

a. Bottom-up processes

According to bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, in turn, together make up phrases, clauses, and sentence. Finally, individual sentences combine to create ideas and concept and relationships between them. Based on this model, therefore, the different types of knowledge necessary in the listening process are applied in a serial, hierarchical fashion. Bottom-up models of text processing follow a traditional view of communication as the transmission of information.

b. Top-down process

Top-down models emphasize the use of previous knowledge in processing text rather than relying upon the individual sounds and words. The top-down model was developed when researcher considered the fact that experimental subjects are unable to identify truncated
sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

c. Interactive process

If listening involves both bottom-up and top-down processing. It follows that some sort of model that synthesize the two required. This we have in the so-called interactive model, as developed, most notably.

5. Teaching listening

According to Harmer taken by Machakova (2009), there are some strategies in teaching listening.

a. Use textbooks

This guiding student, show them how to work with their textbook.

b. Use communicative approach

Teacher should try to discourage students from using the mother tongue.

c. Read for the gist

Teacher has to explain and show their students how to deal with the text.

d. Deal with unfamiliar vocabulary
Teachers are supposed to provide their learners with the suitable context.

e. Use dictionaries

Teachers ought to explain how to make the best of them.

According to Flowerdew and Miller taken by Machackova (2009) learning strategies are distinguished as:

a. Meta cognitive strategy

Meta cognitive strategy can be describe as strategies that are used by the learners to organize, monitor to evaluate their learning process.

b. Cognitive strategy

Cognitive strategy is the ways that the students acquire the language.

c. Socio affective strategy

Socio affective strategies are the processes in which student employed others to improve their learning.

6. Parts of listening

According to Wei (2012), there are three parts of listening.

a. Pre-listening

In real-life situations, it is rare that people listen to something without certain background information.
Therefore, when asking the students to do listening practice, teacher had better provide related information, which will facilitate students’ listening comprehension. Pre-listening activities serve this purpose. They help to set the context, generate students’ interest, and activate students’ current background knowledge the topic. Brown (2006), states that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in listening material and a chance to activate their prior knowledge.

b. While-listening

While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. Here are some suggested while-listening activities.

c. Post-listening

Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary.
7. Rubric of listening skill

This is the rubric of listening skill contains the category, score, and description.

Table 2.1

LISTENING SKILL SCORING RUBRIC

(Sudijono, 2011:35)

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Score</th>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90-100</td>
<td>A</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td>2.</td>
<td>80-90</td>
<td>B</td>
<td>Very good</td>
</tr>
<tr>
<td>3.</td>
<td>70-79</td>
<td>C</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>60-69</td>
<td>D</td>
<td>Fair</td>
</tr>
<tr>
<td>5.</td>
<td>0-59</td>
<td>E</td>
<td>Low</td>
</tr>
</tbody>
</table>

Criteria:

a. Excellent to very good: Accurately infers implied information. No problem at recognizing vocabulary and expressions.

b. Very good: Show good ability to infer information. Almost no problems at recognizing vocabulary and expressions.

c. Good: Show some ability to infer implied information some problems at recognizing vocabulary and expressions.
d. Fair: Still show ability to infer implied information some problems at recognizing vocabulary and expressions.
e. Low: Fails to information many problems at recognizing vocabulary and expressions.

B. Audio-Visual

1. Definition of Audio-Visual

According to ‘Good’ Dictionary of Education as cited in Sola (2012:46), audio-visual aids is “anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight”. It can be means that audio-visual aids are combination of audio aids and visual aids. It includes both audio and visual sensory. This is facilitation from the teachers to learn in enjoyable way. The students can use both their eyes and ears. It helps the students to learn better.

2. Types of audiovisual

There are many types of audio-visual aids. According to Sowntharya, Gomathi, and Muhuntarajan (2014:385) audio-visual aids includes:

a. News Bulletins

The probable listening activities through this aid are listening to some news both in mother tongue and English,
Watching visual along with reports and commentaries, watching headlines, hot issues can be debated in the classrooms, and report writing.

b. Chat shows

There are a lot of chat shows in the television. The students can watch one of them to practice listening.

c. Movies

The students can watch English movies and write review of the movie. They also can discuss about the theme, plot and characters.

d. Speeches

The students can listen to speeches of great man or motivator.

e. Documentaries

After watch and listen any documentaries, the students can give oral commentaries or write scripts for narration.

3. Advantages of audiovisual

Daniel (2013:3813) states the advantages of audio-visual aids as follows:

a. Audio-visual aids create interest for learning in the students.

b. Audio-visual aids are time saving because they explain idea easily and precisely
c. By using it, the burden of the teachers is reduced.

d. The teachers can improve their own English aural aids.

e. Audio-visual aids are the sources of a variety of experiences for students.

f. It makes learning English easier.

g. Audio-visual aids help to create natural English environment.

h. Audio-visual aids help the students to pay attention.

It can be said that audio-visual aids can give direct sensory experience to the students. It also interesting aids in learning English language in the classroom.

4. Disadvantages of audiovisual

In teaching learning process there are always advantage and disadvantage of any aids that used. Although audio-visual aids combine two aids at once, there are still some barriers. Aggrawall and Kuldepp (2009) as cited in Sola (2012:65) points out the obstacles of using audio-visual aids as follows:

a. Apathy of the teachers: teachers still do not recognize the role that teaching aids play in classroom, they base their instruction merely on words.

b. Ineffectiveness of the aids: what makes the use of audio-visuals fails in providing successful instruction is the teachers’ lack of pre-planning and preparation. Researcher
has shed light on the role of planning because it is the way to effective presentation, application and discussion.

c. Financial hurdles: governments and organizations should give more interest to set up audio-visual education. Underdeveloped countries have serious problems concerning the lack of programmers; in turn, they could not enable them to achieve further objectives.

d. Irregular power supply: no one can refuse that teaching materials, especially the technological ones, need electrical and technical power in order to work. So, these devices will not be activated unless there is enough power, and this fact could be unwelcomed prospect from the part of certain countries and areas which have insufficient energy.

e. Need for training: each kind of teaching materials requires a special treatment and way of dealing. Therefore, instructors should be aware of these differences as well as they should receive trainings on how to use them.

C. The Criteria of Minimum Passing Grade

According to Kementrian Pendidikan dan Kebudayaan (2017:8-9) state that Minimum Completeness Criteria (KKM) is the standard setting which is determined by the educational united that refers to the graduate competence standard (SKL) and it is consideration of the
students’ characteristic, he subject of characteristic, and the educational units.

There are three aspects to decide the Minimum Completeness Criteria (KKM). They are:

1. Complexity aspect (The learner quality)
   The teacher has to understand the basic competency (KD) accurately.

2. Intake aspect (the learner quality)
   It is based on the students’ characteristic which can be measured with National Examination, Post-test in the school before, and report.

3. Educational capacity
   This aspect consists of the teachers’ educational background, the availability of teacher, subject, facility of teaching-learning process, the foundation etc:

   In addition, Fauziati et. al. (2005:74) State also that the school has the determination of the students’ mastery level which determine by considering the follow aspect:

   1. Students’ Intake
   2. The complexity of indicators
   3. Supporting factors (teacher, instrument, etc.)
They also explained that the criterion which is used for determining the mastery level of each basic competence is 0%-100% and the ideal one is 75%.

D. Previous Study

In order to improve the understanding this research, the researcher presents four relevant studies.

Ghaedsharafi and Bagheri (2012) designed this research to find whether three different presentations, *i.e.* audiovisual, visual, and audio affect EFL learners’ writing ability. The method of this research was quantitative method. One-way ANOVA matched t-test and the effect size were used. The findings revealed that audiovisual group performed better than the audio group and the audio group performed better than the visual group in their post writings.

Mathew & Alidmat (2013), A study was conducted on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings of the study give insights on EFL students’ approach to using technological aids. EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language
educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting.

Based on the research by Londe (2009), the study is to test listening comprehension two video and one audio format. The video formats were 1) the “talking head” (TH), which was a close-up shot of the lecturer’s head and face, which filled the screen; 2) the “full body” (FB) format, which was a long shot of the whole body view of the lecturer with some background and foreground information. The “audio-only” (audio) format was the sound track from the video, without any visuals. The target language use domain (TLU) is academic English as a second language. All three formats presented the same ten-minute simulated academic lecture.

Other researcher is Kirana (2016), this experimental research was conducted at SMPN 15 Lamjame, Banda Aceh with second year (year VIII) students on the use of AVM to improve the ESL listening abilities of students in listening comprehension classes. From the results of this study, the researcher concluded that the results from the post–tests of the EG were statistically significantly higher than those from the CG. Based on the homogeneity test and the normality test, it was found that the data were distributed normally. The results were evidence that the use of the AVM for teaching grade VIII students resulted in a positive improvement in their critical listening skills.
E. Theoretical Framework

Considering with the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. Teaching listening means transferring some material by giving the understanding of language system. It is better conducted continuously so that the students are familiar with the material. Teaching listening process in junior high school should be appropriate with the purposes. Besides that, the process must be equipped with the right materials so the teaching and learning process will be interesting. The materials are usually equipped with some media to make the teaching and learning process more interesting. There were some problems found at MTs Assalafi Susukan related to the listening activity. The first problem was the students were seldom conducted the listening activity in the listening laboratory. Second, they had lack of vocabulary. Third, they had lack of English sound and spelling. To overcome those problems, the English teacher had just used the LKS when conducted the listening activity. He was also use songs to checked students’ vocabulary mastering.

Looking those situations, the researcher tried to improve students’ listening skill through audiovisual. It is easy to find and download in the internet. Sometimes the audiovisual are equipped with the image moves or visualization, so it can help students to understand what they
hear. Using audiovisual in listening section for junior high school is expected to improve students listening skill.
CHAPTER III

IMPLEMENTATION OF RESEARCH

In this chapter is the implementation of the research. It consist of the procedure of the research; cycle I, cycle II, and the minimal standard of successful.

A. Cycle I

The researcher used audiovisual which can be improved the students’ understanding in English learning especially listening skill.

The procedure as bellow:

1. Planning

In this stage, the researcher planned what action would be done in using and applying audiovisual in teaching listening. The activity in the planning was presented as bellow:

a. Selecting the materials with the teacher’s annual program based on the syllabus.

b. Preparing material, making the lesson plan and designing the steps in doing the action.

c. Preparing teaching aids with the theme “Asking and giving opinion”
d. Preparing students’ and teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

e. Preparing pre-test and post-test of the cycle I.

The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their listening skill by the materials are given.

2. Acting

After the preparation finished, the researcher did teaching-learning process. In this section, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as bellow:

a. Giving pre-test and post-test for students.

b. Giving the material and explain the material.

c. Explain the materials and the implementation using audiovisual in listening materials.

d. Giving the example of using audiovisual in learning process until the students’ clearly.

e. Giving post-test

In this phase, the researcher and students were focus to the audiovisual is given. The students pay attention to the audiovisual is played. Meanwhile, the teacher focus to the audiovisual was played and focus to the students.
f. Concluding the material and giving feedback after the lesson.

3. Observing

The researcher observes the students and teacher activity by using observation checklist. Observation is one of the methods of collecting data with systematic supervision against researched indication.

4. Reflecting

In this stage, the data from observation is collected and analyzed by researcher. If the problem was found, it will be moved to the next cycle with the same concept as the first one, re-planning, reacting, and re-observing. The result will be used as reference for the next planning.

B. Cycle II

In the cycle II does base on the result of reflecting from the cycle I. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement students quality for the next cycle. The procedure as follow:

1. Planning

In the planning of the second cycle, the researcher would do several activities that would be designed as bellow:

a. The researcher identifies the problem and makes the solution to the problems.
b. Preparing materials, making the lesson plan and designing the steps in doing the action.

c. Preparing the materials.

d. Preparing students’ and teachers’ observation checklist of cycle II (to know the situation of the teaching-learning process is applied).

e. Preparing the pre-test and post-test of the cycle II.

f. Preparing the list of students’ name and scoring of cycle II.

The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their listening skills by the materials and media are given.

2. Acting

In cycle II acting is quite similar to the cycle I acting. In this section, the learning process is led by the teacher. The activities of the cycle II acting included:

a. Giving pre-test and post-test for students.

b. Giving the material and explain the material.

c. Explain the materials and the implementation using audiovisual in listening materials.

d. Giving the example of using audiovisual in learning process until the students’ clearly.
e. Giving post-test

In this phase, the researcher and students were focus to the audiovisual is given. The students pay attention to the audiovisual is played. Meanwhile, the teacher focus to the class and the researcher fill the observation checklist.

f. Concluding the material and giving feedback after the lesson.

3. Observing

The researcher observes the students and teacher activity by using observation checklist. Observation is one of the methods of collecting data with systematic supervision against researched indication. The stage is done by observing and interpreting the activity of the use of audiovisual in the teaching learning process and in listening learning outcomes that have been conducted to obtain data. The researcher observes whether using audiovisual can improve students’ listening skills. The researcher observes the students’ activities during the teaching and learning process. The result of the observation was taken on observation checklist sheets as the data. The data collected can be used as the basic to decide the activity would involve in the next meetings.

4. Reflecting
Reflecting is a research finding analysis. At this point, the researcher reflected on evaluate, and described the effects of the action. This is to see what happens in observation. Reflection seeks to make sense of processes, problems and real issues in teaching learning. Reflection is an evaluate aspect; it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students’ listening skills.

a. The researcher evaluated the activities that have been done.

b. The teacher and the researcher discuss to make a reflection what will they do to repair the problems.

c. Analyzing the data from the observation checklist and students’ score of the test in cycle II.

C. Evaluation Criteria

To calculate the data, the researcher used grade point in scale 0-100. Based on (Sudijono, 2011:35) the researcher arranged the evaluation criteria of students’ listening comprehension into five categories as follows:

f. Excellent to very good
Accurately infers implied information. No problem at recognizing vocabulary and expressions. (90-100)

g. Very good

Show good ability to infer information. Almost no problems at recognizing vocabulary and expressions. (80-90)

h. Good

Show some ability to infer implied information some problems at recognizing vocabulary and expressions. (70-79)

i. Fair

Still show ability to infer implied information some problems at recognizing vocabulary and expressions. (60-69)

j. Low

Fail to information many problems at recognizing vocabulary and expressions. (0-59)

**D. The Minimal Standard of Successful**

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of the lesson in MTs Assalafi Susukan is 74. The teacher and the researcher targeted that there are at least 85% of the students who pass the passing grade.
In this chapter would describe and analyze from the instrument of the study during the research. It was started from pre-test and post-test. Observation checklist would be described too.

A. Research Findings

This research consist of two cycles, each cycle consist of planning, implementation of action, observation, and reflection. The whole steps of this research would be explained in the description below:

1. Cycle I

a. Planning

Before conducting research, the researcher prepared several instrument consist of:

1) English syllabus

   English syllabus is so important thing as guidance to arrange the lesson plan. The researcher used English syllabus from English teacher of MTs Assalafi Susukan. (See Appendix)

2) Lesson Plan
Makin lesson plan and designing the steps doing action. In order to control the teaching learning process, the researcher used the lesson plan as guidance for the teacher’s activities in the class. It can be seen in the appendix.

3) Material

The materials used by teacher are taken from the LKS (Lembar Kerja Siswa), internet as resources of the material, and some videos that are used as material are taken from Youtube.

4) Teaching aids

The researcher has been prepared several instruments, such as: observation for students, observation for teacher, a video about asking and giving opinion, question paper, projector, board marker and etc.

5) Observation checklist for cycle I

The researcher used observation checklist in order to know the condition of teaching learning process in the classroom, both teacher and students.

6) Prepared test instrument

There are kinds of test. The first test is pre-test. The pre-test is a test that was given the students before the teaching learning process. The second test is post-test. The post test is a test that given to the students after the
teaching learning process was conducted. It can be seen in the appendix.

b. Implementation of action

The cycle I was held on Wednesday, 16\textsuperscript{th} January, 2019. This cycle divided into three parts. The first part is gave a pre-test, second part is gave treatment. Then three part is gave a post-test.

The first part in the cycle I was conducted on Wednesday, January 16\textsuperscript{th}, 2019. It was started from 12.30 – 14.00 p.m. the teacher and the researcher entered to the class, but at that time there was some students who had not yet entered the class, and at 12:40 p.m. then all students were complete and the teacher greeted the students in the class by saying “Assalamualaikum wr.wb”. all students answered the greeting by saying “Walaikumsalam wr.wb”. the teacher asked one of the students (Bagus Stiyawan) to lead the pray by saying “Bismillahirahmanirrohim” then followed by all students. Then, the researcher introduced himself to the student, after that, the teacher opened the meeting and checked the students’ attendance list. It was by 28 students in the class. Before the lesson has begun, the teacher gave pre-test to the students for about 15 minutes. When the students were doing pre-test, the teacher walked around the class to check the students along doing
the test. But some of the students have difficulties in listening skills.

The second part of this cycle is treatments, the teacher gave treatment for the students at 12.50 p.m. on Wednesday January, 16th 2018. The researcher observed the students and the teacher’s activities during the teaching learning process. The researcher had a partner which helped to take photos for documentation.

The teacher gave a little explanation about asking and giving opinion. Before the teacher explain about the material, the teacher asked to the students “who can explain about asking and giving opinion?” one of the students “Hanifatul amalia” answered that asking and giving opinion “asking and giving opinions is something we frequently do in every day English. We will need to ask and give opinions in formal and informal situation.” and the teacher gave applause to his appreciation. After that the teacher explained about the definition of asking and giving opinion. The teacher said “Before we know what is asking and giving opinion, we must know what is opinion first. Opinion is phrase or sentence that consists of argument, reason or opinion from someone. Asking opinion is a sentence which asking opinion or argument to other people to satisfaction. Giving opinion is a sentence that gives reason to someone or other people. So, asking and giving opinion
is expression that is used for talking about argument or opinion of two or more people.”

Furth more, the teacher gave some example about asking and giving opinion, the first is expression of asking opinion, there are expression of asking opinion in two situations: Formal situation, “Do you have any idea?”, “Do you have any opinion on..?”, “Do you think is/are..”, “What is your opinion about..?”, “What are you felling about ...?”. Informal situation: “What do you think about..?”, “What is your opinion/idea....?”, “How do you like?”. The second is expression of giving opinion, there are some expression of giving opinion in two situations: formal situation, “I personally believe”, “I personally consider ...”, “I hold the opinion ...”, “I assume/guess...”. Informal situation, “I think that...”, “I think I like it”, “in my opinion...”, “In my mind ....”, “I believe ...”, “If you ask to me, I feel ...”. The teacher asked, “Before I am continuing the lesson, do you have any question?” one of the students “…..” asked, “can you give an example about asking and giving opinion conversation?” the teacher answered by showed the video in front of the class, the video was connected with projector and the teacher asked to the students to paying attention, and listen carefully.

The next activity the teacher explained on the white board about the expression in the video that was played as an example,
after that the teacher asked students to imitate the sentence spoken by the teacher, and students imitating a few sentences about asking and giving opinion expression.

The third part of this cycle the teacher gave a post-test at 13.30 p.m. in this part the researcher helped the teacher to share the post-test paper to students, after all students has a paper, the teacher gave instruction to the students to watch and listen the conversation carefully, and the teacher will played video twice. After the post-test done the researcher collected students’ work sheet. And the teacher concludes the material, gave a feedback the lesson that day, gave motivation to students, and gave information about the next meeting. The teacher closed the meeting by said “Alhamdulillahirabbilalamin” together, and said “forgive me, if I have any mistakes today, Wassalamualaikum warahmatullahi wabaraktu."

c. Observation

The researcher observed students and teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and teacher” activity during teaching and learning process. The purpose of this activity was to
evaluate the teaching and learning process, collected the data and monitored the class.

**Table 4.1**

**Observation Checklist in the Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>1</td>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Teacher ability to manage this class</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>g. Teacher’s performance in teaching the material</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>h. Teacher’s ability to motivate and develop student’s interest toward the material given</td>
<td>√</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>i. Teacher’s ability to evaluate the students</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>j. Teacher’s ability to answer students’ question</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students’ attention toward teacher’s explanation</td>
<td>√</td>
<td>4</td>
</tr>
</tbody>
</table>
The score of the observation as below:

\[
\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%
\]

\[
= \frac{42}{55} \times 100\%
\]

\[
= 76.3\%
\]

Based on the observation checklist above, it was resulted that teacher’s performance in listening skills was 76.3% or can be

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Students’ activeness during teaching and learning process</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>c. Students’ response toward teacher’s order to perform listening</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>d. Students’ interaction to teacher and the other students</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>e. Students’ ability to expand their idea in a listening form</td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>f. Students’ understanding toward the material given</td>
<td>√</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total score** 42
called “good” criteria. The score could reach from 60% up to 80%.

It can be concluded that by using audiovisual. Teacher can manage
the class well. Based on the result above, it can be said that the use
of audiovisual were very good performance in listening skill. Since
by teachers’ performance in her teaching affecting students’
learning automatically, so teacher should be creative in searching
for the best method overcome it. Based on the result of observation
above, it can be conclude that most of students joined the class
enjoyable. But it couldn’t reach the standard score was 76.3%. The
observation was continued in the next cycle.

After the observation, the researcher measure the students
ability of their listening by using audiovisual, the teacher done a
test to measure students ability. The analyzed result of pre-test and
post-test in the first cycle that showed in the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Students’ Name</th>
<th>PRE-TEST ( (X_1) )</th>
<th>POST-TEST ( (Y_1) )</th>
<th>D</th>
<th>( D^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASAB</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>AIN</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>ANAR</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ALM</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>5</td>
<td>AZ</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6</td>
<td>BS</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>DKS</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>FANS</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9</td>
<td>FPM</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>GM</td>
<td>60</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>HA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>IAS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>MBP</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>14</td>
<td>MHAA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>MFA</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>16</td>
<td>MA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>17</td>
<td>MFF</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>18</td>
<td>MKA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>19</td>
<td>MR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>MS</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>MFHN</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>22</td>
<td>MM</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>23</td>
<td>ML</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>RA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>S</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
From the students score in the pre-test and post-test of the cycle I above, the researcher can calculate the number of students who passed the passing grade.

**Table 4.3**

**Calculation of Passing Grade in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;74</td>
<td>7</td>
<td>25%</td>
<td>24</td>
<td>85.7%</td>
</tr>
<tr>
<td>74</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;74</td>
<td>21</td>
<td>75%</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, the researcher calculated the mean of pre-test, the mean of post-test, and the calculated standard deviation.
a) Mean of Pre-test Cycle I

\[
M_X = \frac{\sum X_1}{N}
\]

\[
= \frac{1835}{28}
\]

\[
= 65.5
\]

b) Mean of Post-test Cycle I

\[
M_Y = \frac{\sum X_1}{N}
\]

\[
= \frac{2170}{28}
\]

\[
= 77.5
\]

i. Mean of Pre-test I (\(M_X\)) = 65.5

ii. Mean of Post-test I (\(M_Y\)) = 77.5

iii. Mean of \(M_Y \geq M_X\)

In the cycle I, the mean of pre-test is 65.5 and the mean of post-test is 77.5. It means that the mean of the post-test is bigger than the mean of the pre-test. It can be concluded that there is significant improvement of the students’ listening skill by using audiovisual as a media.
c) Calculation of the Mean of Difference

\[ MD = \frac{\Sigma D}{N} \]
\[ = \frac{325}{28} \]
\[ = 11.6 \]

d) Calculating of the Standard Deviation

\[ SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2} \]
\[ = \sqrt{\frac{4875}{28} - \left( \frac{325}{28} \right)^2} \]
\[ = \sqrt{174.10 - (11.60)^2} \]
\[ = \sqrt{174.10 - 134.56} \]
\[ = \sqrt{39.54} \]
\[ = 6.28 \]

e) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]
\[ = \frac{6.28}{\sqrt{28-1}} \]
\[ = \frac{6.28}{5.19} \]
\[ = 1.21 \]

f) Calculation of T-test

\[ T_O = \frac{MD}{SE_{MD}} \]
\[
\frac{11.6}{1.21} = 9.58
\]

i. T-test is 9.586

ii. T-table is 2.048

iii. \(T\text{-test} \geq T\text{-table} = 9.586 \geq 2.048\)

T-test was 9.58. It used the significant level of 2.048 and there was t-table with \((N-1) = 27\). The t-table was 2.048 from the data; the researcher concluded that the score t-test was higher than t-table.

d. Reflection

Based on the result of the cycle I, some students got difficulties. They were some students who did not finish their assignment. The teacher found weakness that happened during the teaching learning process.

From the students’ score in the pre-test and post-test of the cycle I above, the researcher can calculate the number of students who passed the passing grade. Maybe by using audiovisual as a media in the learning process, the students were helped a little because they didn’t just listen but they could see and listen. So, students have reached the target of passing grade.
The KKM of English lesson was 74 but the student’s score of the pre-test show that there are only 25% of the students score higher than KKM. In the post-test the students got improvement, the students’ score show that there are 85.71% of the students’ who get score higher than KKM. It means that although there is an improvement, the researcher and the teacher have to conduct the next cycle because there must be at least 95% students who get score higher than KKM.

2. Cycle II

Based on the result of the cycle I, it is necessary for the researcher to continue to the next cycle:

a. Planning

This activity was done on January, 23th 2019. The cycle II was same with the cycle I. It was about teaching learning process and the assessment test. In this activity, researcher also prepared the instrument of the research as follow:

1) English syllabus

English syllabus is so important things as guidance to arrange the lesson. The researcher used English syllabus from the English teacher of MTs Assalafi Susukan. (It can be in the appendix).

2) Lesson plan
The researcher used the lesson plan as guidance for the teacher’s activities in the class. (See appendix).

3) Material

The researcher used book from the English teacher, youtube, internet, and from LKS (Lembar Kerja Siswa) as a resources of the material.

4) Teaching aids

The researcher prepared some instrument, such as: observation for students and teacher, projector, video, speaker, paper, and board marker.

5) Observation checklist for cycle II

The researcher used the observational checklist for the teacher and the students in order to know the condition in the classroom.

6) Prepared instrument

There are kinds of test. The first test is pre-test. The pre-test was given to the students before the teaching learning process. The second is post-test. The post-test was a test that given to the students after the teaching learning process was conducted. (It can be seen in the appendix).

b. Implementation of action
The cycle was held on January, 23\textsuperscript{th} 2019. This cycle divide into three parts. The first is gave a pre-test, the second is gave a treatment, the three part is gave a post-test.

The first part in the cycle II was conducted on Wednesday, January 23\textsuperscript{th}, 2019. It was started at 12.30 – 14.00 p.m. the teacher and the researcher entered to the class, and the teacher greeted by saying \textit{“Assalamualaikum wr. Wb.”}. All students answered the greeting by saying \textit{“Walaikumsalam wr. Wb.”}. And the teacher asked one of the students (Bagus) to lead the pray by saying \textit{“Bismillahirahmanirrohim”} then followed by all students. After that the teacher opened the meeting and checked the students’ attendance list. It was 28 students in the class. The teacher begin to gave pre-test to the students for about 15 minutes about asking and giving opinion before using audiovisual. She walked around the class to check the students along doing pre-test.

The second part of this cycle, the teacher gave a treatment for the students at 13.05 p.m. on Wednesday January, 23\textsuperscript{rd} 2019. In the class, the researcher observed the students and the teacher’s activities during the lesson. The researcher had a partner which helped the researcher t take photo and video for documentation.

The using audiovisual in cycle II was similar to the cycle I. starting from the teacher gave an explanation about asking and
giving opinion as a material, the teacher also gave example about audiovisual almost similar from cycle I.

The third part of this cycle is post-test. The teacher gave a post-test at 13.30 p.m. the teacher gave 15 minutes to finish it, the video duration is 5 minutes and the video played twice. Post-test to measure the comprehending of the students after they got treatment about using audiovisual in listening. After that, the students submitted the work at 13.45 p.m. After finishing done the post-test, the teacher conclude the material, gave a feedback to the lesson that day, gave an information about next meeting. The teacher closed the meeting and said “Alhamdulillahirabbilalamin” Together, and said “forgive me, if I have many mistakes today, see you next meeting, “Wassalamualaikum warrahmatullahi wabarakatuh”

c. Observation

In the cycle II, students showed their enthusiasm and enjoyed. The students paid attention for teachers’ instruction. After applied audiovisual as a media to improve students listening skill, the researcher made observational checklist in the cycle II. The explanation of the result of the observational checklist is as follow:

Table 4.4

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>total</th>
</tr>
</thead>
</table>

65
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Teacher ability to manage this class</td>
<td>√</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Teacher’s performance in teaching the material</td>
<td>√</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Teacher’s ability to motivate and develop student’s interest toward the material given</td>
<td>√</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Teacher’s ability to evaluate the students</td>
<td>√</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Teacher’s ability to answer students’ question</td>
<td>√</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Students’ attention toward teacher’s explanation</td>
<td>√</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Students’ activeness during teaching and learning process</td>
<td>√</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Students’ response toward teacher’s order to perform listening</td>
<td>√</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The score of the observation as below:

\[
\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
= \frac{48}{55} \times 100\% \\
= 87\%
\]

Based on the observation checklist above it was result that teachers’ and students’ performance was 80% or can be called “good” criteria. The score could reach from 60% - 80%. This can be concluded that by using audiovisual. Teacher can manage the class well. Based on the result, it can be said that he use of audiovisual were very good performance in listening skill.

The teacher and researcher analyzed the data of pre-test and post-test. First they gave score to the students based on the

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>d. Students’ interaction to teacher and the other students</th>
<th>(\checkmark)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>e. Students’ ability to expand their idea in a listening form</td>
<td>(\checkmark)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Students’ understanding toward the material given</td>
<td>(\checkmark)</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
rubric assessment. The maximum score is 100. The calculated
of result of both tests are present below:

Table 4.5

The Result of Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s name</th>
<th>Pre-test ($X_i$)</th>
<th>Post-test ($Y_i$)</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASAB</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>AIN</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>ANAR</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>ALM</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>AZ</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>BS</td>
<td>80</td>
<td>95</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>7</td>
<td>DKS</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>FANS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>FPM</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>GM</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>HA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>IAS</td>
<td>80</td>
<td>95</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>13</td>
<td>MBP</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>14</td>
<td>MHAA</td>
<td>80</td>
<td>95</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>15</td>
<td>MFA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of the cycle II above, the researcher can calculate the number of the students who passed the passing grade.

Table 4.6
Calculation of Passing Grade in the Cycle II

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>80</th>
<th>90</th>
<th>10</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>MA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>17</td>
<td>MFF</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>MKA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>MR</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>MS</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>MFHN</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>22</td>
<td>ML</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>RA</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>S</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>SAP</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>UF</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>US</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>$\sum X$,</td>
<td>$\sum Y$,</td>
<td>$\sum D$,</td>
<td>$\sum D^2$</td>
<td></td>
</tr>
<tr>
<td>N = 28</td>
<td>2140</td>
<td>2390</td>
<td>250</td>
<td>2650</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Grade of pre-test</td>
<td>Presentation of pre-test</td>
<td>Grade of post-test</td>
<td>Presentation of post-test</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>&gt;74</td>
<td>24</td>
<td>85.71%</td>
<td>28</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>&lt;74</td>
<td>4</td>
<td>14.29%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
<td>28</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the researcher calculated the mean of pre-test, the mean of post-test, and calculation standard deviation.

a) Mean of Pre-test Cycle II

\[ M_X = \frac{\sum x_1}{N} \]

\[ = \frac{2140}{28} \]

\[ = 76.4 \]

b) Mean of Post-test Cycle II

\[ M_Y = \frac{\sum y_1}{N} \]

\[ = \frac{2390}{28} \]

\[ = 85.3 \]

i. Mean of Pre-test II (\( M_X \)) \[= 76.4 \]

ii. Mean of Post-test II (\( M_Y \)) \[= 85.3 \]
iii. Mean of $M_{II}$ $\geq M_{II}$

Mean of pre-test for cycle II was 76.4, while mean of post-test was 85.3 (mean of post-test $>$ pre-test). It can be concluded that there was significant of students understanding asking and giving opinion as a material by using audiovisual.

c) Calculating of the Mean of Difference

$$MD = \frac{\Sigma D}{N}$$

$$= \frac{250}{28}$$

$$= 8.9$$

d) Calculating of the Standard Deviation

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2}$$

$$= \sqrt{\frac{2650}{28} - \left( \frac{250}{28} \right)^2}$$

$$= \sqrt{94.64 - (8.92)^2}$$

$$= \sqrt{94.64 - 79.56}$$

$$= \sqrt{15.08}$$

$$= 3.88$$

e) Standard Error for the Mean Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{3.88}{\sqrt{28-1}}$$
\[ T_O = \frac{MD}{SD_{MD}} \]
\[ = \frac{3.88}{5.19} \]
\[ = 0.74 \]

f) Calculation of T-test

- \( T_O = \frac{MD}{SD_{MD}} \)
- \( = \frac{8.9}{0.74} \)
- \( = 12.027 \)

i. T-test is 12.027

ii. T-table is 2.048

iii. T-test > T-table = 12.02 > 2.048

T-test was 12.02. It used significant and there was T-table 2.048 with (N-1) =27. The T-table was 2.048 from the data, the researcher conclude that the score of t-test was higher than t-table. Therefore, there was a significant enhancement of the research.

d. Reflection

Based on the result of the cycle II, the researcher found most of student very enthusiasm in the learning process.

From the explanation above it can conclude that there is a significant improvement using audiovisual because the value of T-test is bigger than T-table. It means that the research is successfully
achieved. Therefore, the teacher and the researcher do not need to conduct the next cycle.

The passing grade (KKM) is 74. The students’ score in post-test of cycle II show that all students get the score higher than KKM. The students answered in the post-test of cycle II were better. In the pre-test of cycle II 85.71% of the students who get score higher than KKM. Finally the teacher and researcher stop the cycle because 85.71% of the students have already passed the passing grade.

B. Discussion

1. The Implementation of Audiovisual Media to Improve Students’ Listening Skills at the Eighth Grade of MTs Assalafi Susukan in the Academic Year of 2018/2019.

From this research, the researcher could conclude that the implementation of audiovisual media to improve students’ listening skills at the Eighth Grade of MTs Assalafi Susukan in the academic year of 2018/2019 was successful. From the research that has been done, can be seen an improvement from several aspect. Starting from cycle I the total score on percentage from the observation checklist in the cycle I is 76.3% (Table 4.1), as for the aspects assessed, “teacher ability to manage classroom” get score 4, “teacher’s performance in teaching the material” score 4, “teacher’s ability to motivate and
develop student’s interest toward the materials given” get score 3, “teacher ability to evaluate the students” score 4, “teacher’s ability to answer students’ question” score 4, every aspect of the teacher’s score maximal is 5 each aspect.

The observation for the students in the cycle I, there are several aspects assessed, “students’ attention toward teacher’s explanation” score 4, “students’ activeness during teaching and learning process” score 4, “students’ response toward teacher’s order to perform listening” score 4, “students’ interaction to the teacher and the other students” score 4, “students ability to expand their idea in listening form” score 4, “students’ understanding toward the material given” score 3.

In the cycle II, the percentage value from the observation checklist has increased to 87%, there are many aspects that affect the increase in the percentage. The researcher could conclude that the implementation of audiovisual to improve students’ listening skill at the eighth grade students of MTs Assalafi Susukan was successful.

2. The Improvement of Using Audiovisual Media to Improve Students’ Listening Skill at the Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2018/2019.

After analyzing the students’ score in the cycle I and cycle II, the researcher concluded that there was significant improvement of the
used audiovisual to improve students listening skill. The improvement can be seen as follow:

Table 4.7

Table of Data Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>65.5</td>
<td>76.4</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>77.5</td>
<td>85.3</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who Pass the passing grade (&gt;74)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>25%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>50%</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>T-table (N=28)</td>
<td>2.048</td>
<td>2.048</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>9.586</td>
<td>12.027</td>
</tr>
</tbody>
</table>

From the table above, it can saw that the t-test was bigger than t-table. It means that there was improvement of the students’ listening skill after using audiovisual. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I the improvement was many as 50%, and the cycle II, the improvement was as many 15%. On the result among T-test of cycle I and cycle II, the using of audiovisual was successful to improve
students listening skill in asking and giving opinion as a material. It could be saw from the table, that showed that T-test of cycle I was 9.586 and cycle II was 12.027 was higher than T-table 2.048/ T-test > T-table, so the result was improvement significant. Based on the table above, the researcher concludes that using audiovisual can improve the students’ listening skill.
CHAPTER V

CLOSURE

A. Conclusion

After the research was conducted, the researcher concludes some conclusions of the use audiovisual to improve students’ listening skill at the eighth grade students of MTs Assalafi Susukan in the academic year of 2018/2019. They were:

1. The implementation of audiovisual media to improve students’ listening skills in MTs Assalafi Susukan in the Academic year of 2018/2019 was going smoothly. During the activities, students’ attention, interaction to teacher, student’ ability to expand their idea in a listening form, where very excellent and there was improvement in understanding more the material given, the students were more enthusiastic and not got bored quickly. The teacher also taught and gave material well, she started by greeting, checking students attendant list, ability to manage the class, ability motivate the students, ability to evaluate the students, ability answer the students question, giving feedback after lesson (see table 4.1 observation checklist in the Cycle I and table 4.4 observation checklist in the cycle II).
2. The use of Audiovisual media significantly improve students’ listening skill at the Eighth grade students’ of MTs Assalafi Susukan in the academic year of 2018/2019 shows that there were $T_0 > T_T = 9.586 > 2.048$. In cycle II, $T_0 > T_T = 12.027 > 2.048$ of students who got score higher than the passing grade. This result could be seen from the pre-test and post-test of cycle I and cycle II.

B. Recommendation

1. For the teacher

   Listening is the most known as difficult skill, the use of audiovisual in listening skill especially in asking and giving opinion was an interesting media because it can attract the students’ interest, student can understand more easily, can help the students who have problem or difficulties in learning English. In this case the teacher should be able to find new ways in delivering materials to students to make learning process become more effective. The researcher suggested for the teacher to use audiovisual as a media in listening skill to make students easier.

2. For the students

   Listening is the important skill should be mastered and improved by student. Based on findings above, the researcher would like to suggest that the students should find many ways to
improve their listening skill. There are many resources in the internet and many fun ways to have better listening skill.

3. For other researcher

This research is expected to give useful information toward the readers and the other researcher about audiovisual which used to improve students listening skill. This research can be used as reference. The next researcher can also develop the research in different method or subject.
REFERENCES


Hasyuni. (2006). *The Students’ Preferred Activities for English Listening Classes* (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP)

Hruby, J. (2010). *Teaching aids-The Use of Video in English Language Teaching*. (BacheloreTesis; Univerzita Pardubice, FakultaFilozofika)


National Science Foundation . (2002). *An overview of quantitative and qualitative data collection*. Virginia: Author


APPENDICES
**SILABUS PEMBELAJARAN**

**Sekolah**: 

**Kelas**: VIII (Delapan)

**Mata Pelajaran**: BAHASA INGGRIS

**Semester**: 1 (Satu)

**Standar Kompetensi**: Berbicara

2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan dengan sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 2.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (berpersonalisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak, membantu, mengakui, | 1. Percakapan singkat memuat ungkapan – ungkapan. Contoh: 
A: *Let me help you.*
B: *Thank you so much.*
A: *Can I have a bit.*
B: *Sure. Here you are.*
A: *Did you break the glass?*
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menguasai bahasa,</td>
<td>A: What do you think of this? B: Not bad.</td>
<td>Telah dipelajari dalam real life situation</td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
<td>4x40 menit</td>
</tr>
<tr>
<td>memberi pesan</td>
<td>- Yes/No Questions</td>
<td>- Kata terkait tema</td>
<td></td>
<td></td>
<td></td>
<td>2. Gambar-gambar terkait tema</td>
</tr>
<tr>
<td></td>
<td>- QW-Questions</td>
<td>- dan jenis teks</td>
<td></td>
<td></td>
<td></td>
<td>3. Realia</td>
</tr>
<tr>
<td></td>
<td>4. Ungkapan Baku</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Role cards</td>
</tr>
<tr>
<td></td>
<td>- Sorry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I Think so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I don’t think so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness) Rasa hormat dan perhatian (respect) Tekun (diligence)

2. Memahami dan menerapkan perakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Would you come to party? B. I’d love to.</td>
<td></td>
<td>Unipik kerja</td>
<td>Create a dialogue based on the role cards and perform it in front of the class.</td>
</tr>
<tr>
<td>Ungkapan-ungkapan-ungkapan yang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>wani no, bu!</td>
<td>akan dibahas tentunya</td>
<td>tentang menyetujui tidak memenuhi kewajiban</td>
</tr>
<tr>
<td></td>
<td>A: I do agree.</td>
<td>Tanya jawab menurut permintaan</td>
<td>3. Bertanya dan menjawab tentang menunjukkan keterampilan seluas</td>
</tr>
<tr>
<td></td>
<td>B: Thanks for the</td>
<td>ungkapan terkait materi</td>
<td>4. Bertanya dan menjawab tentang memberikan</td>
</tr>
<tr>
<td></td>
<td>Support.</td>
<td>Menirukan peran guru</td>
<td>selama</td>
</tr>
<tr>
<td></td>
<td>A: No, way....</td>
<td>banyaknya peran guru</td>
<td>5. Melakukan peran guru yang</td>
</tr>
<tr>
<td></td>
<td>B: It's O.K. I</td>
<td>berikan peran guru</td>
<td>6. Melakukan</td>
</tr>
<tr>
<td></td>
<td>understand.</td>
<td>memberikan peran guru</td>
<td>tanya jawab</td>
</tr>
<tr>
<td></td>
<td>A: You have</td>
<td>menggunakan ungkapan</td>
<td>menggunakan ungkapan</td>
</tr>
<tr>
<td></td>
<td>beautiful hair.</td>
<td>terkait</td>
<td>3. kewajiban untuk</td>
</tr>
<tr>
<td></td>
<td>B: Thank you.</td>
<td>perlu</td>
<td>selalu</td>
</tr>
<tr>
<td></td>
<td>A: Happy birthday.</td>
<td>berkembang</td>
<td>menunjukkan keterampilan</td>
</tr>
<tr>
<td></td>
<td>B: Thank you.</td>
<td>seluas</td>
<td>4. menunjukkan keterampilan</td>
</tr>
<tr>
<td></td>
<td>2. Taka Bakhasa</td>
<td>seluas</td>
<td>5. menunjukkan keterampilan</td>
</tr>
<tr>
<td></td>
<td>• Adjective Phrase</td>
<td>seluas</td>
<td>6. menunjukkan keterampilan</td>
</tr>
<tr>
<td></td>
<td>• Noun Phrase</td>
<td>seluas</td>
<td>7. menunjukkan keterampilan</td>
</tr>
<tr>
<td>3. Kasa Kasa</td>
<td>• Kasa terkait tema</td>
<td>seluas</td>
<td>8. menunjukkan keterampilan</td>
</tr>
<tr>
<td></td>
<td>• jenis teks</td>
<td>seluas</td>
<td>9. menunjukkan keterampilan</td>
</tr>
<tr>
<td>4. Intonations</td>
<td></td>
<td>seluas</td>
<td>10. menunjukkan keterampilan</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Failing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• raisang</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthiness)
  - Rasa hormat dan perhatian (respect)
  - Tekun (diligence)

Mengetahui:
Kepala Sekolah

___, ________ 20___
Guru Mapel Bahasa Inggris,

______, ________
NIP /NIK: ________

______ , ________
NIP /NIK: ________
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

<table>
<thead>
<tr>
<th>Nama Satuan Pendidikan</th>
<th>MTs Assalafi Susukan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/Semester</td>
<td>VIII/Ganjil</td>
</tr>
<tr>
<td>Materi Pokok</td>
<td>Asking and Giving Opinion</td>
</tr>
<tr>
<td>Aspek/Skill</td>
<td>Mendengarkan</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 x 40 menit</td>
</tr>
</tbody>
</table>

A. Standar kompetensi: mendengarkan

2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

2.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan bahasa dan sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam kehidupan sehari-hari dengan lingkungan sekitar yang melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

C. Indikator

1. Mengidentifikasi ungkapan menyampaikan pendapat dan meminta pendapat
2. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
3. Merespon dan mempraktikkan tindak tutur meminta pendapat.
4. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, 75% siswa mampu untuk:

1. Mengungkapkan dan mempraktikkan tindak tutur menyampaikan pendapat.
2. Merespon dan mempraktikkan tindak tutur menyampaikan pendapat.
3. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.
E. Materi Pembelajaran

Asking and Giving Opinion

a. Meminta pendapat (Asking Opinion)
   Situasi formal:
   1. Would you mind to share your idea?
   2. What you give any comment?
   3. Do you want to share any idea?
   4. Do you have an opinion related this context?
   5. Share your idea please.
   Situasi informal:
   1. What do you think about it?
   2. What is your opinion?
   3. What are you thinking about?
   4. Why do you think so?
   5. How's your life?
   6. Is that good?

b. Memberikan pendapat (Giving Opinion)
   Situasi formal:
   1. I personally believe ....
   2. I personally consider ....
   3. Maybe, you need to ...
   4. In my own opinion ...
   5. Well, it’s better for you to ...

   Situasi informal:
   1. I don’t think so.
   2. I think that it’s good for you to ...
   3. I think that ...

   Contoh tabel asking and giving opinion.

<table>
<thead>
<tr>
<th>Asking for opinion</th>
<th>Giving opinion</th>
<th>Refusing opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you thing (of/about)...?</td>
<td>I think (that)....</td>
<td>No, I don’t think so ...</td>
</tr>
<tr>
<td>Do you think (that)....?</td>
<td>I believe (that)</td>
<td>I am not with you.</td>
</tr>
<tr>
<td>Why do they behave like that?</td>
<td>In my opinion...</td>
<td>I am not in line with you</td>
</tr>
<tr>
<td>Do you have any idea?</td>
<td>It seems to me (that)...</td>
<td>I have different opinion about ....</td>
</tr>
<tr>
<td>How do you like...?</td>
<td>As far as I’m concerned...</td>
<td>Absolutely no.</td>
</tr>
<tr>
<td>Please give me your opinion.</td>
<td>I think that.....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If you ask me ....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not everyone agree with</td>
<td></td>
</tr>
</tbody>
</table>
Example:
Situation: Full day school

Doni : Hi Tom! What are you doing?
Tomy : I'm reading a newspaper.
Doni : any good news?
Tomy : I've just read about full day school.
Doni : so what your opinion about that?
Tomy : in my opinion, it is useful for Indonesian educational development. Because if school time is extended until 3 or 4 PM, students can learning more. So, Indonesia's education ranking in the world can be increased.
Doni : do you think like that? But how about the students? Don't you think it is too boring for them? In school all days.
Tomy : No, if the teacher can bring class situation more fun, giving them exciting activities, so the student will enjoy their day in school.
Doni : I think you're right.

F. Media/Sumber Pembelajaran
Bahan : Papan tulis, spidol, LKS, LCD, laptop, speaker
Sumber : Buku paket “Let’s Talk” grade 1 dan sumber dari youtube.
- http://youtu.be/a1sO_wnZc5U
- http://youtu.be/1nmWilepFpS

G. Metode Pembelajaran
Pendekatan : scientific approach
Teknik : communicative language teaching

H. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>SISWA</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>- Guru membuka pelajaran dengan mengucapkan salam.</td>
<td>- Siswa menyambut salam dari guru.</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>- Guru menyapa siswa</td>
<td>- Siswa menjawab</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dengan menggunakan</td>
<td>sapaan guru dengan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bahasa inggris “Good</td>
<td>penuh semangat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning students”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(sebelum siswa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>merespon, guru</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diharapkan jangan dulu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>melanjutkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pembelajaran)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sebelum memulai</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pembelajaran guru</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mengajak siswa untuk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>berdoa bersama-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sama.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memeriksa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kehadiran siswa.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru meminta siswa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>untuk menyiapkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buku pelajaran</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bahasa inggris.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru me-review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kembali materi yang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sudah di pelajari</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dipertemuan terakhir.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motivasi kepada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>siswa.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa berdoa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bersama-sama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dengan guru dan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>menyimak serta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mendengarkan guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa menjawab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“present/I’m here”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jika hadir.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa menyiapkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buku pelajaran</td>
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<td></td>
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</tr>
<tr>
<td>bahasa inggris.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa mendengarkan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guru.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Inti | |
| - Guru memancir keterpakan siswa dengan memberikan beberapa pertanyaan yang sesuai dengan materi yang akan diajarkan. | |
| - Guru memberikan contoh tentang “asking and giving opinion”. | |
| - Guru memancing siswa untuk bertanya. | |
| - Guru menjelaskan bagaimana caranya menggunakan kata-kata “asking and giving opinion”. | |
| - Guru meminta siswa untuk menirukan | |

| - Siswa memperhatikan dan menjawab pertanyaan dari guru. | |
| - Siswa mengamati apa yang sedang disampaikan guru. | |
| - Siswa bertanya terkait perbedaan antara “asking opinion expression” dan “giving opinion expression”. | |
| - Siswa mendengarkan dan menirukan apa | |

45 menit
<table>
<thead>
<tr>
<th>contoh “asking and giving opinion” yang diucapkan guru.</th>
<th>yang guru sedang katakana tentang contoh “asking and giving opinion”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru meminta siswa untuk memperhatikan video yang diputar guru tentang “asking and giving opinion”.</td>
<td>- Siswa memperhatikan video yang diputar.</td>
</tr>
<tr>
<td>- Guru membagikan lembaran.</td>
<td>- Siswa menerima lembaran.</td>
</tr>
<tr>
<td>- Guru meminta siswa untuk melengkapi kata-kata yang kosong dengan memperhatikan video yang diputar.</td>
<td>- Siswa mendengarkan instruksi dari guru dan mulai melengkapi.</td>
</tr>
<tr>
<td>- Guru memberikan instruksi, dan informasi.</td>
<td>- Siswa memperhatikan instruksi dari guru.</td>
</tr>
<tr>
<td>- Guru meminta siswa untuk mengumpulkan hasil pekerjaan mereka di mejaguru.</td>
<td>- Siswa mengumpulkan hasil pekerjaan di mejaguru.</td>
</tr>
<tr>
<td>- Guru memberikan feedback terhadap pekerjaan siswa.</td>
<td>- Siswa memperhatikan guru.</td>
</tr>
</tbody>
</table>

**Penutup**

| - Guru bertanya dan menyimpulkan kepada siswa tentang materi yang dipelajari. | - Siswa memperhatikan. |
| - Guru meminta siswa untuk menyampaikan hal-hal yang belum bias dipahami dari materi yang sudah disampaikan. | - Siswa membaca hamdalah dan berdoa bersama-sama serta menjawab salam dari guru. |
| - Guru memberikan motivasi kepada siswa. | |
| - Guru menutup pembelajaran dengan bacaan hamdalah dan doa bersama-sama | 20 menit |
I. Instrument Hasil Penilaian
   1. Jenis penilaian : Tertulis
   2. Teknik penilaian : Tertulis
   3. Rubric penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Student's Score</th>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>A</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td>2</td>
<td>80-90</td>
<td>B</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>C</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>D</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>0-59</td>
<td>E</td>
<td>Low</td>
</tr>
</tbody>
</table>

Susukan, 27 Januari 2019
Mengetahui,

Guru mata pelajaran
Bahasa Inggris,

Nur Istiqomah, S.Pd

Peneliti,

Muhammad Dajman Hakim
11314145

Validator Instrument,

Ahmad Jamsuji, S.Ag.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : MTs Assalafi Susukan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Materi Pokok : Asking and Giving Opinion
Aspek/Skill : Mendengarkan
Alokasi Waktu : 2 x 40 menit

A. Standar kompetensi: mendengarkan
2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sederhana
   untuk berinteraksi dengan lingkungan sekitar dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar
2.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan
   interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan
   bahasa lisan sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam
   kehidupan sehari-hari dengan lingkungan sekitar yang melibatkan tindak tutur:
   menyampaikan pendapat, meminta pendapat.

C. Indikator
1. Mengidentifikasi ungkapan menyampaikan pendapat dan meminta pendapat
2. Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.
3. Merespon dan mempraktikkan tindak tutur meminta pendapat.
4. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.

D. Tujuan Pembelajaran
Pada akhir pembelajaran, 75% siswa mampu untuk:
1. Mengungkapkan dan mempraktikkan tindak tutur menyampaikan pendapat.
2. Merespon dan mempraktikkan tindak tutur menyampaikan pendapat.
3. Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta a pendapat.
E. Materi Pembelajaran

Asking and Giving Opinion

a. Meminta pendapat (Asking Opinion)
   
   Situasi formal:
   1. Would you mind to share your idea?
   2. What you give any comment?
   3. Do you want to share any idea?
   4. Do you have an opinion related this context?
   5. Share your idea please.
      
      Situasi informal:
      1. What do you think about it?
      2. What is your opinion?
      3. What are you thinking about?
      4. Why do you think so?
      5. How’s your life?
      6. Is that good?

b. Memberikan pendapat (Giving Opinion)
   
   Situasi formal:
   1. I personally believe ....
   2. I personally consider ....
   3. Maybe, you need to ...
   4. In my own opinion ...
   5. Well, it’s better for you to ...
   
   Situasi Informal:
   1. I don’t think so.
   2. I think that it’s good for you to ...
   3. I think that ...

Contoh tabel asking and giving opinion.

<table>
<thead>
<tr>
<th>Asking for opinion</th>
<th>Giving opinion</th>
<th>Refusing opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think (of/about)....?</td>
<td>I think (that)....</td>
<td>No, I don’t think so ...</td>
</tr>
<tr>
<td>Do you think (that)....?</td>
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<td>I am not with you.</td>
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<td>Why do they behave</td>
<td>In my opinion....</td>
<td>I am not in line with you</td>
</tr>
<tr>
<td></td>
<td>It seems to me (that)....</td>
<td>I have different opinion</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>like that?</td>
<td>As far as I'm concerned...</td>
<td></td>
</tr>
<tr>
<td>Do you have any idea?</td>
<td>I think that......</td>
<td></td>
</tr>
<tr>
<td>How do you like..?</td>
<td>If you ask me....</td>
<td></td>
</tr>
<tr>
<td>Please give me your opinion.</td>
<td>Not everyone agree with me, but.....</td>
<td></td>
</tr>
<tr>
<td>What's your opinion? (less formal)</td>
<td>From my point of view.....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I agree / disagree ......</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Absolutely no.</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

Situation: Full day school

**Doni:** Hi Tom! What are you doing?
**Tomy:** I'm reading a newspaper.
**Doni:** any good news?
**Tomy:** I've just read about full day school.
**Doni:** so what your opinion about that?
**Tomy:** *in my opinion*, it is useful for Indonesian educational development. Because if school time is extended until 3 or 4 PM, students can learning more. So, Indonesia’s education ranking in the world can be increased.
**Doni:** do you think like that? But how about the students? Don’t you think it is too boring for them? In school all days.
**Tomy:** No, if the teacher can bring class situation more fun, giving them exciting activities, so the student will enjoy their day in school.
**Doni:** I think you’re right.

**F. Media/Sumber Pembelajaran**

- Bahan : Papan tulis, spidol, LKS, LCD, laptop, speaker
- Sumber : Buku paket “Let’s Talk” grade 1 dan sumber dari youtube.
  - [https://youtube.be/h6CRHfBhl](https://youtube.be/h6CRHfBhl)
  - [http://youtube.be/hv59IKebui](http://youtube.be/hv59IKebui)

**G. Metode Pembelajaran**

- Pendekatan : *scientific approach*
- Teknik : communicative language teaching
<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI GURU</th>
<th>DESKRIPSI SISWA</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan | - Guru membuka pelejuran dengan mengucapkan salam.  
- Guru menyapa siswa dengan menggunakan bahasa inggris "Good morning students". (sebelum siswa merespon, guru diharapkan jangan dulu melanjutkan pembelajaran)  
- Sebelum memulai pembelajaran guru mengajak siswa untuk berdoa bersama-sama.  
- Guru memeriksa kehadiran siswa.  
- Guru meminta siswa untuk menyiapkan buku pelajaran Bahasa Inggris.  
- Guru mengajarkan siswa untuk mengetahui apa yang akan dipelajari.  
- Guru menyampaikan tujuan tentang materi "Asking and Giving Opinion"  
- Guru memberikan motivasi kepada siswa. | - Siswa menjawab salam dari guru.  
- Siswa menjawab sapaan guru dengan penuh semangat. | 15 menit |
| Inti | - Guru memancig keterlisan siswa dengan memberikan beberapa pertanyaan yang sesuai dengan materi yang akan diasupkan.  
- Guru memberikan | - Siswa memperhatikan dan menjawab pertanyaan dari guru.  
- Siswa mengamati apa | 45 menit |
<table>
<thead>
<tr>
<th>Penutup</th>
<th>- Guru bertanya dan memperhatikan kepada siswa tentang materi yang dipelajari.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa membaca hamdalah dan berdoa bersama-sama serta menjawab salam dari</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Siswa bertanya</th>
<th>terkait perbedaan antara “asking opinion expression” dan “giving opinion expression”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mendengarkan dan menirukan apa yang guru sedang katakana tentang contoh “asking and giving opinion”.</td>
<td></td>
</tr>
<tr>
<td>Siswa memerhatikan video yang diputar.</td>
<td></td>
</tr>
<tr>
<td>Siswa menerima lembaran.</td>
<td></td>
</tr>
<tr>
<td>Siswa mendengarkan instruksi dari guru dan mulai melengkap.</td>
<td></td>
</tr>
<tr>
<td>Siswa memerhatikan instruksi dari guru.</td>
<td></td>
</tr>
<tr>
<td>Siswa mengumpulkan hasil pekerjaan di meja guru.</td>
<td></td>
</tr>
<tr>
<td>Siswa memerhatikan guru.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guru meminta siswa</th>
<th>yang sedang disampaikan guru.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa bertanya terkait perbedaan antara “asking opinion expression” dan “giving opinion expression”.</td>
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<tr>
<td></td>
<td>- Siswa mendengarkan dan menirukan apa yang guru sedang katakana tentang contoh “asking and giving opinion”.</td>
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<tr>
<td></td>
<td>- Siswa memerhatikan video yang diputar.</td>
</tr>
<tr>
<td></td>
<td>- Siswa menerima lembaran.</td>
</tr>
<tr>
<td></td>
<td>- Siswa mendengarkan instruksi dari guru dan mulai melengkap.</td>
</tr>
<tr>
<td></td>
<td>- Siswa memerhatikan instruksi dari guru.</td>
</tr>
<tr>
<td></td>
<td>- Siswa mengumpulkan hasil pekerjaan di meja guru.</td>
</tr>
<tr>
<td></td>
<td>- Siswa memerhatikan guru.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Siswa meminta siswa</th>
<th>contoh tentang “asking and giving opinion”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru memancing siswa untuk bertanya.</td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan bagaimana cara nya menggunakan kata kata “asking and giving opinion”.</td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk menirukan contoh “asking and giving opinion” yang diucapkan guru.</td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk memperhatikan video yang diputar guru tentang “asking and giving opinion”.</td>
</tr>
<tr>
<td></td>
<td>- Guru membagikan lembaran.</td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk melengkapi kata kata yang kosong dengan memperhatikan video yang diputar.</td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan instruksi, dan informasi.</td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk mengumpulkan hasil pekerjaan mereka di meja guru.</td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan feedback terhadap pekerjaan siswa.</td>
</tr>
<tr>
<td>Siswa memerhatikan guru.</td>
<td>20 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Penutup</th>
<th>- Guru bertanya dan memperhatikan kepada siswa tentang materi yang dipelajari.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa membaca hamdalah dan berdoa bersama-sama serta menjawab salam dari</td>
</tr>
</tbody>
</table>
untuk menyampaikan hal-hal yang belum bias dipahami dari materi yang sudah disampaikan.
- Guru memberikan motivasi kepada siswa.
- Guru menutup pembelajaran dengan bacaan hamdalah dan doa bersama-sama serta salam.

1. Instrument Hasil Penilaian
   1. Jenis penilaian : Tertulis
   2. Teknik penilaian : Tertulis
   3. Rubric penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Student's Score</th>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90-100</td>
<td>A</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td>2</td>
<td>80-90</td>
<td>B</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>70-79</td>
<td>C</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>D</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>0-59</td>
<td>E</td>
<td>Low</td>
</tr>
</tbody>
</table>
Susukan, 23 Januari 2019
Mengetahui,

Guru mata pelajaran
Bahasa inggris,

Nur Istiqomah, S.Pd

Peneliti,

Muhammad Luqman Hakim
11314145

Validator Instrument,

Ahmadi Jamsuki, S.Ag.
PRE-TEST CYCLE I

Name: UMIDHATUL FARIDA.
Class: VIIB

Watch and listen the conversation and fill the blank conversation bellow!

Nina: What is your opinion about my picture?
Nana: Wow! Amazing! Very beautiful and colorful. I think you talent as a Painter or designer.
Nina: Thank you. By the way have you finished your homework?
Nana: Not yet. I have a problem about it. I think English lesson is easy. Can you help me?
Nana: Is difficult. What about you?
Nina: I think English lesson is easy. Because it's one of my favorite lessons.
PRE-TEST CYCLE I

Name: [Name]
Class: 3B

Watch and listen the conversation and fill the blank conversation below!

Nina: [Name], how about my picture?
Nana: Wow! Amazing! It's very beautiful and colorful. I think you talent as a painter or designer.
Nina: [Name], by the way, have you finished your homework?
Nana: Not yet. I have a problem about [subject]. What do you think of English lesson? I think it's difficult. What about you? I think it is easy. I think English lesson is easy. It's one of my favorite lessons. Can you help me?
PRE-TEST CYCLE I

Name: GUS
Class: BB

Watch and listen the conversation and fill the blank conversation bellow:

Nina: What is your picture about?
Nana: Wow! Amazing! It is very beautiful and colorful. I think you talent as a Painter or designer.
Nina: ... ....... By the way have you finished your homework?
Nana: Not yet. I have a problem about it. It is an English lesson.
Nina: What do you think of English lesson?
Nana: ... ... ... is difficult. What about you?
Nina: I think English lesson is easy. I think it's one of my favorite lessons.
| A | So guys, what up dude? That we want to study first? Math or history? |
| B | How o... math? |
| C | Ok... agree |
| D | Exactly, I don't understand math so much. |
| A | Ok, we study math first. |
|     (They start learning) |
| B | Oh, I am so bored. |
| A | Me too. |
| C | Me too. |
| D | Oh... do you think if we watch the movie? |
| C | Where? |
| D | In XXI Mocca. |
| A | What the movie that you want to watch? |
|     (While thinking) |
| D | Guys, Suzana. Suzana is scary movie and I like it so much. (He lined a picture of big handphone) |
| A | No, no. big no to that movie. I don't... |
| B | H... fantasy best? It's a cool movie. |
| C | What is genre? |
| B | Fantasy!! It like the title, it is so fantasy. |
| D | Hm... Because it is not real, and too much imagination. |
| B | He... exactly with it we refresh our minds. |
| C | Horr... movie is not the good choice. |
| A | Yes... that's so true. We need to refresh our minds. |
| C | Guys, guys, by the way there is a new hot movie the title is rackit rump. |
| A | Oh, it's the best choice Because cartoon movie surely will be fun, alright? |
| B | Yes, I ever watch the first part of the movie, I think the second are will be good. |
| D | Hm, I think only me that like horror movie, so useless. (while seeing HP) |
| C | So, do you want join with us or not? |
| D | No... join. |

(AND THEY WENT TO XXI TOGETHER)
POST TEST CYCLE 1

Name: Akira Zuyan

Class: 8th

Watch and listen to the conversation and fill the blank conversation below!

A: So guys, what up dude? That we want to study first? Math or history?
B: How about math?
C: Ok, let’s get on it.
D: Exactly, I don’t understand math so much.
A: Ok, we study math first.

(They start learning)

B: Oh, I am so bored.
A: Me too.
C: Me too.
D: What do you think if we watch the movie?
C: Where?
D: In XXI Mecca.
A: What the movie that you want to watch?
(While thinking)
D: Guys, Suzana. Suzana is scary movie and I like it so much. (he listed a picture of his handphone)
A: No, no. Big no to that movie, I don’t like it.
B: fantasy beast? It’s a cool movie.
C: What is genre?
B: Fantasy! It like the title, it is so fantasy.
D: Hmm... don’t worry. Because it is not real, and too much imagination.
B: No no no, exactly with it we refresh our minds. Horror movie is not the good choice.
A: Yes, that’s so true. We need to refresh our minds.
C: Guys, guys, by the way there is a new hot movie, the title is rackit rump.
A: Oh, it’s the best choice. Because cartoon movie surely will be fun, alright?
B: Yes, I ever watch the first part of the movie, I think the second are will be good.
D: Hmm, I think only me that like horror movie, so useless. (while seeing HP)
C: So, do you want join with us or not?
D: No, I join.

(AND THEY WENT TO XXI TOGETHER)
Name: Bagus Seforn
Class: 8B

Watch and listen to the conversation and fill the blank conversation below!

A: So guys, what up dude? That we want to study first? Math or history?
B: How math?
C: Ok, I agree.
D: Exactly, I don't understand math so much.
A: Ok, we study math first.

(They start learning)

B: Oh, I am so bored.
A: Me too.
C: Me too.
D: What do you think if we watch the movie?
C: Where?
D: In XXI Mocca.
A: What the movie that you want to watch?
(While thinking)
D: Guys, Suzana. Suzana is scary movie and I like it so much. (He lined a picture of his hardphone)
A: No, no. Big no to that movie, I don't like it.
B: Horror! Fantasy beast? It's a cool movie.
C: What is genre?
B: Fantasy! It like the title, it is so fantasy.
D: Hmm. Do you agree because it is not real, and too much imagination.
B: No, no. It exactly with it we refresh our minds. Horror movie is not the good choice.
A: Yes, that's so true. We need to refresh our minds.
C: Guys, guys, by the way there is a new hot movie the title is Racket Rump.
A: Oh, it's the best choice. Because cartoon movie surely will be fun, alright?
B: Yes, I ever watch the first part of the movie. I think the second are will be good.
D: Hmm, I think only me that like horror movie, so useless. (While seeing HP)
C: So, do you want join with us or not?
D: No, I won't join.

(AND THEY WENT TO XXI TOGETHER)
POST TEST CYCE 1

Name: [Name]

Class: [Class]

Watch and listen to the conversation and fill the blank conversation below!

A: So guys, what up dude? That we want to study first? Math or history?
B: How about math?
C: Ok, let's get started.
D: Exactly, I don't understand math so much.
A: Ok, we study math first.

(They start learning)

B: Oh, I am so bored.
A: Me too.
C: Me too.
D: What do you think if we watch the movie?
C: Where?
D: In XXI Mocca.
A: What the movie that you want to watch?
(While thinking)
D: Guys, Suzana. Suzana is scary movie and I like it so much. (be lined a picture of his handphone)
A: No, no. big no to that movie, I don't like it.

B: Brrr... fantasy beast? It's a cool movie.
C: What is genre?
B: Fantasy!! It like the title, it is so fantasy.
D: Hmm, let's watch it. Because it is not real, and too much imagination.
B: No, we exactly with it we refresh our minds. Horror movie is not the good choice.
A: Yes, that's so true. We need to refresh our minds.
C: Guys, guys, by the way there is a new hot movie the title is rickit ramp.
A: Oh, it's the best choice. Because cartoon movie surely will be fun, alright?
B: Yes, I ever watch the first part of the movie, the second are will be good.
D: Hmm, I think only me that like horror movie, so useless. (while seeing HP)
C: So, do you want join with us or not?
D: Re: join... I join.

(AND THEY WENT TO XXI TOGETHER)
PRE-TEST CYCLE II

Name: Aria 
Class: Grade 8

Watch and listen to the conversation, and fill the blank conversation below!

Andre: Hi Bob, Where have you been? I didn’t see you for a week.

Bobi: I went to Amed beach in Karang Asem. Have you ever visited that place?

Andre: Hmm... Never, but I ever saw it from TV. Is it a.....?...?...?...?...?

Bobi: Yes, it is an awesome beach. It has many good diving spots. Besides, you can also see a beautiful sunrise in the morning.

Andre: What a good place to spend a holiday!

Bobi: Yeah of course. If you have a long holiday, you should go to Amed. Karang Asem has many beautiful beaches.

Andre: Yes, I will. Last year I went to Virgin Beach in Karang Asem. It is not too far from Denpasar. Have you ever gone there?

Bobi: Not yet, I just know it from my friends who have already gone there. They said that the beach has beautiful white sand. How is your ?

Andre: I think Virgin Beach is a beautiful beach and a good place to spend your weekend. Your friends are right. It was gorgeous white sand.

Bobi: , please take me there sometimes.

Andre: Alright, let’s arrange a trip to Karang Asem next June.

Bobi: I’d say that brilliant. Cant’ wait for that month.

Andre: Yeah, me too. I will contact you later. See you Bob.

Bobi: Alright, see you Andre.
PRE-TEST CYCLE II

Name : Mundu Lestari
Class : 6 B

Watch and listen to the conversation, and fill the blank conversation below!!

Andre : Hi Bob, Where have you been? I didn’t see you for a week.

Bobi : I went to Amed beach in Karang Asem. Have you ever visited that place?

Andre : Hmmm.... Never, but I ever saw it from TV. Is it a good beach? What do you think Amed beach?

Bobi : ....... really is an awesome beach. It has many good diving spots. Besides, you can also see a beautiful sunrise in the morning.

Andre : What a good place to spend a holiday!

Bobi : Yeah of course. If you have a long holiday, ... you should go to Amed. Karang Asem has many beautiful beaches.

Andre : Yes, I will, in my opinion... Last year I went to Virgin Beach in Karang Asem. It is not too far from Denpasar. Have you ever gone there?

Bobi : Not yet, I just know it from my friends who have already gone there. They said that the beach has beautiful white sand. How is your opinion...?

Andre : ...... I think Virgin Beach is a beautiful beach and a good place to spend your weekend. Your friends are right. It was gorgeous white sand.

Bobi : I agree with you. Please take me there sometimes.

Andre : Alright, let’s arrange a trip to Karang Asem next June. What do you think?

Bobi : I’d say that brilliant... Cant’ wait for that month.

Andre : Yeah, me too. I will contact you later. See you Bob.

Bobi : Alright, see you Andre.
PRE-TEST CYCLE II

Name: AMTIA
Class: Yr 8

Watch and listen to the conversation, and fill the blank conversation below!

Andre: Hi Bob, Where have you been? I didn’t see you for a week.

Bobi: I went to Amed beach in Karang Asem. Have you ever visited that place?

Andre: Hmmm…. Never, but I ever saw it from TV. Is it a really lovely place… Amed beach?

Bobi: It’s a very lovely beach. It has many good diving spots. Besides, you can also see a beautiful sunrise in the morning.

Andre: What a good place to spend a holiday!

Bobi: Yeah of course. If you have a long holiday, you should go to Amed. Karang Asem has many beautiful beaches.

Andre: Yes, I will. Last year I went to Virgin Beach in Karang Asem. It is not too far from Denpasar. Have you ever gone there?

Bobi: Not yet, I just know it from my friends who have already gone there. They said that the beach has beautiful white sand. How is your view?

Andre: I think Virgin Beach is a beautiful beach and a good place to spend your weekend. Your friends are right. It was gorgeous white sand.

Bobi: Please take me there sometimes.

Andre: Alright, let’s arrange a trip to Karang Asem next June.

Bobi: I’d say that brilliant…. Cant’ wait for that month.

Andre: Yeah, me too. I will contact you later. See you Bob.

Bobi: Alright, see you Andre.
POST-TEST CYCLE II

Name: AMHADI

Class: 3 C

Watch and listen to the conversation, and fill the blank conversation below!

<table>
<thead>
<tr>
<th>Duwi</th>
<th>Nuri</th>
<th>Bagus</th>
<th>Rani</th>
<th>Fadel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Guys!!</td>
<td>Hi Guys!!</td>
<td>Oohhh, i went to Sumba, NTB</td>
<td>That was cool.</td>
<td>Sumba is the famous place in Indonesia.</td>
</tr>
<tr>
<td>Hoi.... Hai eri...</td>
<td></td>
<td>it’s right, many tourists come to Sumba.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>where did you go on your holiday? Is it fun?</td>
<td>Wow! Cool, what did you go</td>
<td>That was a great scenery there, i fought with the mummy, i climb the eifel tower. i made a rocket there, that was great.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well, i enjoyed my holiday with Rani.</td>
<td>We went to Amed beach in Karang asem, have you ever visited that place?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never, but i ever saw it from TV.</td>
<td>Good beach? What... What? Amed beach?</td>
<td>Seriously?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In my opinion, this is an awesome beach and it has many diving spot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, that right, besides, you can also see a beautiful sunrise in the morning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, that right, besides, you can also see a beautiful sunrise in the morning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wow! Is a good place to spend a holiday</td>
<td>I’m jealous of you guys.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m jealous of you guys.</td>
<td>How was that?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I just spend my holiday at home</td>
<td>That a boring activity. I just wake up, eat, sleep and repeat again.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was that?</td>
<td>What a pity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What a pity.</td>
<td>Hi bagus come here.P</td>
<td>It’s sounds great! I like...your idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hi bagus come here.P</td>
<td>Ouh, what happened?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ouh, what happened?</td>
<td>we are just talking about our holiday, how about you guys?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>we are just talking about our holiday, how about you guys?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**POST-TEST CYCLE II**

**Name:**

**Class:**

*Watch and listen to the conversation, and fill the blank conversation below!*

<table>
<thead>
<tr>
<th>Duwi</th>
<th>Hi Guys!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuri</td>
<td>Hi Guys!!</td>
</tr>
<tr>
<td>Dilla</td>
<td>Hai Du, Hai Nuri</td>
</tr>
<tr>
<td>Duwi</td>
<td>Where did you go on your holiday? Is it fun?</td>
</tr>
<tr>
<td>Dilla</td>
<td>Well, I enjoyed my holiday with Rani.</td>
</tr>
<tr>
<td>Nuri</td>
<td>Wow! Cool, \textbf{Where did you go?} Amed beach?</td>
</tr>
<tr>
<td>Dilla</td>
<td>\textbf{Opinion} Amed beach is an awesome beach and it has many diving spots.</td>
</tr>
<tr>
<td>Rani</td>
<td>Yes, that right. Besides, you can also see a beautiful sunrise in the morning.</td>
</tr>
<tr>
<td>Duwi</td>
<td>Wow! Is a good place to spend a holiday.</td>
</tr>
<tr>
<td>Nuri</td>
<td>I am jealous of you guys.</td>
</tr>
<tr>
<td>Rani</td>
<td>\textbf{??!!}</td>
</tr>
<tr>
<td>Nuri</td>
<td>I just spend my holiday at home.</td>
</tr>
<tr>
<td>Dilla</td>
<td>How was that?</td>
</tr>
<tr>
<td>Nuri</td>
<td>That a boring activity. I just wake up, eat, sleep and repeat again.</td>
</tr>
<tr>
<td>Rani</td>
<td>What a pity.</td>
</tr>
<tr>
<td>Duwi</td>
<td>Hi Bagus come here. P</td>
</tr>
<tr>
<td>Bagus</td>
<td>Ouh, what happened?</td>
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<td>We are just talking about our holiday, how about you guys?</td>
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<tr>
<td>Bagus</td>
<td>Ouhhh, I went to Sumba, NTB.</td>
</tr>
<tr>
<td>Rani</td>
<td>That was cool.</td>
</tr>
<tr>
<td>Duwi</td>
<td>Sumba is the famous place in Indonesia. It’s right, many tourists come to Sumba.</td>
</tr>
<tr>
<td>Fadel</td>
<td>What do you think?</td>
</tr>
<tr>
<td>Bagus</td>
<td>That was a great scenery there, I fought with the mummy, I climb the eiffel tower. I made a rocket there, that was great.</td>
</tr>
<tr>
<td>Fadel</td>
<td>Seriously?</td>
</tr>
<tr>
<td>Bagus</td>
<td>Ohh, I’m just kidding, I visit Waikari beach, i visit Laguna Waikta and many else.</td>
</tr>
<tr>
<td>Nuri</td>
<td>So Fadel what are you doing on your holiday?</td>
</tr>
<tr>
<td>Fadel</td>
<td>I visit my grandmother at hospital, she was sick.</td>
</tr>
<tr>
<td>Dilla</td>
<td>I’m sorry to hear that.</td>
</tr>
<tr>
<td>Rani</td>
<td>We wish your grandmother get well fast.</td>
</tr>
<tr>
<td>Fadel</td>
<td>No problem, 	extbf{Thank you}.</td>
</tr>
<tr>
<td>Bagus</td>
<td>What we just write down our holiday story?</td>
</tr>
<tr>
<td>Duwi</td>
<td>It’s sounds great! \textbf{KIND YOUR ONE}.</td>
</tr>
<tr>
<td>Nuri</td>
<td>Then I will write all about my boring activity.</td>
</tr>
<tr>
<td>Rani</td>
<td>It is okay Nuri.</td>
</tr>
<tr>
<td>Fadel</td>
<td>Okay, let’s start!!</td>
</tr>
</tbody>
</table>
POST-TEST CYCLE II

Name: Umchall Fariido
Class: 8 b

Watch and listen to the conversation, and fill the blank conversation below!

Duwi: Hi Guys!
Nuri: Hi Guys!!
Dilla: Hoi... Duwi... Hoi rumi?
Duwi: Where did you go on your holiday? Is it fun?
Dilla: Well, I enjoyed my holiday with rani.
Nuri: Wow! Cool, where did you go?
Rani: We went to Amed beach in Karang asem, have you ever visited that place?
Duwi: Never, but I ever saw it from TV.
Nuri: Good beach? What do you think about it?
Dilla: In my opinion, it is an awesome beach and it has many diving spot
Rani: Yes, that right. besides, you can also see a beautiful sunrise in the morning.
Duwi: Wow! Is a good place to spend a holiday
Nuri: I am Jealous of you guys.
Rani: Why?
Nuri: I just spend my holiday at home
Dilla: How was that?
Nuri: That a boring activity, I just wake up, eat, sleep and repeat again.
Rani: What a pity.
Duwi: Hi Bagus come here P.
Bagus: Ouch, what happened?
Dilla: we are just talking about our holiday, how about you guys?

Bagus: Ouhhh, I went to Sumba, NTB.
Rani: That was cool.
Duwi: Sumba is the famous place in Indonesia it's right, many tourists come to Sumba.
Fadel: What do you think guys?
Bagus: That was a great scenery there, I fought with the mummy, I climb the eiffel tower, I made a rocket there, that was great.
Fadel: Seriously?
Bagus: Ohh, I'm just kidding. I visit Waikari beach, I visit Laguna Waikta and many else.
Rani: So Fadel what are you doing on your holiday?
Fadel: I visit my grandmother at hospital, she was sick.
Dilla: I'm sorry, to hear that.
Rani: We wish your grandmother get well fast.
Fadel: No problem. **Thank you**
Bagus: What we just write down our holiday story?
Duwi: It's sounds great! **I'm sure you idea**, I will.
Nuri: Then I will write all about my boring activity.
Rani: It is okay Nuri.
Fadel: Okay, let's start!!
Kepada

Yth. Kepala Sekolah MTs Assalafi Susukan

Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: Muhammad Luqman Hakim
NIM: 113-14-145
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:
THE USE OF VIDEO AND AUDIO TO IMPROVE STUDENTS’ LISTENING SKILLS (STUDY AT EIGHT GRADE STUDENTS OF MTs ASSALAFI SUSUKAN IN THE ACADEMIC YEAR 2018/2019)

Dosen Pembimbing: Ruwandi, S.Pd., MA.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan perelltian mulai tanggal 30 Juli 2018 sampai selesai
Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

Tembusan: 1. Mahasiswa yang bersangkutan
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ungkur Salatiga KM 2 Telepon (0298) 6031864 Kode Pos 50510 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: iain salatiga.ac.id

Nomor : B-108 / In.21/DI.1/PP.07.3/07/2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Salatiga, 10 Juli 2018

Kepada
Yth. Dr. Riwandi, M.A
Di Tempat

Assalamualaikum W. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Muhammad Luqman Hakim
NIK : 113-14-145
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF VIDEO AND AUDIO TO IMPROVE THE STUDENTS’ LISTENING SKILLS

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum W. Wb.

Dekan,
...[Signature]

NIP.: [Redacted]

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Asisten Akademik

Catatan:
Judul telah direvisi oleh dosen pembimbing skripsi menjadi "THE USE OF AUDIOVISUAL TO IMPROVE STUDENTS’ LISTENING SKILLS (A Classroom Action Research of Eighth Grade Students of LIPI Asauji, Salatiga in the Academic Year of 2010/2011)."
**LEMBAR KONSULTASI SKRIPSI**

**Name Mahasiswa:** Muhammad Luqman Hakim  
**NIM:** 113-14-145  
**Dosen Pembiising:** Ruwandh, S. Pd. M. A.

Jadwal Konsultasi pada surat penunjunan pembiising skripsi:

**THE USE OF VIDEO AND AUDIO TO IMPROVE STUDENTS’ LISTENING SKILLS** (A Classroom Action Research at the Eleventh Grade of SMA Assalafi Susukan Kab. Semarang)

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**Dosen Pembiising:**

Ruwandh, S. Pd. M. A.  
NIP. 19661225 200123 1 002
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Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : .............................................
NIM : ..................................................................
Dosen Pembimbing : .............................................
Judul Skripsi pada surat penunjukan pembimbing skripsi :

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Dosen Pembimbing,

Ruwandi, S.Pd, M.A.
NIP: 196612252000031002

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
SATUAN KETERANGAN KEGIATAN

Nama : Muhammad Luqman Hakim
Jurusan : Tadris Bahasa Inggris
Nim : 113-14-145
Dosen Pembinbing Akademik : Hanung Triyoko,M.Hum.,M.Ed.

<table>
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Salatiga, 13 September 2018
Mengetahui,

WADI GAN, Bidang Administrasi
Emansipasi, Perencanaan dan Keuangan

Dr. Ench. Rohman, S.Ag., M.Pd.