THE USE OF MIRACLE ENGLISH APPLICATION TO IMPROVE STUDENTS' LISTENING SKILLS AT SMAN 6 LUWU TIMUR

Thesis

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for S.Pd Degree in English Education

Written By:

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Reg. Num: 17. 0202. 0230

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF PALOPO

2021

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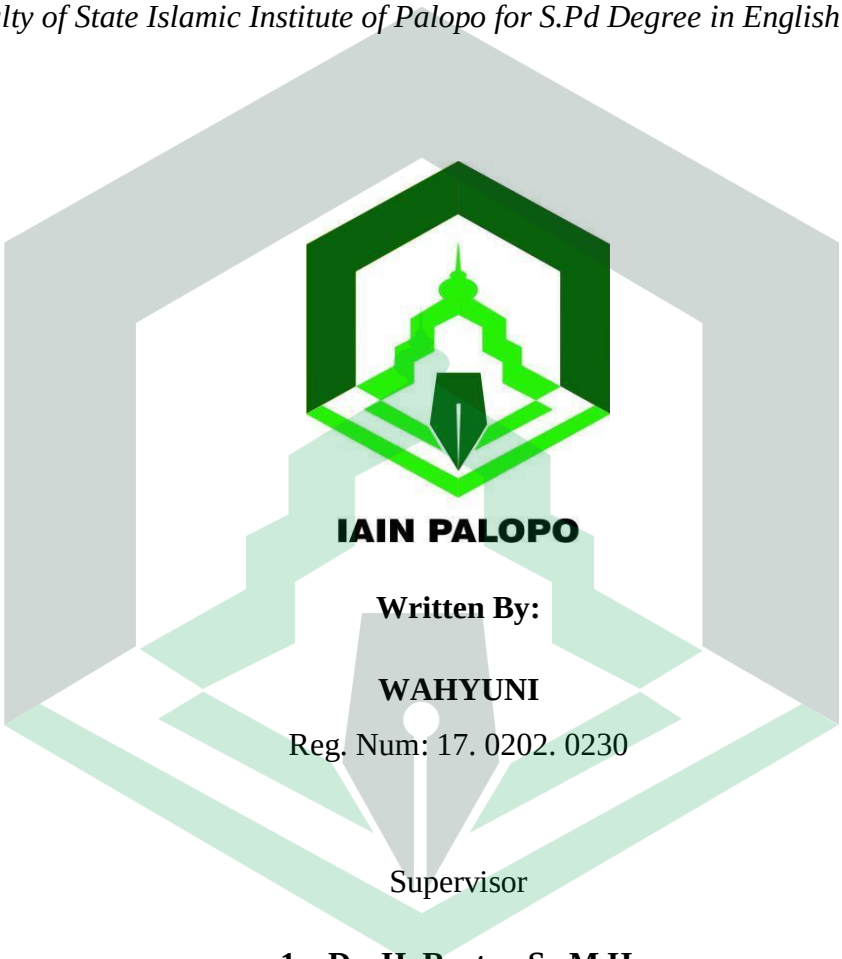

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2021

THESIS APPROVAL

This thesis, entitled **"THE USE OF MIRACLE ENGLISH APPLICATION TO IMPROVE STUDENTS' LISTENING SKILLS AT SMAN 6 LUWU TIMUR"** written by **Wahyuni, Reg. Number 17 0202 0230** English Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday 14th Octoher 2021 M**, coincided with **Rabiul Awal 7th 1443 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, October 25th 2021

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Assalamu'alaikum Wr.Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, Muhammad saw peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (Allah SWT) that has given the guidance, chances, and good health. So that, the researcher could finish the thesis entitled "The Use of Miracle English Application to Improve Students' Listening Skill at SMAN 6 Luwu Timur".

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis is still far from being perfect. Therefore the researcher would like to express his deepest gratitude to them.

1. Prof. Dr. Abdul Pirol, M.Ag., as the head of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances, and the employers of IAIN Palopo who have taught, educated, helped, advised, and guidance the writer during her study in IAIN Palopo.
2. Dr. Nurdin Kaso., M.Pd as the head of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo and the writer's respect for him.
3. Amalia Yahya, S.E., M.Hum., as the head of the English Study Program, always gives support and encourages how to be good students.

4. Dr. H. Rustan S., M.Hum., as the first consultant, and Madehang, S.Ag., as the second consultant who had given the writer guidance, explanation, suggestion, some ideas, and correction to the writer in finishing this thesis and the writer's respect for them.

5. Dr. Masruddin, M.Hum, as an academic advisory lecturer who had given the writer suggestion and advice since the writers' study in IAIN Palopo, and the writer's respect for him.

6. Thanks a million to the headmaster, the teacher, and the staff of SMAN 6 Luwu Timur that had given guidance, explanation, suggestion and help the writer in the research process.

7. Thanks a million to all of the students of SMAN 6 Luwu Timur that had been participating and joining this research as the respondents so the research can be run well. The writer also thanks to others who can not be mentioned one by one, who have helped and supported the writer to finish this thesis.

8. The writer's special thanks to my beloved parents, my father (Kadir), my mother (Nurhaena), and also my brothers and my sisters for their loving, praying, understanding, sacrifices, and encouragement kept the writer going through the last

9. Thank you very much to my best friends (Fuja Family) and IKPNJ 2017 who always support and help me to the writer in finishing this thesis.

10. Thank you very much to my friends and to all of the BIG D 2017 family, and all of the writers' friends who cannot mention one by one for their help and support.

11. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

The writer realized that this thesis would not be created without their participation. The writer hopes this thesis can give some value to the students of the English Department and English teachers and the readers. The writer admits that this thesis is not perfect so that the writer will accept suggestions from the readers to make it better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, May ALLAH SWT. bless us. Aamiin.

Palopo, July 28th 2021

Wahyuni
NIM: 17.0202.0230

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ABSTRACT

Wahyuni,2021, *"The Use of Learning Language Application "Miracle English" to Improve Students' Listening Skill at SMAN 6 Luwu Timur"* English Language Education Study Program Tarbiyah And Teacher Training Faculty state Islamic Institute of Palopo 2020, supervisor by: Rustan Santaria and Madehang

This Thesis attempt to find out the teaching listening skill by using miracle English application at SMAN 6 Luwu Timur, the research questions consisted of two questions. Is the use of the Miracle English Application effective to improve students' listening skills of the second year students of SMAN 6 Luwu Timur? and the second question What is the students' perception of Miracle English Application as a learning media?. The objectives of the research are to find out the effectiveness of Miracle English Application as media to improve the students' listening skills and to find out the students' perception in learning English by using Miracle English Application. This research used the pre-experimental as a method where using pre-test, treatment, and post-test. The data was collected by using a listening test and questionnaire/ giving statements. The population was 194 students where the population of this research is the second-year students of SMAN 6 Luwu Timur and the researcher used purposive sampling which was taken from the Class of 11 MIPA[1] that consists of 21 students as the sample of the research. The researcher choose one class and gave treatment to the students to help them to improve their listening skills. The result of this research, according to the result of the test and questionnaire, the researcher found that the miracle English application was effective as a media in the learning/teaching process to improve students' listening skills. The result of the post-test (73) was higher than the pre-test (55,5). It indicates that using miracle English application is effective as learning/teaching media at SMAN 6 Luwu Timur. This research implies that the selection of appropriate media could affect the improvement of students' learning outcomes. There are differences in students' learning outcomes between learning by using miracle English application and without using miracle English application.

Keywords: Listening Skill, learning language application (Miracle English APP)

CHAPTER I

INTRODUCTION

A. Background

Language is a thing that humanity has to differentiate from others. Language is the sound produced by human speech tools. Language is one of the things that have an important role in our social life that we use to communicate. When we want to communicate with others, we should understand the language. However, understanding language is not enough to create good communication. we should also be a good hearer to respond to what the speaker said.

Listening is an activity that we listen to what the speaker says, so we can understand and can respond to it. Listening is the first step of learning the language. The child who learns to speak will listen to the words first, so they can pronounce that words. We know as well that people begin learning a language with listen to the sound and from that they will try to follow and imitate it.[1]

On the other side, we can say that listening is a component that helps someone to speak. According to Broughton "Listening is a process to understand something that we hear. How often we hear, it will help us to understand fast."[2] To improve our skills in listening, we should always practice listening. In this era, we can practice and study to improve our skills in English easily. The one of things that could help us to practice is technology.

[1] Hariswan Putera Jaya, "What Should Be Done When Listening Comprehension Is Difficult?" 9, no. 17 (2018): 37–42, https://doi.org/10.2991/ice-17.2018.16.

[2] Jurnal Ilmiah et al., "THE EFFECT OF WATCHING ENGLISH MOVIE TO IMPROVE STUDENTS' LISTENING SKILL Maydina Putri 1 , Juwita Boneka Sinaga 2" 11, no. 1 (2020): 110–17.

Technology is a tool that can help humans to do their work. Technology has developed. Nowadays, technology plays an important role in education.[3] One of the technologies that help students and teachers in learning activities is mobile phones.

A mobile phone is a technology that helps people to communicate or to help people to accept or make a call to another one. However, today we could also use a mobile phone to play games, video players and there are many the other function. Because mobile phone is really useful in our life, that's why almost the people use the mobile phone include the students of Indonesia. In the first, mobile phone was called as cell phones or cellular phone. Now, because of all of the extra voice and data services that they offer, a mobile phone is called a smartphone.[4]

Mobile phone is a technology that has a lot of benefits and it is also practical. Therefore, we can carry the mobile phone where ever we go. The development of the mobile phone helps people to do something. One example of the development of the benefit of mobile is a mobile phone as a learning/teaching media. The development of the mobile phone allows us to download the learning application.

There are a lot of applications that we can download by mobile phone like the application that could help us to learn a language. Miracle English Application is one of the example learning applications that we can download by phone. Miracle English application is an application that focuses on learning the

[3] Duangloy, M., & Thumawongsa, N. The Application of a Mobile App to Improve Listening Skill. In *ICES 2018: The 1st International Conference on English Studies Organizing Committee* (p. 193).

[4] "Mobile Phone," 20 agust, 2020, https://www.techopedia.com/definition/2955/mobile-phone.

language. We can use this application to help to learn English, especially in listening skills.

Nowadays, to be able to study students more need a mobile phone than before. As we know all of the schools were closed because of the pandemic (Virus Covid-19). So, in this situation, the mobile phone is so important for the students. Not only mobile phones the students also need an internet network. Without internet networking, the students could not use their phones for study.

To improve students' listening skills at SMAN 6 Luwu Timur the teacher and the students often found some problems. The first reason is that in the school the teacher just has makeshift media to help them in learning listening. The teacher just uses the small speaker. The other reason because the makeshift media that the teacher use, the students can not listen to the audio clearly and the students did not focus because there are other voices that they're listening for example the voice from the other class. the makeshift media be one of the reasons for the lack of students ability in listening skills. that is what the researcher found from the students of SMAN 6 Luwu Timur.

The researchers' experience chooses this title because generally in SMAN 6 Luwu Timur, the teacher and the students only use makeshift media to help them in learning to listen and because of the lack of the student's ability in listening skill, and coupled with the developing the benefit of mobile phone in education, and also an internet networking in Luwu Timur is good enough, in this case, the researcher wants to give a media that is expected can help the students to

improve their listening skills by using the learning application on their mobile phone.

Based on the statement above the writer is interested in doing the researcher entitled **The Use Of Miracle English Application To Improve Students' Listening Skills At SMAN 6 Luwu Timur.**

B. Research Questions

Based on the background, the researcher formulates the research questions of this research as follows:

1. Is the use of Miracle English Application effective to improve students' listening skills of the second-year students of SMAN 6 Luwu Timur?
2. What is the students' perception of Miracle English Application as learning media?

C. The objectives of the research

The objectives of the research are to find out:

1. The effectiveness of Miracle English Application as media to improve the students' listening skill
2. The students' perception in learning English by using Miracle English Application.

D. The significance of the research

The result of the research is expected to be useful for the students and the teacher in their learning/teaching process especially for the students and the teachers at SMAN 6 Luwu Timur to improve the students' ability in listening

skills by using Miracle English Application as media. it can be described as follows:

1. For the researcher, the result of this research can give the researcher useful knowledge of the use of the media in teaching listening skills.
2. For the English teacher, the result of this research will provide the teaching media that can help the teacher to improve the students' ability in English, especially in listening skills.
3. For the students, the result of the research can be useful to give solutions and contributions. So, the students can use this media to help them in learning language especially to improve their listening skills.
4. For future researchers, this research can be a source to conduct further research that is relevant to this problem.

E. Scope of The Research

In this research, the researcher focus to improve students' listening skill by using mobile phone App "Miracle English" as media. the researcher focus to make students be able to listen to the word correctly based on the audio to fill the blank text.

F. Definition of Terms

Based on the title is **The Use of Miracle English Application to Improve Student Listening Skill at SMAN 6 Luwu Timur.** The researcher defines it as follows:

1. Miracle English Application is an application that can use to learn English especially in learning listening. This application provides audio with several topics it also provides a blank text which can fill according to by listening to the audio.
2. Listening is an activity to listen to the audio or the speaker to find out what the audio or the speaker is saying. The purpose of this activity is to get the lost word in the blank text

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

the researchers who have conducted, research related to English and what they have found were shown as follows:

Tayebah Mosavi Miangah in his writing "There are more means for Students to develop their listening skills. One of the means is using technology that has a lot of benefits in teaching and learning. Because the technology has various types, the students can uncover the listening strategy that suits the types of the technology. The student not only can develop their listening skill, but technology can also increase the students' confidence in listening, especially when they have limited access to native speakers.[5]

Wawan Herry Setyawan (2019) has researched with the title " The Effect of an Android-Based Application on T-Mobile Learning to Improve Students' Listening Competence." Based on the research, the writer said using mobile Applications has many advantages. By using the mobile application the students can be designed their learning according to what they need.[6]

[5] Tayebeh Mosavi Miangah, "Mobile-Assisted Language Learning," *International Journal of Distributed and Parallel Systems* 3, no. 1 (2012): 309–19, https://doi.org/10.5121/ijdps.2012.3126.

[6] Wawan Herry Setyawan et al., "The Effect of an Android-Based Application on T-Mobile Learning Model to Improve Students' Listening Competence," *Journal of Physics: Conference Series* 1175, no. 1 (2019), https://doi.org/10.1088/1742-6596/1175/1/012217.

Solida Firjatullah and Febiana Nur Syamsiah (2018), in their writing with the title "Teaching English Listening By Using Miracle Funbox App. Based on the research, one of the benefits of using technology as learning media is the student could learn English independently.[7]

Galuh Puspita Ariputri and Eko Supraptono (2015), have researched with the title "Improving learning outcomes of English listening skill by using language application android- based "Smarty Way App" at SMAN Banyumas. Based on the research, the learning application could help students to improve students' listening skills because the learning application has many features that made students more easily get the learning material. It was proven from the result of the mean score of the Post-test was higher (87,7) than the pre-test (81,73).[8]

Based on the research findings in this study, it could be concluded that the implementation of the application in teaching listening can improve students listening skills. the improvement is proven by the achievement of students' scores on the listening tests.

The similarity of this research with the previous study above is the use of the application in the development of technology. As for the differences in this research the researcher using a Miracle English application that can download by smartphone to help improve students' listening skills. the researcher use this application because this application is the practice to operate and the topic of listening material is suitable with what the student needs.

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[7] Solida Firjatullah and Febiana Nur yamsiah, "Teaching Englih Listening by Using Miracle FunBox App" (Banten, 2018), https://www.slideshare.net/SolidaFirjaTullah/teaching-english-listening-by-using-miracle-funbox-app.

[8] Menggunakan Aplikasi, Smarty Way, and Berbasis Androi, "Edu Komputika Journal" 2, no. 1 (2015): 38–47, https://journal.unnes.ac.id/sju/index.php/edukom/article/view/7834.

B. Theoretical Review

1. Theory of listening

According to Abdul Wahab Rosyidi, listening skill is an ability that allows people to understand the language orally. Listening skill is an important part and could not be ignored in learning a language.[9]

Listening is a skill that until now somewhat neglected and has not yet found its proper place in language teaching. There are still very few textbook materials and tools others, such as recordings used to support teacher assignments in teaching listening for use in Indonesia.[10]

As one of the receptive skills, the listening skill becomes what must be mastered by students. It is naturally the first time humans understand other people's language through hearing, then in concept view.

2. Definition of Listening

There are 4 skills in English that we should have. Those are listening, reading, writing, and speaking. Those skills are divided into two kinds. The first is productive skills. Writing and speaking include productive skills where productive skills are involved us in the production of messages both orally and in writing.

The second is receptive skills. Reading is the receptive skill where the people or the student try to understand something by the written word. The other receptive skill is listening. Listening is probably more difficult than reading. When the reader does not understand the text the reader can reread that text.

[9] J. Oliver, "Kemampuan Mendengar," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99, http://eprints.walisongo.ac.id/4104/3/133911146_bab2.pdf.

[10] *Ibid.*

While listening, the hearer is given only one chance to get and understand what the speaker said.[11]

According to Merriam Webster, listening is to pay attention to someone or something to hear what is being said, sung, played, etc.[12] Listening is an activity that we listen to what the speaker said, however, we can understand and can respond to it. When we learn a language, the first step is to listen. Listening is activity attention from something we hear and trying to get meaning. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular ways on particular occasions, and not simply to understand the word themselves.[13] It is not only hearing the sound or hear what someone said but listening is an action to get the point or the messages of the sound.[14]

3. The purposes of listening

   According to the classification are: as follows.

   a. Got fact

      Got a fact could obtain by research, experience, and read. The other way to get a fact was listening to the radio, tape recorder, watching TV, and

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[11] Sitti Nurpahmi, *"Improving Listening Skill By Activating Students' Prior Knowledge," ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 1 (2015): 28–38, https://doi.org/10.24252/eternal.v11.2015.a3.

[12]Merriam Webster, "No Title," n.d., https://www.merriam-webster.com/dictionary/listen.

[13] Darmawati, "*Improving Listening Ability by Watching Movie at the Tenth Year Students of SMKN 1 Palopo, (*The State Collage for Islamic Studies STAIN Palopo,2008),p.1

[14] Lumen Candela, "Stages of Listening," n.d., https://courses.lumenlearning.com/boundless-communications/chapter/stages-of-listening/., p. 14.

from the conversation with the other people.

b. Analysis a fact

Fact or information that the listener got would be analyzed according to what the listener listens.

c. To get an inspiration

People usually listen to something to get inspiration for example in seminar and podcast

d. Self-entertaining

So the purpose of listening is to obtain information, capture the content, and understand the meaning of the communication conveyed by the speakers through speech. But the goal that general nature can be broken down into several parts according to the particular aspect emphasized.[15]

4. The Listening Process

According to Goss, The process of listening comprehension is as follows:

a. Receiving

Receiving is the first step in the process of listening. Receiving is the intentional focus on hearing a speaker's message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, we are still only hearing the message.[16]

[15] Oliver, "Kemampuan Mendengar." https://www.google.com/search?q=receiving+in+listening&oq=recieving+in+lis&aqs=chrome.1.69i57j0i13j0i22i30l4.14246j0j7&sourceid=chrome&ie=UTF-8

b. Understanding

Understanding is the second step after receiving the process in listening skills. In this step, after the listener received what they listen they try to understand what they listen to or to try to understand what the speaker means.

c. Remembering

In the listening process, the memory stage or the remembering stage occurs when the listener categorizes and stores the information he or she has gathered from the speaker for the next step in the listening process. Result memory allows the information that is recorded by the person about people, objects, and events to remember later. This happened during and after delivery.

d. Evaluating

This listening stage is the stage where listeners assess the information they receive, both qualitative and quantitative. Evaluating is an activity where to forms an opinion about what the listener listens, and then begins to expand a response.

When the listener understands what the speaker is trying to say, that evaluation is the most effective. Even though in this evaluation process the listener begins to form an opinion about the information he/she is hearing from the speaker, this opinion can make the listener get the right point or may form a misunderstanding. The process of listening to the listener may become trapped in ambiguity in which the listener will spend time determining these points. Therefore, in order not to be trapped in ambiguous meanings, listeners must have

a good and clear understanding of the information conveyed by the speaker.[17]

e. Responding

This is the last process of listening. In this step we try to respond to the speaker that is suitable for what the speaker said or according to what the hearer receives, understanding, remembering, and evaluating about what they listen to. The people who could call as good listener if they can give a response that suitable of the speaker.

5. The Types of Listening

There are some types of listening skills.

a. Reactive

Reactive is the kind of listening performance that requires tend responsively, or immediately react to something that arises or appears Intensive

b. Responsive

Responsive is one of the types of listening designed to elicit immediate responses. This type is the proportion of listening activity consists of stretches of teacher language.

c. Selective

Selective is the type of listening that the hearer choose the point or determine what they listen to know the whole meaning of what is listened

[17] Candela, "Stages of Listening."

d. Extensive

Extensive is the type of listening that reach widely like listening to lengthy lectures, to listening conversation, and deriving a comprehensive message or purpose

e. Interactive

Interactive listening' means attentive listening, where you listen well and concentrate on what is being said without falling out of touch with the speaker and being therefore able to respond efficiently.[18]

6. The Importance of Listening in English learning

Listening is the important one when we learn a language. Listening is one skill that we should have to help us to understand what the speaker said and to avoid misunderstanding in communication. When the learners learn to speak they should understand what they listen to of the spoken language. This skill can help the student easier to understand in learning language and help the students to increase the comprehensible input.[19]

As we already talking about that listening comprehension is important, so there are some reasons why we should increase our listening skills.

a. Good listening comprehension can help to avoid misunderstanding or miscommunication. As a language learner, listening skills are very important.

[18]Italki, "What Is Interactive Listening," 1 march, 2011, https://www.italki.com/post/question-93923.

[19] Masoumeh. Ahmadi, Seyedeh, "The Importance of Listening Comprehension in Language Learning," *International Journal of Research in English Education* 1, no. 1 (2016): 7–10, http://ijreeonline.com/browse.php?a_code=A-10-1-2&.

This skill determines the smoothness of the communication process between 2 or more people. As we all know that in the language there are the term homophones where several words sound the same. This phenomenon can outwit the listener.

b. Listening not only has an important role in social communication, but Listening also has an important role in the classroom setting. Listening is the students' tool to increase students' understanding of the target language.[20] It will help the students to communicate will the other students in group class activity, it help students understand the teachers' explanation and it makes easier for teachers to explain learning material.

c. Listening can help the students' pronunciation.

Listening activities in the target language can help students increase their knowledge of the pronunciation of these words and help students to improve and correct their pronunciation.

d. Increased the vocabulary.

Listening not only can increase the students' pronunciation. Frequent listening to conversations, music, news, and so on in the target language allows the student to acquire a lot of new vocabulary.

Listening is so important. It has an important role in our daily life to create good communication and help us to avoid a misunderstanding. Listening also has an important role in the academic context. Good listening

[20] Fatih Yavuz and Ozgur Celik, "Global Journal of Psychology Research: New Trends and Issues," *Practice* 07, no. 1 (2018): 8–11, http://www.academia.edu/download/62561229/3268-Article_Text-13038-1-10-2018041020200330-63219-737pg0.pdf. P. 9.

comprehension can help the students and the teacher in a classroom activity.

7. The difficulties in learning listening

Learning English is not easy. We should dominate 4 skills. Reading, writing, speaking, and listening with the others like vocabulary, grammar, etc. . Every skill has a side of difficulties. Difficulties faced by students are caused by certain factors. Listening is considered difficult because we need more attention and concentration to understand the point of the material or the information that we listen to.

According to underwood, several difficulties may students face in listening:

(1) The students could not control the speed of the speaker when she/he is speaking. Therefore, when the speaker is speaking so fast the students could not get the point of the information that the students listen to.

(2) The Audio could not replay twice because the students have only one chance to listen to what the speaker said. For example in the listening test.

(3) The lack of students' vocabulary makes it difficult for students to understand what the speaker is saying.

(4) Students' ignorance of the signs said by the speaker makes students misunderstand the point of speaking.

(5) Error in defining the message received by the listener results in misunderstanding.

(6) Many distractions during the listening process such as a noisy environment can make listeners less concentrated and cannot hear what the

speakers say.

(7) there are differences in the material provided by the teacher, audio, and native speakers.[21]

According to Hermawan, two factors influence listening: internal and external factors.

(a) Internal Factors

This factor is related to the listener's condition: problem hearing and physical condition. When someone is suffering from hearing problems or hearing aid damage that could prevent the entry of waves in a certain volume, the listening process will be interrupted. So as when physical condition is not healthy so he/she could not concentrate to listen other people talk well.

The other factor is the limitation of listening to the long information. It makes the listener could not remember all of the points of the information that they hear so it makes the listeners difficult to get all of the points.

(b) External Factors

External factors include environmental factors, material factors, speakers, style, and speaking technique[22]

8. Strategy to be a good listener

(a) Pay attention

Listening is a receptive skill like writing. However listening is more difficult than writing because when we did not understand the text that we read,

[21] Dewi Kurniawati, "Studi Tentang Faktor-Faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris Pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung Tahun Pelajaran 2015/2016," *PBI IAIN Raden Intan* 8, no. 1 (2016): 157–78.

[22] *Ibid.*

the students can reread that text. It is different from listening. The listener can not replay the audio twice.

Talking about listening, to be a good listener we should pay attention to get the keyword of the audio that we listen to. The keyword will help the students to answer the question. Besides that, there is one thing that is also important to help the student. Pay attention to the word that we listen because it is tricky. Usually, In listening, we listen to the word that the sound like same so it will deceive the listener.

In daily life pay attention when listening to someone is also important. The listener should pay attention to the speaker to respect the speaker and to get the information. However, when we listen to someone who speaks English, the listeners' attention will help to avoid miscommunication cause of misunderstanding with the information that the speaker said.

(b) Evaluation

A long conversation or information that we listen to, it will more difficult to remember all of the information. so to get to the point we can Evaluate with our word of the audio that we listen to. We should remember that point.

(c) Patience

Patience is the important one in learning listening. Audio that so long can make students are bored. Besides that to be a good listener in daily life when we listen to the speaker was speaking, patience is the thing the listener needs.

C. The Concept of Media

Media is a tool that we use to help in our job. in the class we also need media to help the teacher explain the material and make it easier for students to understand the material.

1. Definition of Media

In the terminology, media comes from the Latin word “medium”, which means intermediary. Whereas in Arabic the media comes from the word *"waasila"* which means an intermediary message between sender and receiver. According to Gerlach and Ely (1971) media are graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information.[23]

Media has a very broad meaning. In the study of communication, media is often put in the word mass, mass media, which can be seen in the form of newspapers, magazines, radio, video, television, computers, the internet, etc.

Along with the times and advances in information technology, the media have developed in various fields such as da'wah media, media of telecommunications, and so on. The development of media also occurs in the field of education. In this era, the teaching/learning process also uses technology as a teaching medium. many teachers choose technology because it has so helpful for the teacher and the student in the learning process.

The term teaching media is often directed at learning technology because, at the beginning of technological development, the learning process was identical

[23] Rudy Sumiharsono and Hisbiyatul Hasanah, *Media Pembelajaran: Buku Bacaan Wajib Dosen, Guru Dan Calon Pendidik*, ed. Ariyanto Dedy (Pustaka Abadi, 2017), https://books.google.co.id/books?id=VJtlDwAAQBAJ&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false. P. 9

to 3 main elements: teacher, chalk, and textbooks.

In conclusion, Learning media are all deliberately designed tools that function to convey information and create interactions. the equipment in question is original objects, printed materials, visuals, audio, audio-visual, multimedia, and web. learning media must be designed in a planned way to suit the needs of students and learning objectives. [24]

2. Kinds of media

There are several kinds of media/ learning media that we can use. It is divided into 4 namely:

a. Visual
b. Audiovisual
c. Audio
d. Multimedia

1) Visual

Visual media is a tool or learning resource that contains information used to assist the learning process to attract students' attention and make it easier for students to understand the lesson. Visual media are made as creative as possible and applied using the sense of sight.[25] The example of visual media:

a) Picture
b) concept maps
c) diagram

[24] Dr. Muhammad Yaumi, *Media Dan Teknologi Pembelajaran* (Prenada Media, 2018), https://books.google.co.id/books?id=2uZeDwAAQBAJ&dq=pengertian,+fungsi+dan+jenis-jenis+media&hl=id&source=gbs_navlinks_s. P. 7.

[25] Eni Fariyatul Fahyuni, "Pembelajaran, Inovasi Model," n.d., 16, http://eprints.umsida.ac.id/1257/1/ICT Jenis media.pdf. P. 4.

d) Graph

e) Poster

f) Map

g) Globe

2) Audiovisual

Audiovisual media are media designed to help people like the learning process. Audio-visual media is a medium that is used by relying on the senses of sight and hearing. Examples of audio-visual media:

a) TV

b) Videotapes

c) Films/video

d) Sound slide

3) Audio

Audio media is a media that relies on the sense of hearing. Examples of audio media:

a) Voice

b) music/songs

c) musical instruments

d) radio broadcasts

e) cassettes, and CDs.[26]

[26] Satrianawati, *Media Dan Sumber Belajar* (Deepublish, 2018), https://books.google.co.id/books?id=23NRDwAAQBAJ&dq=jenis-jenis+media&hl=id&source=gbs_navlinks_s. P. 10

4) Multimedia

Multimedia is a media where all types of media include one such as the use of internet media.

3. The function of the media in the teaching and learning process

Media is a tool that is used in the learning/teaching process to help the teacher and students. The media can help the teacher easier to explain the material and help the student to understand the material more easily. Using media in process learning/teaching makes students more interested to study.

The use of appropriate media will increase student attention to the material to be studied, the media can also increase student interest and motivation so that students will concentrate more and the learning process becomes better so that student understanding can be improved.[27]

Generally, there are several functions of learning/teaching media:

a. To get students' attention

Usually, in the learning process, the student would be bored because the subject was so difficult for them. Using media in the learning process can make the situation in the class more interesting.

b. To clarify the explanation of the subject

In the learning process, there are some things that the teacher was difficult to explain to students orally for example when students learning biology about the part of the body.

[27] Abdul Istiqlal, "Manfaat Media Pembelajaran Dalam Proses," *Jurnal Kepemimpinan Dan Pengurusan Sekolah* 3, no. 2 (2018): 139–44. P. 140

c. To overcome time and cost constraints

When the teacher explains about the country or the carnivore animals. It was impossible to bring that country or the animal to class. So, by using media such as video, picture, the students would understand what the teacher explain without looking the real object.

d. To overcoming misunderstanding

e. To achieve the purpose of learning effectively

According to Levie and Lentz, the functions of learning/teaching media are:

a. Attention function

The attention function is to attract students' attention so the student will more focus on the lesson.

b. Affective function

The effective function is to make students convenient when they were studying.

c. Cognitive function

Cognitive function is to help students understand and remember the information or the lessons easily.

d. Compensatory function

The compensatory function is to help students who are difficult or slow to understand the lesson that was explained orally or by the text.[28]

[28] Heri, "Media Pembelajaran," 2020, https://salamadian.com/pengertian-media-pembelajaran/.

D. Learning Language Application "Miracle English App" as a Learning Media

In this era, technology has an important role in our life because technology helps us to do our work. The development of the technology like the development of the function of the smartphone/android. In the first, it just can do call and sent a message. Now, the smartphone can be used as a learning media.

The feature provides in the smartphone allows us to download several applications like the language application. There are many language applications that we can download. It depends on our need in learning the language. One example of a language application that we can download is the Miracle English application. This application can help us to improve our listening skills.

1. Definition of Miracle English App

Miracle English APP is an application that we can download on our phones. This application helps the student to learn English especially to help them to improve their ability in listening and speaking. This application also has other tools like vocabulary and games. For listening to this application provide many audios with blank text whit several themes. And also provide the audio of daily sentences.

This application also provides the text conversation that is equipped with the audio so the students can listen to the audio with reading the text. they can also know how to pronunciation those words well. We can also practice it with that audio by this application.

Miracle English Application also provides the level of the audio. The students can choose the level of the audio there are easy and intermediate levels. There is also American English conversation that provides 2 levels and the story that we can listen to and also read the text. The story has 3 selections, there is an easy story, an intermediate, and the story of a famous person like Bill Gates, Queen Elizabeth II, Donald Trump.

If the students already study with this application or the students begin bored, the student can do the test or playing a game that is suitable for the material that the student learns. There are many the test and games. There are daily expression quiz, verb meaning quiz, pronunciation quiz, listening test, essay completion, sentence completion, sentence building level 1/ level 2, vocabulary building, and the last word chain.

2. The advantages and disadvantages of Miracle English Application

The main reason the research using technology as a media because of the development of technology that has many benefits and helps in education.

The advantages of miracle English are

(a) miracle as a learning media. it helps the teacher and the students learning process.

(b) students can study independently.

(c) flexible to use it.

(d) the students are not bored to study with the test and games.

(e) the students can chose audios mode: online streaming or offline.

(f) this media has many features.

(g) the students can learn everywhere and every time by this media.

(h) this media is easy to operate.

However, this media also has some disadvantages:

(a) the students must download the audio that the students want to listen to.

(b) these media need networking. So the students who live in the area do not have networking could not use this media.

3. Way to use Miracle English App as a media

The students can download this media on their phones. There are some steps for using this media

1) First, open the application google play store on your phone
2) The second, search miracle English application and then download it.
3) Next, after you download that application, open it and you would look at many icons (conversation, short story, vocabulary, English pronunciation, and others.
4) Begin to listening, the students can choose the conversation and short story. The students also can choose the level of the audio that is suitable for their listening skills.
5) After that, when students want to test their skill in listening the student can choose the other menu. There are many games there. Choose the listening test.
6) In the listening test, the application provides (easy stories, easy

conversation,intermediate-short stories, intermediate-conversation, intermediate and advance of the article.

7) Choose the level that you want, after you choose one of them you will look there are so many the title of the audio that you won't listen.
8) The application has provided the audio that students can download and a blank test that students will fill it
9) After the students finish the listening test, the student can look for the correct answer. Tap the symbol “a” on the right of your phone. So it will help the students to know their correct answer.

E. Perception

Perception in a narrow sense is a vision or how someone sees something while in a broad sense is a person's view of how he/she interprets and assesses something[29]. Etymologically, perception comes from Latin "Percipere", which means to receive or take. Perception is experiencing objects, events, or relationships obtained by inferring information and interpreting messages. Perception is the process of sensory cues and past experiences that relevant information is organized to give us a structured picture and has a meaning.[30]

According to Mulyana (2017), perception is an internal process that allows a person to choose, organizes, and interpret stimuli from the environment and process that affects the condition.[31]

Sarlito Wirawan stated that perception is the ability to discriminate, classify, and focusing all objects.[32]

According to Irwanto (2017), perception is the process of receiving stimuli (objects, qualities, relationships between symptoms, and events) until the stimulus is realized and understood.[33]

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[30] Lulu Fauziah, "Persepsi Siswa Terhadap Penggunaan Media Pembelajaran Al-Qur'an Hadits Di MTs Pembangunan UIN Syarifhidayatullah Jakarta," 2011, http://repository.uinjkt.ac.id.

[30] 2019 Haines et al et al., "Persepsi Psikologi Umum," *Journal of Chemical Information and Modeling* 53, no. 9 (2019): 1689–99, http://eprints.uny.ac.id/7605/3/BAB 2 - 05601244020.pdf.

[31] Affiifi. Mayssara A. Abo Hassanin Supervised, "Kajian Pustaka Pengertian Persersi," *Paper Knowledge . Toward a Media History of Documents*, 2014, 12–36, http://repository.unmuha.ac.id/xmlui/bitstream/handle/123456789/919/BAB II.pdf?sequence=5&isAllowed=y#:~:text=Menurut Walgito (2010)%2C persepsi,aktivitas integred dalam diri individu.

[32] Agus Sujanto, Psikologi Umum, (Jakarta : Aksara Baru, 1986), h. 31. Bimo Walgito, Pengantar Psikologi Umum, (Yogyakarta : CV Andi Offset, 2010), h.99.," n.d., 10–49.

[33] Kharizatul Adila et al., "Persepsi Siswa Kelas x Mipa Sma Negeri 1 Bojong Terhadap Pembelajaran Online Pada Pelajaran Matematika," n.d., 401–6, https://proceeding.unikal.ac.id/index.php/sandika/article/view/433/359.

Based on the theoretical above, it can be concluded that perception is a view or assessment of something obtained from the results of learning and experience.

Three factors influence perception, including:

1. The related person

When someone sees something and tries to give an interpretation of what that person saw, it is influenced by attitude, interest, and experience.

2. Target

The target usually affects the perception of the beholder. The target is possible in the form of people, objects, or events.

3. Situation[34]

For individuals to be aware, can hold a perception, there are several conditions there must be, including:

1. There is a perceived object

The object creates a stimulus that hits the senses or receptors.

2. Sensory organs or receptors
3. Attention

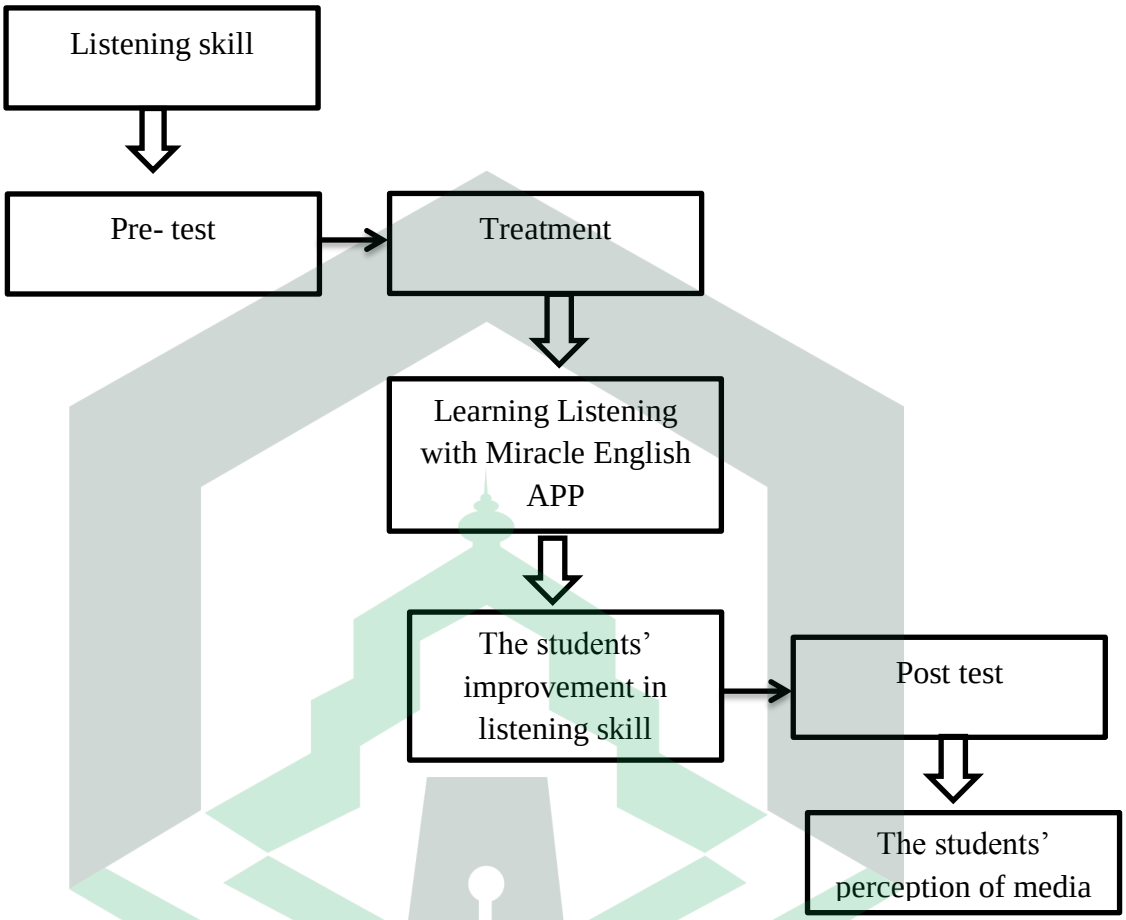
Attention is the first step as preparation for perception.[35]

[34] "Agus Sujanto, Psikologi Umum, (Jakarta : Aksara Baru, 1986), h. 31. Bimo Walgito, Pengantar Psikologi Umum, (Yogyakarta : CV Andi Offset, 2010), h.99."

[35] *ibid*

F. Conceptual Framework

The theoretical framework of this research is as follows:



This research will be focused on improving the second-year students' listening skills at SMAN 6 Luwu Timur. Before treatment, the researcher gives a pre-test to know the students' ability in listening. After the pre-test, the researcher gives treatment by using a miracle English application. The students would use miracle English applications to help them in learning listening skills. So the students would listen to the audio in this application. After the treatment, the researcher hopes there are several improvements in the students' listening skills.

The researcher gave a post-test to know the students' listening skills after giving treatment. The researcher also gave the questionnaire to find out the students' perception of miracle English application as media that help them to improve listening skills. The researcher would give a questionnaire by using Google.

G. Hypothesis

The hypothesis is a temporary answer toward the result that be expected. so the hypothesis in this research is as follows:

1. H_0: Miracle English application as a learning media is not effective to improve listening skills for the students of SMAN 6 Luwu Timur.
2. H_1: Miracle English application as a learning media is effective to improve listening skills for the students of SMAN 6 Luwu Timur.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the research method, design, variable, population and sample, the procedure of collecting data, and data analysis

A. Research Method

To found the result of the research, The researcher used the Pre experimental method to did this research. The research focused to improve the students and knowing the perception of the students with the media that was used (learning App/ Miracle English App).

B. Design of the Research

This research attempted to able improve the students' listening skills after giving treatment. To know the result, the researcher designed pre-test and post-test. The written as follows:

$$X_1 - T - X_2$$

Remarks: X_1: Pretest

T : Treatment

X_2 : Post test[1]

C. Variable

Variables are anything in the form that is determined by the researcher to be studied to obtain information about it, then conclude. This research involves two variables, namely independent variable and Dependent variable. The Independent variable is the implementation of teaching listening ability through using App media. The dependent variable is the ability of the students in listening.

D. Population and Sample

1. Population

The population of the research was the second year of SMAN 6 Luwu Timur in the odd academic year 2021, the total of the population is 194 students

CLASS	STUDENTS
MIPA 1	**21**
MIPA 2	34
MIPA 3	35
IPS 1	23
IPS 2	28
IPS 3	28
IPS 4	25

2. Sample

The sampling technique used in this research is purposive sampling. The research took one class that consists of 21 students from 11 MIPA[1] of SMAN 6 Luwu Timur as the sample. The researcher chooses this class as the sample because the students more need help to improve their English skills, especially in listening skills.

E. Instrument of the Research

The instrument for collecting data is one of the most important things in research. This instrument is a tool or means that help researchers to obtain data. Before. The instrument used in this research is to answer the question of the research as follows

1.Test, the researcher do this instrument before and after treatment to know the improving the students listening skill. the students do the test for about 50 minutes. The test that the researcher use is fill in the blank. The number of the test was 5 numbers where there are 40 blank words.

2.The questionnaire, this instrument was used to know the students' perception about miracle English application as media. the researcher using the Likert scale for the questionnaire where the questionnaire consists of 6 numbers where 3 points for positive and 3 points for negative statements. The researcher share and collecting the questionnaire by using google form

F. The procedure of Collecting Data

1.Pre-test

The pre-test is an activity carried out to determine the ability of students before treatment. At the first meeting, the researcher gave a test in the form of a listening test where students would complete a text based on the audio they listened to.

2.Treatment

Giving treatment is an activity that the researcher does after the pre-test. The researcher gave 6 times treatment to the students. The students will learn listening by using a learning Application (Miracle English App)

3.Post-test

After treatment, the last thing the research does is giving a post-test to Measure the result of the treatment. In the post-test, the students will complete the text based on the audio that they listen to.

G. Data Analysis Technique

1. Scoring the students' test in pre-test and post-test

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total Number}} \times 100$$

a. Classification the level of the students' score:

Excellent : 96 – 100

Very good : 86 – 95

Good : 76 – 85

Fairly good : 66 – 75

Fairly poor : 56 – 65

Poor : 36 – 55

Very poor : 0 – 35[36]

b. Calculating the test the result of listening by using the SPSS program version.

2. The researcher use the Google forms application to get the result of the questionnaire.

[36] Suharsimi Arikunto, *prosedur Penelitian: Suatu PendekatanPraktis*, (Jakarta: Rineka Cipt, 1998), P.185.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter shows the findings and discussions the result of the research, the result of the students' score in pre-test and post-test, the percentage of the students' score in pre-test and post-test, the gain the difference between pre-test and the post-test. This chapter also shows the students' perception of the teaching media that they use. And the research gave discussion from the result of the research.

A. Findings

The findings of the research describe the result analysis of the data, the comparing of the score pre-test and post-test, the classification of students' score in pre-test and post-test, the mean and standard deviation of the students' pre-test and post-test, and the last of this point is the students' perception of the teaching media "Miracle English Application".

1. The analysis pre-test and post-test of students' score

a. Pre-test

In this point, the researcher showed the score that the student gets in the listening pre-test, the students' mean score and standard deviation, the rate percentage of pre-test scores of students. The researcher using the tables to present the data. For more clearly, in the first, the researcher would show the students' listening scores that they get in their pre-test. It was tabulated by the following table:

Table 4.1

The result of students' scores in pre-test

No	Sample	Correct Answer	Score
1	R1	24	60
2	R2	26	65
3	R3	21	52
4	R4	27	67
5	R5	27	67
6	R6	20	50
7	R7	26	65
8	R8	24	60
9	R9	20	50
10	R10	24	60
11	R11	27	67
12	R12	23	57
13	R13	22	55
14	R14	15	37
15	R15	15	37
16	R16	20	50
17	R17	16	40
18	R18	31	77
19	R19	16	40
20	R20	20	50

21	R21	24	60
	TOTAL		1.166
	MEAN SCORE		55.5

The table above shows the students' scores, that from 21 students, no one student got a score between 0 – 35. ten students got a score between 36 – 55. Seven students got a score between 56 – 65. Three Students got a score between 66 – 75. There was one Student who got a score between 76 – 85. No one student got a score between 86 – 95 and a score between 96 – 100.

For looking at the mean of the student's scores in the pre-test, the researcher using SPSS to calculate it. The descriptive statistics table is as follows:

Table 4.2

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score	21	37	77	1166	55.52	11.003
Valid N (listwise)	21					

As the table shows that the highest score that students get is 77, the lowest score is 37. The table also indicates the mean score of the students' score in pre-test is 55.5. Besides that, the standard deviation is 11.003. After calculating the

result of the students' score in the pre-test, the rate percentage of the students' score was presented in the following table:

Table 4.3

The rating percentage of students' scores in pre-test

No	Classification	Score	Rating	Pre-test	
				Frequency	Percentage
1	Excellent	96 – 100	7	0	0%
2	Very Good	86 – 95	6	0	0%
3	Good	76 – 85	5	1	5%
4	Fairly Good	66 – 75	4	3	14%
5	Fairly Poor	56 – 65	3	7	33%
6	Poor	36 – 55	2	10	48%
7	Very Poor	0 – 35	1	0	0%
		Total		21	100%

The table above shows the rate percentage of the students' score that 0 (0%) out of 21 students were in very poor classification, 10 (48%) students were in poor classification, 7 (33%) students were in fairly poor classification, there were 3 (14%) were in fairly good classification, there were 1 (5%) students were in good classification, and 0 (0%) out of 21 students were in very good and excellent classification.

b. Post-test

in this point, the researcher showed the score that students got in listening post-test, the students' mean score and standard deviation, the rate percentages of students' score in post-test. The researcher using the table presents the data. For more clearly, the researcher would show the students' scores that they got in post-test. It was tabulated by the following table:

Table 4.4

The result of students' scores in post-test

No	Sample	Correct Answer	Score
1	R1	30	75
2	R2	27	68
3	R3	27	68
4	R4	32	80
5	R5	28	70
6	R6	25	63
7	R7	32	80
8	R8	31	78
9	R9	31	78
10	R10	32	80
11	R11	29	73
12	R12	28	70
13	R13	25	63
14	R14	30	75

15	R15	21	53
16	R16	30	75
17	R17	28	70
18	R18	34	85
19	R19	27	68
20	R20	29	73
21	R21	35	88
	TOTAL		1.533
	MEAN SCORE		73

The table above shows the students' scores, that from 21 students, no one student got a score between 0 – 35. There was one student who got a score between 36 – 55. Two students got a score between 56 – 65. Eleven students got a score between 66 – 75. Seven Students got a score between 76 – 85. No one student got a score between 86 – 95 and 96 – 100. The mean score of the students' score was 73.

For looking at the mean of the students' scores in post-test, the researcher using SPSS to calculate it. The descriptive statistics table is as follows:

Table 4.5

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
SCORE	21	53	88	1533	73.00	8.000
Valid N (listwise)	21					

The table above shows that the highest score that students get is 88, the lowest score is 53. The table also indicates the mean score of the students' score in post-test is 73. Besides that, the standard deviation is 8.000. After calculating the result of the students' score in the pre-test, the rate percentage of the students were presented in the following table:

Table 4.6
The rating percentage of students' score in post-test

No	Classification	Score	Rating	Pre-test	
				Frequency	Percentage
1	Excellent	96 – 100	7	0	0%
2	Very Good	86 – 95	6	0	0%
3	Good	76 – 85	5	7	33%
4	Fairly Good	66 – 75	4	11	52%
5	Fairly Poor	56 – 65	3	2	10%
6	Poor	36 – 55	2	1	5%
7	Very Poor	0 – 35	1	0	0%
		Total		21	100%

The table above shows the rate percentage of the students' scores in post-test. There were 0 (0%) out of 21 students who were in very poor classification, 1 (5%) students were in poor classification, 2 (10%) students were in fairly poor classification, there were 11 (52%) were in fairly good classification, there were 7 (33%) students were in good classification, and 0 (0%) out of 21 students were in very good and excellent classification.

In This research, the researcher also presented the total of the mean score and standard deviation of pre-test and post-test and compare both of them.

Table 4.7

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	21	37	77	55.52	11.003
Post-test	21	53	88	73.00	8.000
Valid N (listwise)	21				

The table above showed the paired sample statistics of pre-test and post-test. The value of standard deviation in pre-test is 11.003 and 8.000 in post-test.

Table 4.8

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-Test	21	.537	.012

The table above showed the paired sample correlation of pre-test and post-test. It showed the correlation of students' ability before and after treatment. The correlation is significant at 0.537. it means that were significant between students' ability in listening to the learning application (Miracle English APP).

Table 4.9

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-Test	-17.476	9.516	2.077	-21.808	-13.144	-8.416	20	.000

The hypothesis in this research is as follow:

- H_0: Miracle English as a learning application is not effective in improving listening skills for the students of SMAN 6 Luwu Timur.

- H_1: Miracle English as a learning media application is effective in improving listening skills for the students of SMAN 6 Luwu Timur.

According to Singgih Santoso (2014:265), the guidelines of decision-making in the paired sample t-test are based on significant value (sig). SPSS output results are as follows:

- If the sig value. (2 tailed) < 0.05, so H_0 was rejected and H_1 was accepted.
- If the sig value. (2 tailed) > 0.05, so H_1 was rejected, and H_0 was accepted.[37]

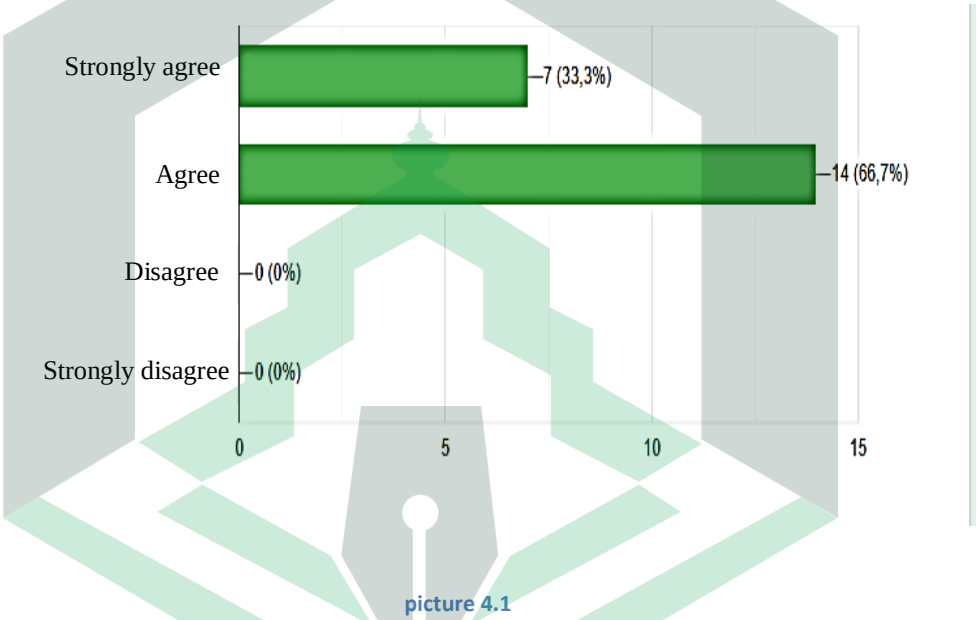
According to the output table "paired sample test" above, the Sig value was 0.00 < 0.05, so H_0 was rejected and H_1 was accepted. so it can be concluded that there is an average difference between the pre-test and the post-test learning outcomes, it means that there is an effect of using Miracle English Application to improve students' listening skills at SMAN 6 Luwu Timur.

[37] Sahid Raharjo, "Cara Uji Paired Sample T-Test Dan Interpretasi Dengan SPSS," 2021, https://www.spssindonesia.com/2016/08/cara-uji-paired-sample-t-test-dan.html.

2. **Students' perception of the learning media of listening "Miracle English APP"**

In this part the writer show and explain the students' perception of learning media "Miracle English APP". For collecting the data the researcher used a questionnaire in Google forms.

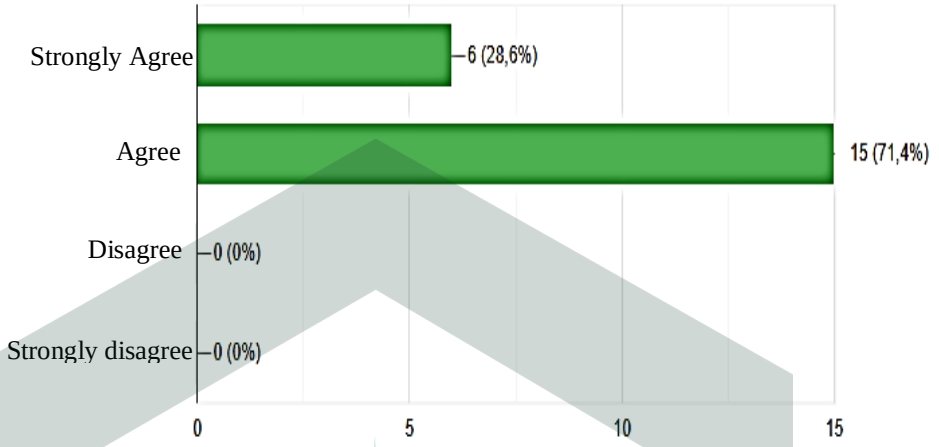
- By using this application, I should not be searching the audio listening in google. This application helps to download the audio easily.



picture 4.1

Based on the picture above, the finding indicated that 7 students (33,3%) strongly agreed, and 14 students (66,6%) agreed. 0 students (0%) disagree and strongly disagree. It means the students feel that the Miracle English application can make students more easily get audio for learning to listen.

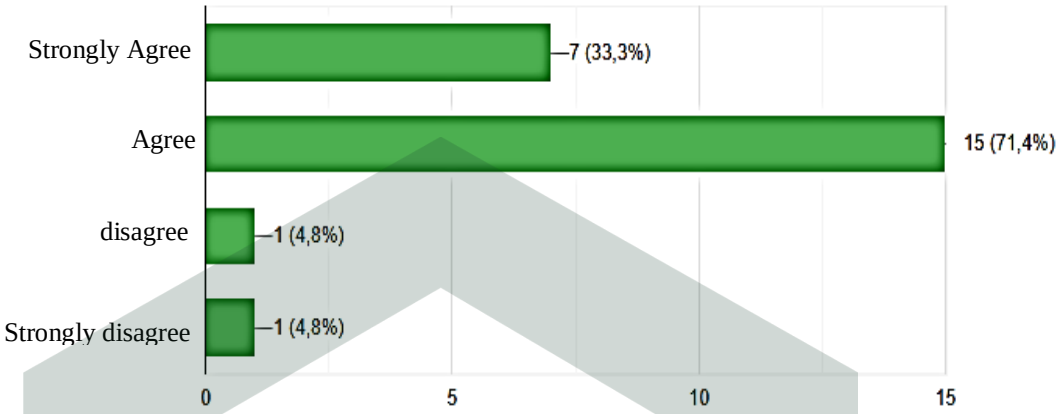
- By using this application. I can study where ever and whenever online or offline.



picture 4.2

Based on the picture above, the finding indicates that 6 students (28,6%) strongly agreed, 15 students (71,4%) agreed with this statement, 0 students (0%) or no one student disagree and strongly disagree with this statement “by using this application, I can study where ever and whenever by online or offline”. It means this application help students to can study listening where ever and whenever that they want.

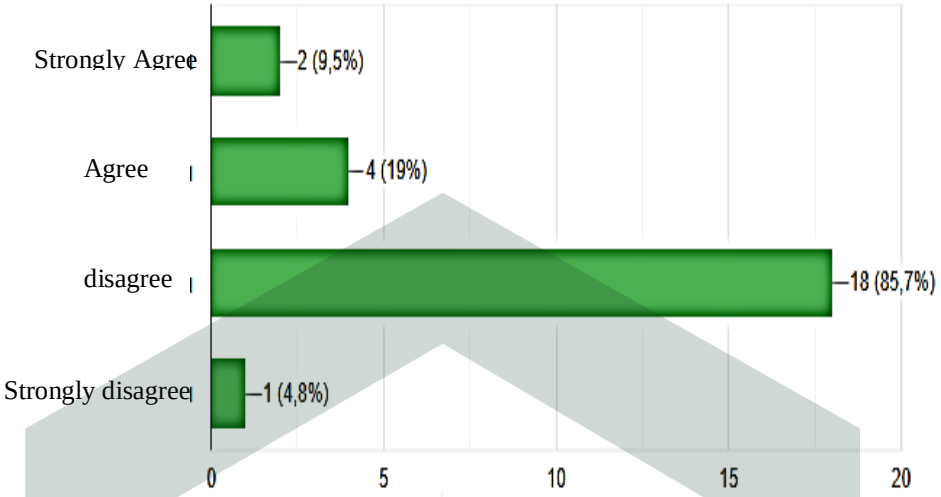
- The students can set the audio speed, so it making the students easier to listen to the audio.



picture 4.3

That indicated that 7 students (33,3%) strongly agreed, and 15 students (71,4%) agreed with this statement. There was 1 student (4,8%) was disagree and 1 (4,8%) student strongly disagreed with the opinion. It means these students can not set the audio or they can set it but also can not understand what they listen to from that audio.

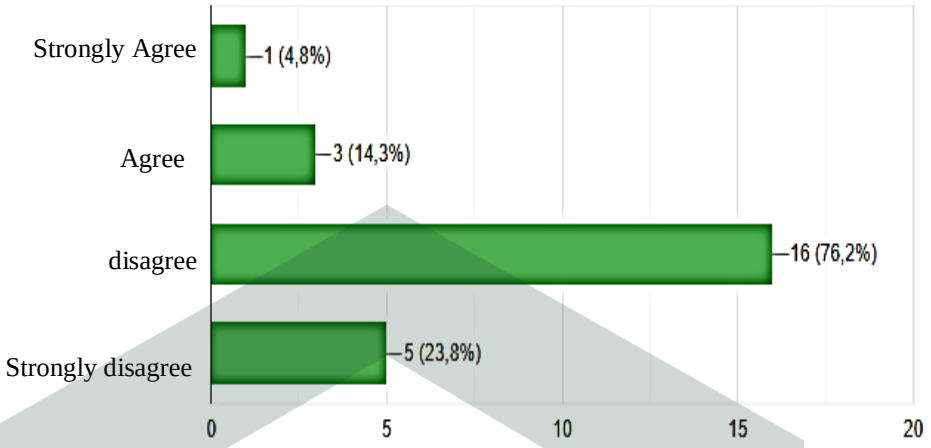
- The accent of the audio was difficult to understand



picture 4.4

The picture above showed that 2 students (9,5%) strongly agreed, and 4 students (19%) agree it causes because they feel the audio that they listen from that application was difficult for them. 18 students (85,7%) disagreed, and 1 student strongly disagree cause they feel that the audio from that application was easy for them to understand.

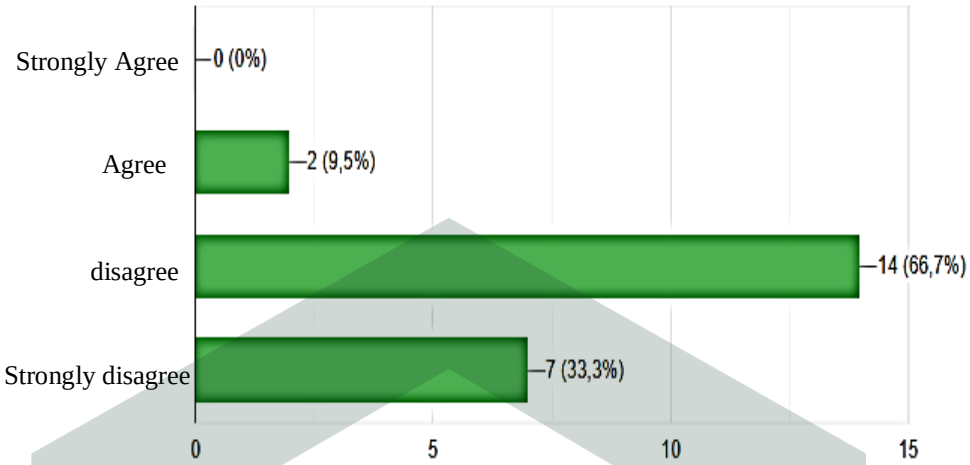
- Miracle English application provided many topics that it was not attractive



picture 4.5

1 student (4,8%) strongly agreed, and 3 students (14,3%) agreed with this statement. it means they feel the topic in this application was not attractive. 16 students (76,2%) disagreed, and 5 students (23%) strongly disagreed. It means they feel that the topics in miracle English application were attractive.

- Miracle English application did not help me improve my skill in listening



picture 4.6

Based on the picture above, 2 students (9,5%) agree it causes because they feel their listening skills did not improve after they used this application to learning listening in English. 14 students (66,7%) disagree and 7 students (33,3%) strongly disagree with this statement. it because they feel Miracle English application can help them to improve their listening skill.

Based on the explanation above, from the data, it shows that using Miracle English application was effective to improve students' listening skill.

B. Discussions

Based on the research that had been conducted during the researcher did her research by using technology (mobile phone) especially of learning application (Miracle English APP). In this research, the listening test was given to students of XI MIPA^{1} class at SMAN 6 Luwu Timur.

This research is in line with Galuh Puspita Ariputri and Eko Supraptono (2015), which has written in their writing with the title " Improving learning outcomes of English listening skill by using language application android- based "Smarty Way App" at SMAN Banyumas. Based on the research, the writers said that the features in the learning application made students easier to learn and help students to improve students' listening skills. It was proven from the result of the mean score of the post-test was higher (87,7) than the pre-test (81,73).

Based on some of the previous studies above, this research line with the writers' research that used a developing technology especially a learning application like Miracle English Application. This media can improve students listening ability. It can be seen the highest students' score in the pre-test was 77 and the only one student that gotten that score from 21 students, and the lowest was 37. On contrary, after got treatment, the highest students' score was 88 and the lowest score was 55, which means, from the researchers' experience in the teaching process of listening skills by using Miracle English application were effective. The learning/teaching process was attractive and the students have enjoyed it so actively. The miracle English application made it easy for students got the material of listening to that suitable of their level or students' ability in listening. So, the miracle English application was effective to improve the students' listening in SMAN 6 Luwu Timur.

From the rate percentage and frequency of pre-test and post-test, the researcher indicated that before gave treatment, the students' achievement was poor. It was proven that there were 10 (48%) students who got a poor score and 7 (33%) students got a fairly poor score, there was 3 (14%) who got fairly good score and just 1 (5%) got a good score. After giving treatment, the achievement of students in structure was categorized as good classification. It was proven that there were 7 (33%) students who got a good score, there was 11 (52%) students fairly good score, there were 2 (10%) students got a fairly poor score. And there was 1 student who got a poor score classification.

From the result of the questionnaire/statement, the researcher indicated that using a miracle English application could help the students to improve students' skills in listening.

Besides that, the researcher got some difficulties that the researcher face along during research class online such as:

1. The students usually were late to online and active in a group class (WhatsApp)
2. The student was still shy to speak up in group online class.
3. Some students only fill in the attendance list but did not active the group.
4. For the online class, the time was so short.
5. The students were difficult with the writing of words that they listened to.

Finally, from the value of the significance from the research, we can conclude that (sig 0.000 < p 0.05). It means that there was a significant difference between the result of the pre-test and post-test. According to descriptive statistics, the post-test was higher than the pre-test so, this study accepted H_1 where there is a significant difference between the students' listening skills before and after the treatment and rejected H_0 where there is no significant difference between the students' listening skills before and after the treatment.

Based on the students' answers in the questionnaire, it evidenced that the students gave the positive statement towards the use of miracle English application.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on to the data analysis in the previous chapter, the researcher draws some conclusion as follows:

1. Using one of the learning applications "Miracle English Application" that we can use on our smartphone is effective because this application provided many interesting themes for listening. This media also provided 3 levels where the student can choose their level. Based on the research, this application can help students to improve listening skills, it can be seen from a mean score of the post-test is higher (73) than pre-test (55,5). It means there was a significant difference between students' abilities before and after treatment. We can conclude that $H_{0\ is}$ unaccepted and H_1 accepted.
2. According to the result of the questionnaire (on pages 47-52), the students' perception shows that the student feels that Miracle English application as learning media could help the students to Improve students' listening skills.

B. Suggestions

Media is one of the important things in the teaching process. Media can help the teacher to deliver the learning materials to the student. Learning media also can make students more interested and make it easier to make students understand the learning process. Based on the research, the researcher gave some suggestions as follows:

1. The researcher suggests to the teacher generally, especially for English teachers in SMAN 6 Luwu Timur to apply effective and interested media and methods to help students improve their listening skills in learning English. For example especially for our condition right now, there is a virus that was called Covid-19 that we should work and study for our home. The teacher can use a learning application that the students can use on their smartphone like the Miracle English application to help students learning for listening.
2. The teacher and the students should be active in the learning process. So the students can improve their skills.
3. Because we do online classes, the researcher suggested to the students do not be shy to speak up in the online group class (WhatsApp group, zoom, google meet, etc.

Finally, the researcher realized that this thesis has some weaknesses, and it was not perfect. So, the researcher hopes for critiques and some constructive advice that can help the researcher for the perfection of this thesis. Hopefully, this thesis will be useful to readers and if there is anybody who wants to be redeveloped, the researcher hopes to use an interested and variety of media to better education and more can use the benefit of developing of technology.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Identitas Pembelajaran

Sekolah **: SMAN 6 Luwu Timur**

Mata Pelajaran **: Bahasa Inggris**

Kelas/semester **: XI / 2**

Waktu **: 1 X 50 Menit**

A. Tujuan Pembelajaran

1. Siswa mampu menjadi pendengar yang baik dengan meningkatkan listening skill siswa.
2. Siswa mampu menyimak dan memahami apa yang mereka dengarkan.
3. Siswa mampu membangun dan meningkatkan kompetensi: critical thinking, communication, creativity, collaboration and compassion

B. Materi dan Strategi Belajar

Materi : Listenig / Conversation (Ideas for the presentation 1)

1. Strategi
   a. Teori : Construktivism
   b. Pendekatan : Cooperative/sosial
   c. Model : TBL (Task Based Learning)
   d. Metode : Menyimak / practice listening
   e. Teknik : Presentasi (online)
   f. Fasilitas: : RPP, aplikasi/media

C. Assessment pembelajaran

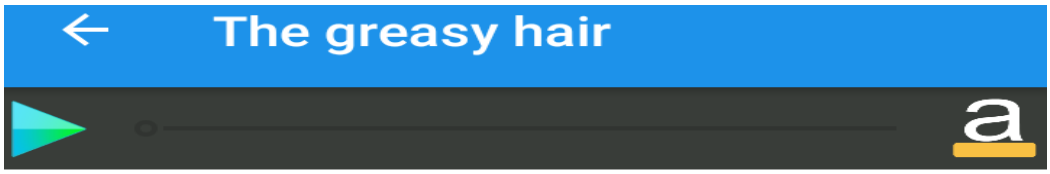
1. Test: berupa tes listening (fill the blank text)

Materi 1: Conversation

Ideas for the presentation (1)

Practice 1:

Please fill the blank of the text below with a correct word according to the audio



A: Ew...Your hair looks so _____. How many days have you gone without _____ it?

B: I _____ it's been a day or two. It gets greasy very _____.

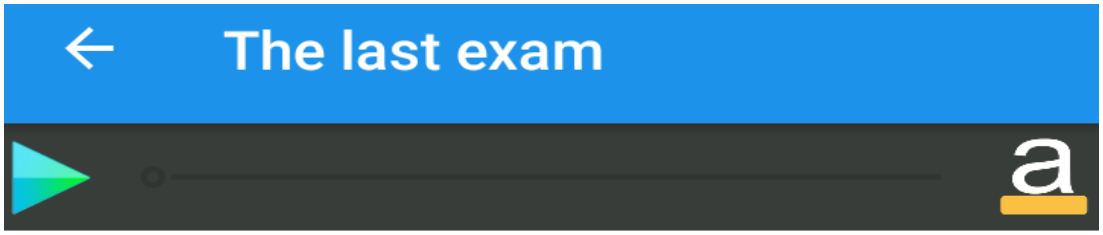
A: I think you should change your _____. What _____ of shampoo are you using?

B: It is Violet. It is one of those _____ generic brands from the _____ near my house.

A: That _____ why you have such a problem with your _____. Use Emerald shampoo. It's very good.

B: I will _____ it a try then!

A: And don't _____ to wash your hair _____!



A: Why are you up so _____?

B: I can't sleep. I think I'm _____ having jet lag.

A: I'm sorry to _____ that. But you have been back for more than a _____ haven't you?

B: Yes, it's still _____ me though. What about you? Why are you still _____?

A: I'm _____ the Metropolis game. My mom doesn't allow me to play it, so I always _____ wait for her to go to sleep _____ play it.

B: I'll tell on you!

A: No _____ you can't, because then I will tell her that you _____ your last exam.

B: OK OK I was just _____.

a. Rubrik Penilaian

NO	Uraian	Skor
I	Jawaban benar Jawaban yang salah/ tidak dijawab	1 0
II	Jumlah soal	

b. Kunci Jawaban: Terlampir

c. Pedoman Penilaian

$$\frac{\text{Jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Identitas Pembelajaran

Sekolah **: SMAN 6 Luwu Timur**

Mata Pelajaran **: Bahasa Inggris**

Kelas **: XI (Sebelas)**

Waktu **: 1 X 50 Menit**

A. Tujuan Pembelajaran

1. Siswa mampu menjadi pendengar yang baik dengan meningkatkan listening skill siswa.
2. Siswa mampu menyimak dan memahami apa yang mereka dengarkan.
3. Siswa mampu membangun dan meningkatkan kompetensi: critical thinking, communication, creativity, collaboration and compassion

B. Materi dan Strategi Belajar

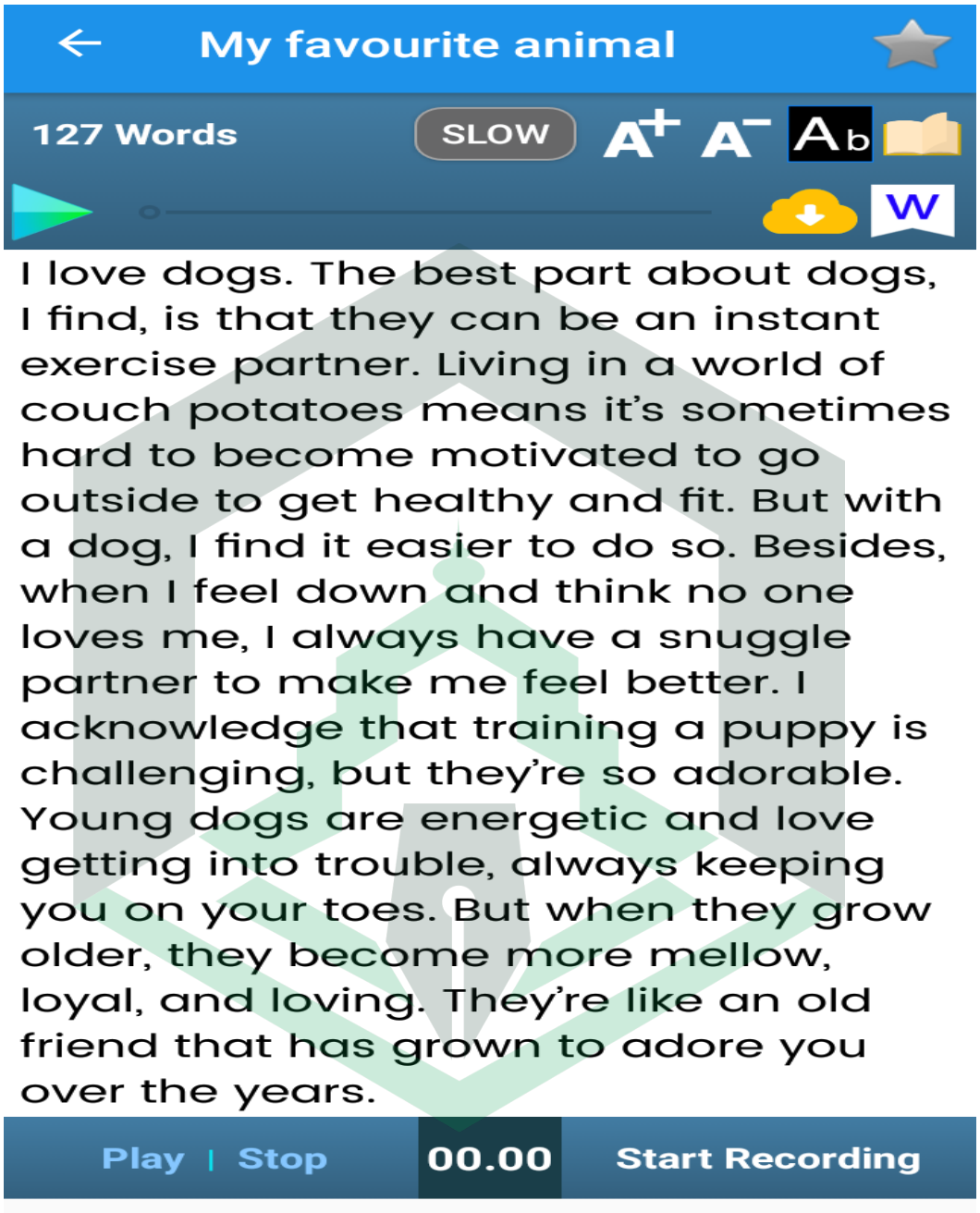
- Materi : Listenig / Short Story (my favorite animal)

1. Strategi
   a. Teori : Construktivism
   b. Pendekatan : Cooperative/sosial
   c. Model : TBL (Task Based Learning)
   d. Metode : Menyimak / practice listening
   e. Teknik : Presentasi (online)
   f. Fasilitas: : RPP, aplikasi/media

C. Assessment pembelajaran

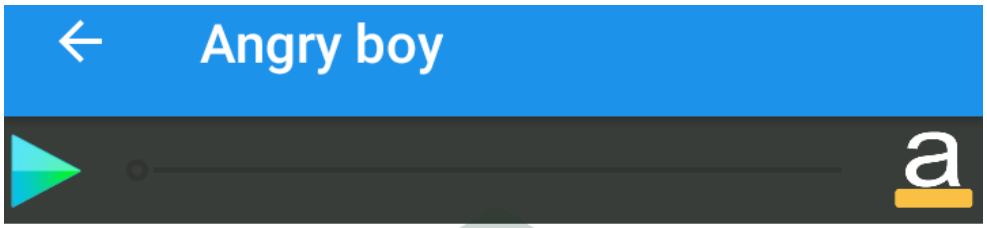
1. Test: berupa tes listening (fill the blank text)

Materi 2: Short Story



Practice 2:

Please fill the blank of the text below with a correct word according to the audio



John is a small boy who gets _____ very easily. One day, his father gave him a _____ bag of nails. He _____ John to hammer one nail to the _____ every time he became angry. _____ the little boy _____ that it made no sense, he _____ to do what his father said. On the _____, he had to _____ in 30 nails! Every time he lost his _____, he ran to the fence and hammered in a _____. In the next _____ days that followed, the _____ of nails hammered into the fence had become a _____ of what they once were. The little boy _____ it very boring to hammer nails _____ the fence and decided to just _____ his temper. Gradually, he learned to control his _____ and didn´t have to hammer in any _____ nails!

a. Rubrik Penilaian

NO	Uraian	Skor
I	Jawaban benar Jawaban yang salah/ tidak dijawab	1 0
II	Jumlah soal	

b. Kunci Jawaban: Terlampir

c. Pedoman Penilaian

$$\frac{\text{Jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Identitas Pembelajaran

Sekolah **: SMAN 6 Luwu Timur**

Mata Pelajaran **: Bahasa Inggris**

Kelas/semester **: XI / 2**

Waktu **: 1 X 50 Menit**

A. Tujuan Pembelajaran

1. Siswa mampu menjadi pendengar yang baik dengan meningkatkan listening skill siswa.
2. Siswa mampu menyimak dan memahami apa yang mereka dengarkan.
3. Siswa mampu membangun dan meningkatkan kompetensi: critical thinking, communication, creativity, collaboration and compassion

B. Materi dan Strategi Belajar

Materi : Listenig / Conversation (borrowing Money)

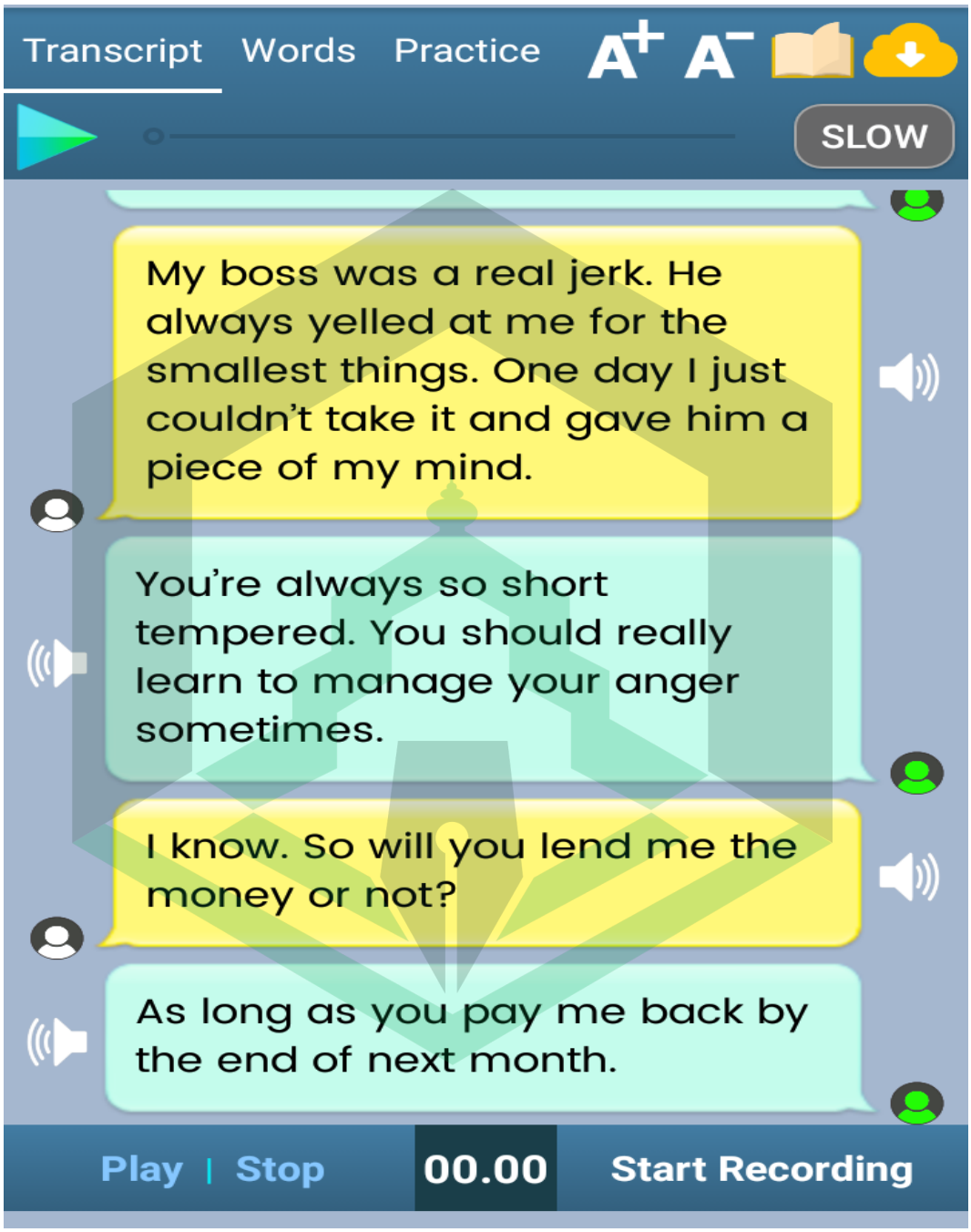
1. Strategi
   a. Teori : Construktivism
   b. Pendekatan : Cooperative/sosial
   c. Model : TBL (Task Based Learning)
   d. Metode : Menyimak / practice listening
   e. Teknik : Presentasi (online)
   f. Fasilitas: : RPP, aplikasi/media

C. Assessment pembelajaran

1. Test: berupa tes listening (fill the blank text)

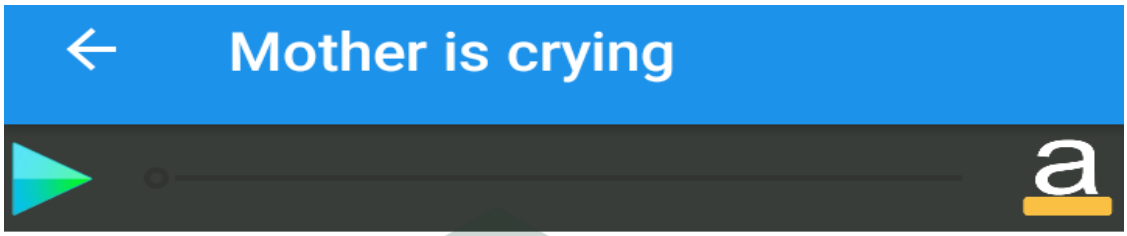
Materi 3: Conversation

Borrowing Money



Practice 3:

Please fill the blank of the text below with a correct word according to the audio



A: Did you notice anything _____ with mom today?

B: She doesn't seem like her _____ self. I heard her crying in the _____ today.

A: Really? What happened?

B: I _____ to ask her why she was _____. She told me nothing was wrong, but _____ something is wrong.

A: I wonder whether it was because I _____ her favourite _____ yesterday.

B: Don't be so _____. She would not _____ over such a trifle thing.

A: Well I think we should _____ her some _____. They might _____.

B: That's not a _____. She always loves them.

a. Rubrik Penilaian

NO	Uraian	Skor
I	Jawaban benar Jawaban yang salah/ tidak dijawab	1 0
II	Jumlah soal	

b. Kunci Jawaban: Terlampir

c. Pedoman Penilaian

$$\frac{\text{Jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Identitas Pembelajaran

Sekolah **: SMAN 6 Luwu Timur**

Mata Pelajaran **: Bahasa Inggris**

Kelas/semester **: XI / 2**

Waktu **: 1 X 50 Menit**

A. Tujuan Pembelajaran

1 Siswa mampu menjadi pendengar yang baik dengan meningkatkan listening skill siswa.
2. Siswa mampu menyimak dan memahami apa yang mereka dengarkan.
3. Siswa mampu membangun dan meningkatkan kompetensi: critical thinking, communication, creativity, collaboration and compassion

B. Materi dan Strategi Belajar

Materi : Listenig / short story (a lazy pupil)

1. Strategi
   a. Teori : Construktivism
   b. Pendekatan : Cooperative/sosial
   c. Model : TBL (Task Based Learning)
   d. Metode : Menyimak / practice listening
   e. Teknik : Presentasi (online)
   f. Fasilitas: : RPP, aplikasi/media

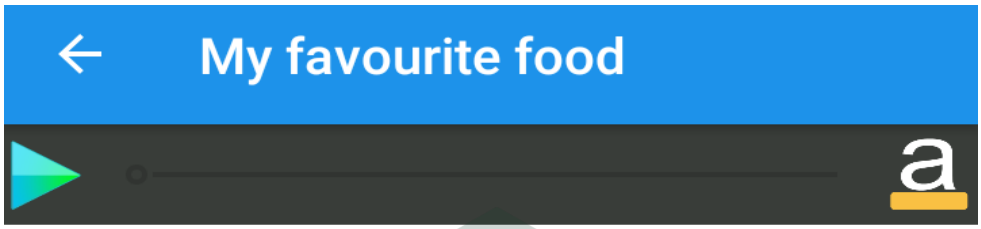
C. Assessment pembelajaran

1. Test: berupa tes listening (fill the blank text)

Materi 4: Short Story

Practice 4:

Please fill the blank of the text below with a correct word according to the audio



My favourite food is _____ rice with vegetables and chicken _____ with salad. This is in fact a _____ dish in my country. In order to make it, firstly, the rice needs to be _____ in water and then the _____ is fried with some chicken, _____ and oil. The important _____ for this dish is the chicken curry, which is prepared _____ with spices, different kinds of vegetables and fruits. Honestly, I eat this _____ about twice a week. Often I prepare this dish at home but sometimes I _____ it in a restaurant. Different restaurants have their own _____ in how they prepare and _____ fried rice. This is my favourite food for many _____. Firstly, it is very _____ and _____. It provides many types of vitamins that our bodies _____. Furthermore, all the ingredients are not _____ to buy. Thirdly, it does not require too much _____ or time to prepare. For all the reasons _____, this is why it is my favourite food.

a. Rubrik Penilaian

NO	Uraian	Skor
I	Jawaban benar Jawaban yang salah/ tidak dijawab	1 0
II	Jumlah soal	

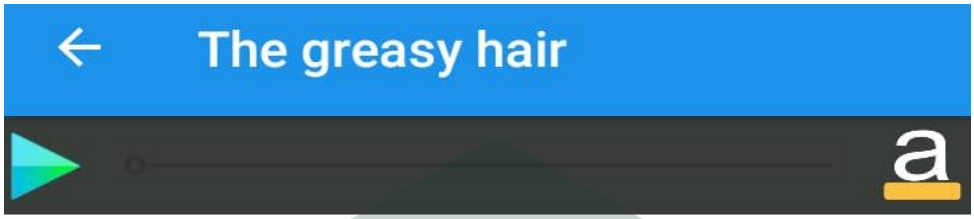
b. Kunci Jawaban: Terlampir

c. Pedoman Penilaian

$$\frac{\text{Jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$$

KUNCI JAWABAN

Tugas1



A: Ew...Your hair looks so greasy . How many days have you gone without washing it?

B: I guess it's been a day or two. It gets greasy very quickly .

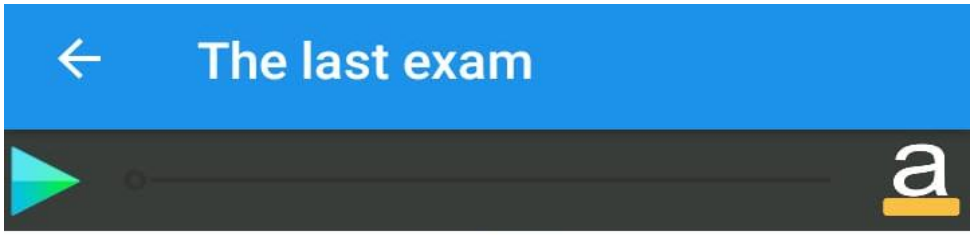
A: I think you should change your shampoo . What brand of shampoo are you using?

B: It is Violet. It is one of those cheap generic brands from the supermarket near my house.

A: That explains why you have such a problem with your hair . Use Emerald shampoo. It's very good.

B: I will give it a try then!

A: And don't forget to wash your hair regularly !



A: Why are you up so late ?

B: I can't sleep. I think I'm still having jet lag.

A: I'm sorry to hear that. But you have been back for more than a week haven't you?

B: Yes, it's still affecting me though. What about you? Why are you still awake ?

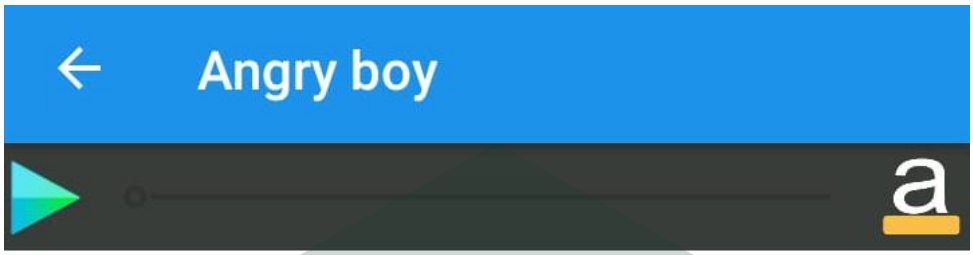
A: I'm playing the Metropolis game. My mom doesn't allow me to play it, so I always need to wait for her to go to sleep in order to play it.

B: I'll tell on you!

A: No actually you can't, because then I will tell her that you cheated on your last exam.

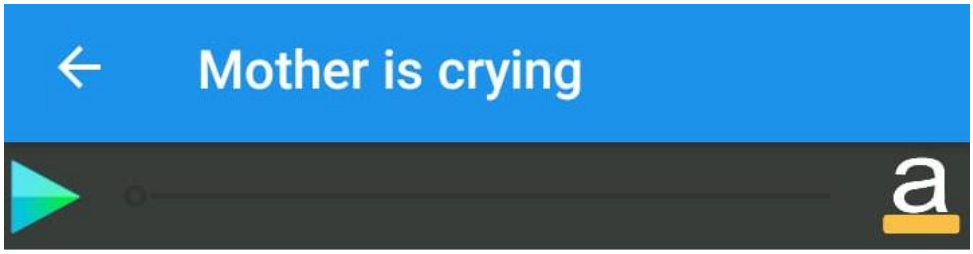
B: OK OK I was just kidding .

Tugas2



John is a small boy who gets angry very easily. One day, his father gave him a huge bag of nails. He asked John to hammer one nail to the fence every time he became angry. Although the little boy thought that it made no sense, he agreed to do what his father said. On the first day, he had to hammer in 30 nails! Every time he lost his temper, he ran to the fence and hammered in a nail. In the next few days that followed, the number of nails hammered into the fence had become a fraction of what they once were. The little boy found it very boring to hammer nails into the fence and decided to just control his temper. Gradually, he learned to control his emotions and didn´t have to hammer in any more nails!

Tugas3



A: Did you notice anything strange with mom today?

B: She doesn't seem like her normal self. I heard her crying in the bathroom today.

A: Really? What happened?

B: I tried to ask her why she was crying. She told me nothing was wrong, but obviously something is wrong.

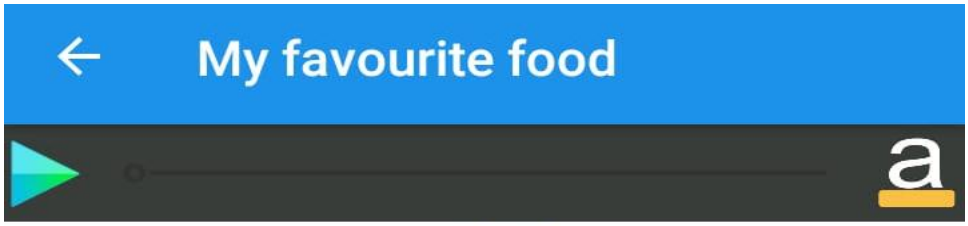
A: I wonder whether it was because I broke her favourite plate yesterday.

B: Don't be so silly. She would not cry over such a trifle thing.

A: Well I think we should buy her some flowers. They might cheer her up.

B: That's not a bad idea. She always loves

Tugas4



My favourite food is fried rice with vegetables and chicken curry with salad. This is in fact a popular dish in my country. In order to make it, firstly, the rice needs to be boiled in water and then the boiled rice is fried with some chicken, vegetables and oil. The important ingredient for this dish is the chicken curry, which is prepared separately with spices, different kinds of vegetables and fruits. Honestly, I eat this dish about twice a week. Often I prepare this dish at home but sometimes I eat it in a restaurant. Different restaurants have their own style in how they prepare and serve fried rice. This is my favourite food for many reasons. Firstly, it is very delicious and nutritious. It provides many types of vitamins that our bodies need. Furthermore, all the ingredients are not expensive to buy. Thirdly, it does not require too much effort or time to prepare. For all the reasons listed, this is why it is my favourite food.

PRE-TEST

Name:

Class:

I. You will hear a recording. Please write the missing words in each blank.

1. Lion

Lion used to be ……. Enough trough out south Asia, Iran, Asia Minor and even in Greece. They disappeared from these countries a long ……. ago and are seldom encountered in India. The Indian lion is …….. than his African counterpart. There are …… varieties of Asiatic lions: the Persian or Arabian, and the lions: the Persian or Arabian, and the lion of Gujarat – the latter confined to every ……. district.

2. Water

Water plays a big role in ……. our communities. As water supplies are stressed by growing populations,…… challenges, and greater competition of ……..., the need to leverage innovative technologies and alternative water supplies continues to grow. The challenge for many is matching the ……. of water with its intended use.

II. You will hear a conversation spoken in English. You must listen carefully to understand what the speakers are saying. After you listen to the audio please fill in the blank.

A: Why are you up so ……?

B: I can't sleep. I think I'm ……..having jet lag.

A: I'm sorry to …… that. But you have been back for more than a ……. Haven't you?

B: I'm playing the metropolis game. My mom does not allow me to play it, so I always …… wait for her to go to sleep in order to play it.

A: no actually you cant, because then I will tell her that you cheated on your last ……..

B: ok..ok I was just ……

III. You will hear someone mention the numbers in the box. Some of them are correct, and some are not. When the number is correct, put a tick (-) by it. If it's wrong, put it across (x). Look at the box below and listen to the recording.

5	-	53		99	
14	x	27		62	
36		11		74	

IV. Listen to exercise 4 in the recording. When you hear a number that is in the box, draw a cross (x) Next to the number. One of the numbers in the box is not in the recording. Which number is it? now listen to the following numbers.

6	X	11		78	
19		83		75	
64		33		91	

Put your answer here: …..?

V. Listen carefully and write the numbers in the blanks. Write the numbers in figures, not words.

1. The sweater costs …. pounds.
2. Tom bought ….. books yesterday.
3. Mary is …. years old.
4. Janet was …… minutes late.
5. There are …… students in my class.
6. My grandfather …..grandchildren.

POST TEST

Name:

Class:

I. Listen to the following numbers and write them down.

II. You will hear a recording. Please Listen carefully and give a sign for the correct numbers. (18)

1. The students from New York bought (50 – 15) new books a week
2. My uncle George lives at (13 – 30) king's road.
3. Mr. Johson was (40– 14) minutes late for his lecture.
4. It took (16 – 60) hours to finish his work.
5. Marye finished the test in (17 – 70) minutes.
6. My friend Alan lost (19 – 90) pounds on the first day of class.
7. I paid (80 – 18) pounds for that coat.
8. He lives at (5062 – 1562) green street, Brighton.
9. Her address is (3040 – 1340) farm street, Brighton.
10. We bought (14 – 40) CDs last month.

III. Listening to the following conversation and filling the missing information.

1. Operator : can I help you

   Inquirer : yes could you give me Hilton …….. telephone number, please?

   Operator : ……..

   Inquirer : thanks.
2. Operator : can I help you

   Inquirer : yes, could you tell me British rail's telephone ……. please ?

   Operator : …….

   Inquirer : thank you very much
3. Inquirer : is that ……..?

   Operator : yes, can I help you ?

   Inquirer : I'd like to speak to ……, please.

IV. You will hear a recording. Please write down the missing words in each bank.

Charles Robert Darwin was an English naturalist, geologist and biologist, best known for his ……. To the science of evolution. His proposition that all species of …….. have descended over time ……..common ancestor is now widely accepted and …….. a foundational concept in ……

V. You will hear a conversation spoken in English. You must listen carefully to understand what the speaker s are saying. After you listen to the audio please fill in the blank.

A: how is your hip hop …… class going?

B: I like it. But the teacher is quite demanding she asks us to do ……. Things

A: you should try harder You know that dancing is very good for your…….

B: yeah I know. But since I started taking that class, I have been felling …….every day!

A: that is because you have not …… for a long time. When is the next class?

B: tomorrow. I am not really looking forward to it.

A: well, make sure to stretch and do plenty of …….. exercises before doing ……... strenuous. You will be fine.

QUESTIONNAIRE PRESEPSI SISWA TERHADAP PENGGUNAAN MEDIA PEMBELAJARAN MIRACLE ENGLISH APP

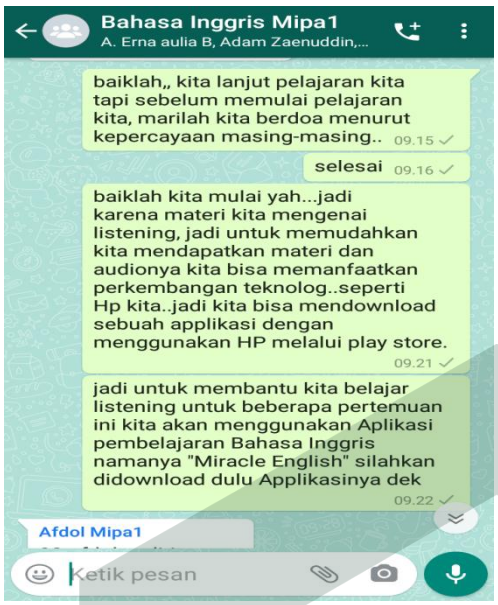
Nama:…….

Kelas :……

- Berikan tanda centang (√) pada pernyataan yang sesuai dengan diri anda.

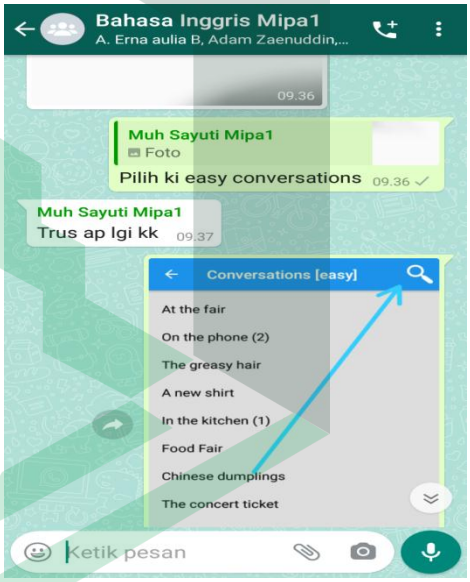
No	Pernyataan	Sangat setuju	Setuju	Biasa saja	Tidak setuju	Sangat tidak setuju
1	Dengan adanya Aplikasi Miracle English, saya dengan mudah Mendownlod Audio listening tanpa susah payah mencarinya lagi di Google					
2	Dengan adanya aplikasi Miracle English saya dapat belajar dimana saja dan kapan saja secara online maupun offline.					
3	Siswa dapat mengatur kecepatan audio sehingga memudahkan siswa dalam listening					
4	Aksen dari audio yang disajikan dalam aplikasi ini sulit untuk dipahami.					
5	Miracle English Application menyediakan banyak topik listening yang tidak menarik					
6	Miracle English application tidak membantu saya dalam meningkatkan skill listening saya					

Online Class (WhatsApp Group)

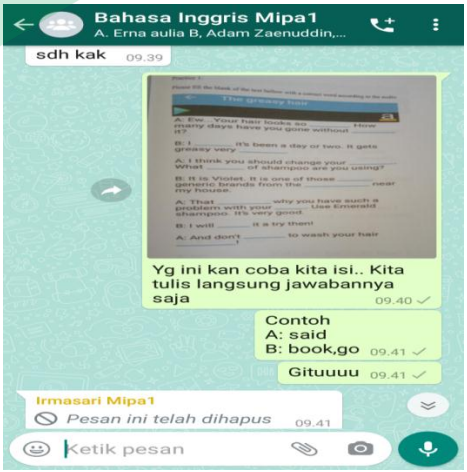

Bahasa Inggris Mipa1
A. Erna aulia B, Adam Zaenuddin,...
baiklah,, kita lanjut pelajaran kita tapi sebelum memulai pelajaran kita, marilah kita berdoa menurut kepercayaan masing-masing.. 09.15
selesai 09.16
baiklah kita mulai yah...jadi karena materi kita mengenai listening, jadi untuk memudahkan kita mendapatkan materi dan audionya kita bisa memanfaatkan perkembangan teknolog..seperti Hp kita..jadi kita bisa mendownload sebuah applikasi dengan menggunakan HP melalui play store. 09.21
jadi untuk membantu kita belajar listening untuk beberapa pertemuan ini kita akan menggunakan Aplikasi pembelajaran Bahasa Inggris namanya "Miracle English" silahkan didownload dulu Applikasinya dek 09.22
Afdol Mipa1
Ketik pesan

Bahasa Inggris Mipa1
A. Erna aulia B, Adam Zaenuddin,...
English Listening and ...
Applikasinya yg ini yah 09.23
Irmasari Mipa1
Iye kak 09.24
A. Erna aulia B Mipa1
ok kk 09.24
nanti klo sudah terdownload bilang ya dek 09.25
Hasnianti Mipa1
Iyye kak 09.25
Ketik pesan

Bahasa Inggris Mipa1
A. Erna aulia B, Adam Zaenuddin,...
82%kak 09.32
Coba yg sdah selesai kita buka aplikasi ta 09.32
Jesi TriPratiwi Mipa1
Iya kk 09.33
Nur Aisyah Mipa1
Iya kak 09.33
Trus ke paling bawa ki ada test dan game 09.33
Tests & Games
Daily Expression Quiz
Help you remember the meanings of daily expressions.
Verb Meaning Quiz
Help you remember the meanings of English verbs.
Pronunciation Quiz
Build vocabulary from the pronunciation.
Listening Tests
Test your listening and vocabulary ability by filling missing words and phrases.
Essay Completion
Choose correct words to complete essays.
Ketik pesan


Bahasa Inggris Mipa1
A. Erna aulia B, Adam Zaenuddin,...
09.36
Muh Sayuti Mipa1
Foto
Pilih ki easy conversations 09.36
Muh Sayuti Mipa1
Trus ap lgi kk 09.37
Conversations [easy]
At the fair
On the phone (2)
The greasy hair
A new shirt
In the kitchen (1)
Food Fair
Chinese dumplings
The concert ticket
Ketik pesan

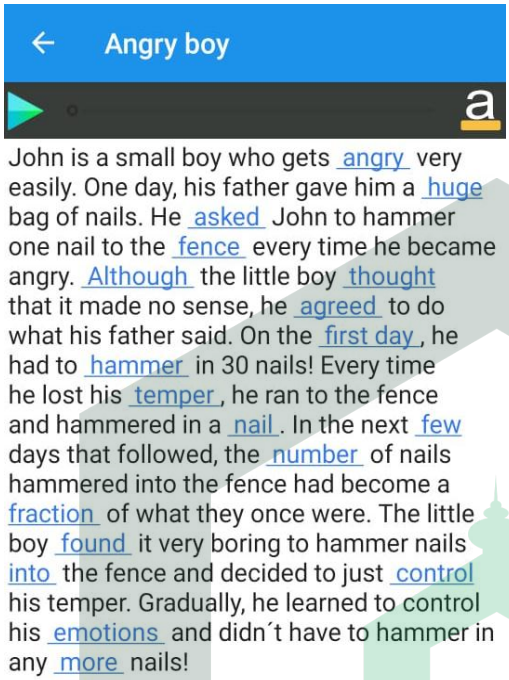
Bahasa Inggris Mipa1
A. Erna aulia B, Adam Zaenuddin,...
Irmasari Mipa1
Anda
Klik pencarian trus ketik ki The greasy hair
Sdh kak 09.38
Mutmainnah Mipa1
Anda
Klik pencarian trus ketik ki The greasy hair
Sdh kak 09.38
Jesi TriPratiwi Mipa1
Sudh kk 09.39
Nur Aisyah Mipa1
SDH kak 09.39
Jusriani Mipa1
sdh kak 09.39
Ketik pesan

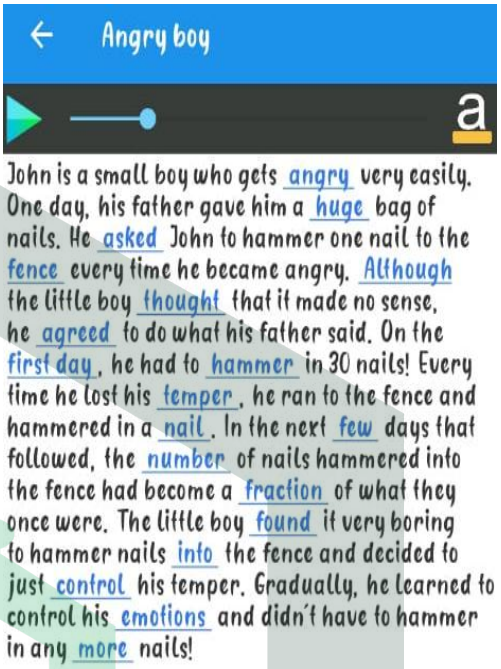

Bahasa Inggris Mipa1
A. Erna aulia B, Adam Zaenuddin,...
sdh kak 09.39
Yg ini kan coba kita isi.. Kita tulis langsung jawabannya saja 09.40
Contoh
A: said
B: book,go 09.41
Gituuuu 09.41
Irmasari Mipa1
Pesan ini telah dihapus 09.41
Ketik pesan

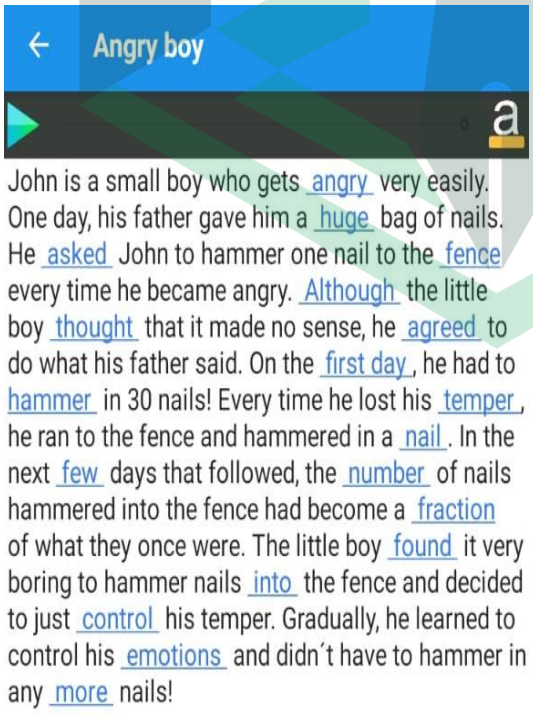
The School Situation “SMAN 6 Luwu Timur” in pandemic

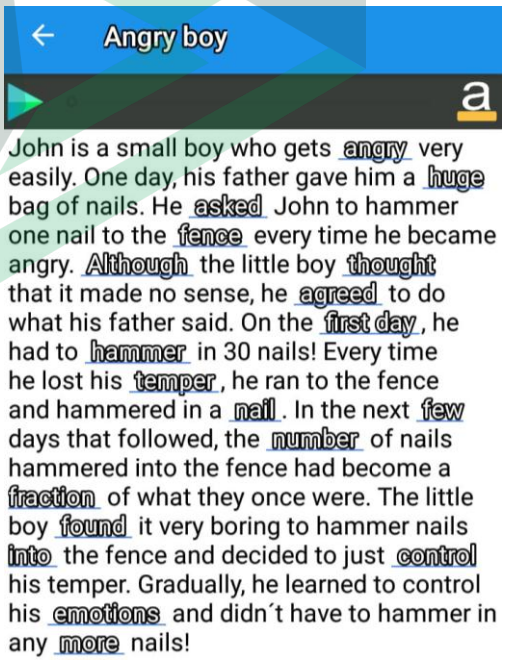
The Students' Assignments

by Using Miracle English APP









VALIDATION SHEET

(Pre-test / Post-Test)

Instruction:

1. Based on the validator's opinion, give an assessment of the content validity column by putting a checkmark (√)
   V (Valid), VE (Valid Enough), LV (Less Valid), IV (Invalid)
2. Based on the validator's opinion, assess the writing language column by giving a checkmark (√)
3. Instruction for felling:
   a. Content validity
      - Are the questions following the learning indicators to be achieved.
      - Are the question formulated briefly and clearly.
      - Are the instruction for solving the questions written clearly.

   b. Language and question writing
      - Is the question using the appropriate language
      - Does the question use language that is easy to understand and does not cause multiple interpretations.

Questions	Content validity				Language and Writing			Conclusion	
	V	VE	LV	IV	Easy to understand	Difficult to understand	Cannot be understand	Can be used	Can not be used
1	√				√			√	
2	√				√			√	
3	√				√			√	
4	√				√			√	
5	√				√			√	

Palopo, 30 April 2021

Validator,

Amalia Yahya, SE.,M.Hum

NIP. 19771013 200501 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Wahyuni
Nim	:	17 0202 0230
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Desa Tampinna Kec Angkona Kab Luwu Timur 085 394 544 614

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 30 Juli 2021

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XII
UPT. SMA NEGERI 6 LUWU TMUR
Alamat : Jalan Poros Angkona – Solo, Desa Lamaeto, Kec. Angkona 92985
E-mail : smaangkona@yahoo

SURAT KETERANGAN PENELITIAN

Nomor : 421.3.422/036/UPT.SMAN.6-LT/DISDIK/VI/2021
Lampiran :
Perihal : **Penelitian**

Berdasarkan Surat Rekomendasi Tim Teknis Tanggal 18 Mei 2021 Nomor 104/KesbangPol/V/2021, tentang Izin Penelitian.

Kepala UPT. SMA Negeri 6 Luwu Timur menerangkan bahwa yang namanya tersebut di bawah ini :

Nama : **WAHYUNI**
N i m : 1702020230
Falkutas / Prodi : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Benar nama tersebut diata telah melaksanakan penelitian dari tanggal 18 Mei sampai tanggal 30 Juni 2021 di Sekolah Menengah Atas Negeri 6 Luwu Timur Kecamatan Angkona Kabupaten Luwu Timur dengan judul :

THE USE OF LEARNING LANGUANGE APPLICATION "MIRACLE ENGLISH" TO IMPROVE STUDENTS' LISTENING SKILL AT SMAN 6 LUWU TIMUR

Demikian Surat Keterangan ini dibuat dan untuk dapat dipergunakan seperlunya.

Angkona, 30 Juni 2021
Kepala UPT. SMA Negeri 6 Luwu Timur,

Drs. Imam Sopi'i
Nip. 19660504 199303 1 019

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web:ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Wahyuni

Nim : 17 0202 0230

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 Juli 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

CURRICULUM VITAE

Researcher, Wahyuni was born on 7th November 1999 in Angkona, Luwu Timur. She is the 3rd cild of 7 siblings, she has 3 brothers and 3 sisters. Her fathers' name is Kadir and her mothers' name is Nurhaena. The researcher completed her studies at MI Al-Falah DDI Angkona in 2011 and then continued her studies at MTS Al-Falah DDI Angkona, gratuated in 2014. Then continued her education at Islamic boarding school Nurul Junaidiyah Lauwo, and gratuated in 2017. After gratuating from senior high school, the researcher countinued her study at the State Islamic Institute of Palopo (IAIN) and choosed English Department. She completed her study in 2021.

In the end, studying at IAIN Palopo, theresearcher wrote a thesis entiled "**THE USE OF MIRACLE ENGLISH APPLICATION TO IMPROVE STUDENTS' LISTENING SKILL AT SMAN 6 LUWU TIMUR"**