# THE EFFECTIVENESS OF USING THE TED TALK APP TO IMPROVE STUDENT'S LISTENING COMPREHENSION AT THE ENGLISH DEPARTMENT OF IAIN PALOPO

# A Thesis

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



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

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# ENGLISH LANGUAGE EDUCATION STUDY PROGRAM TARBIYAH AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2022

#### THESIS APPROVAL

This thesis entitles "The Effectiveness of Using The TED Talk App to Improve Students' Listening Comprehension at English Department of IAIN Palopo", which is written by Nur Alfia, Reg. Nim 18 0202 0068, English Language Education Study Program of Palopo and has been examined and defended in Munaqasyah session which is carried out on, August 8<sup>th</sup> 2022. Coincided with Muharam 23<sup>rd</sup> 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, August 22<sup>nd</sup> 2022

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#### HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul The Effectiveness of Using The TED Talk App to Improve Students' Listening Comprehension at The Second Semester English Department IAIN Palopo yang ditulis oleh Nur Alfia, Nomor Induk Mahasiswa (NIM) 18 0202 0068, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Rabu, 13 Juli 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

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Lampiran :-
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Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.

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	Students' Listening Comprehension At The Second Semester
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Judul	: The Effectiveness of Using TED Talk App To Improve
191	Students' Listening Comprehension At The Second Semester
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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian

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وَالسَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Palopo, The Researcher

-f-"

<u>Nur Alfia</u>

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### ABSTRACT

Nur Alfia, 2022. "The effectiveness using TED talk app to improve students' listening comprehension at the second semester English department of IAIN Palopo." A Thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of (IAIN) Palopo. Supervised by the consultant (I) Masruddin and consultant (II) Fadliyah Rahmah Muin.

This research is about the effectiveness of using the TED talk app video to improve students' listening comprehension at the second semester English department of IAIN Palopo. The problem statement of this research is whether using the TED talk app video effectively improves the student's listening ability in the second semester English Department of IAIN Palopo?. This study used the pre-experimental design method, including a pretest, four meetings of treatment, and a post-test. The population of this research is the second-semester English department of IAIN Palopo. The sample of this research consists of 21 students'. The instrument used to collect data was a listening test ( to find the students' improvement in listening) and a questionnaire ( to get students' responses about using the TED talk app video). The data of this research were analyzed quantitatively by using IBM SPSS 20. This research found students' mean score in the post-test was higher than the mean score in the Pretest (52.24 > 90.48). The researcher found that the significant value was 0.000, and the alpha was 0.05 (0.000 < 0.05). It can be concluded that the researcher's alternative hypothesis  $(H_1)$  was accepted, and the null hypothesis  $(H_0)$  was rejected. The researcher concludes that the TED talk app video effectively improves students' listening comprehension. The results were supported by the students' responses, which demonstrate students who agree are 51%, strongly agree with 42%, disagree with 70%, and strongly disagree with 0%. It can be concluded that the dominant students agree with the statement in a questionnaire that using TED talk app video improves students' listening comprehension.

Keywords: Effectiveness, TED Talk app video, Listening Comprehension.

#### **CHAPTER I**

# **INTRODUCTION**

#### A. Background of Study

Technology has existed in the past, but it didn't advance as quickly as it does now. Since information and technology significantly impact our daily lives and are no longer novelties, the prescription for teaching English has changed dramatically in this digital age. Technology cannot wholly replace language teachers or face-to-face instruction, though. The truth can be used to improve language acquisition (Sharma and Barrett).<sup>1</sup>

Identifying and summarizing the speaker's speech is described as listening. It is essential to assess the speaker's accent or pronunciation, grammar, vocabulary, and meaning comprehension. It is undeniable that using technology to teach listening is necessary, and the two are interconnected. As a result, teaching listening has become more popular using technology like websites. One of them is TED Talks.<sup>2</sup>

The nonprofit organization TED, for Technology, Entertainment, and Design, is dedicated to disseminating ideas. We can access their website ted.com or their Youtube channel in videos, typically in the form of brief, impactful speeches lasting no more than 20 minutes. TED offers content in more than 100 languages on virtually every subject, including business, science, and international

<sup>&</sup>lt;sup>1</sup> Sharma, P. and B. Barrett. 2007. Blended Learning: *Using Technology in and Beyond the LanguageClassroom*. Oxford: Macmillan.

<sup>&</sup>lt;sup>2</sup> Dimas Fahmiansyah and Tryanti R Abdulrahman, "*Ted Talks Video and Students*' *Listening Skills*," *Lingua* 1, no. 02 (2018): 1–10, doi:10.34005/lingua.v1i02.190.

affairs, which could be considered the type of media that can make a massive difference in the English classroom.

According to the observation and interview accomplished by research at the second semester English Department of IAIN Palopo. The researcher found some problems that students lack listening comprehension and lack motivation which can affect the listening ability to develop slower. The media used in the listening exercise are duplicative and less diverse; consequently, it failed to trigger students' interest. For those reasons, this research was conducted to determine whether TED Talks app video has significant effects on students listening ability.

# **B.** Problem Statement

This study's issues are formulated as follows, based on the study background:

- 1. Does the TED talk video improve the student's listening comprehension at the second Semester English Department of IAIN Palopo?
- 2. What are students' responses about using the TED talk app to enhance students' listening comprehension at the second semester English Department of IAIN Palopo?

# C. The Objective Of Research

- To find out whether using the Ted talk Video App effectively improves the students' Listening comprehension at the second semester English Department of IAIN Palopo.
- To find out students' responses about using The TED talk app in improving students' listening comprehension at the second semester English Department of IAIN Palopo.

#### **D.** Significance of The Research

The researcher expected that the result of this study gave advantages:

#### 1. Theoretically

The consequence of this research can be applied as a reference for additional research.

#### 2. Practically

It is highly anticipated that this study would benefit students by enhancing their understanding, proficiency, and competency in using English, particularly in listening comprehension ability.

For educators, this research can be a resource and guidance for the upcoming classroom activity. Through the use of this video, students can enhance their listening comprehension using strategies that are appropriate for the current educational environment.

# E. Scope of The Research

This research focuses on improving students' extensive listening ability in the English Department Of IAIN Palopo by using video towards Ted Talk App, especially listening for the main idea, listening for details, and listening and making inferences. Extensive listening can aid students in becoming more familiar with the target language's everyday usage patterns, allowing them to achieve a more significant and profound level of comprehension.

The assimilation, contraction, and various types of speech mixing are common elements of spoken language that can help students become more familiar through extensive listening. Renandya & Ivone claim<sup>3</sup> that these characteristics are typically found in connected speech and frequently lead to listening problems.

# F. Operational Definition

# 1. Listening Ability

Listening is a multifaceted procedure and is crucial in developing second language ability.<sup>4</sup> However, the skill does not appear to be studied as much as other language skills, partly because of the assumption that is simply listening comprehension ability can be improved by merely exposing students to spoken language. Teachers find the listening skill a challenging task in the classroom, incompletely because they believe there isn't much to do regarding its development.

Regarding this subject, listening is crucial to students' learning of English. Recognizing the sounds and converting them into words and sentences are both parts of the listening process. As we listen, our ear starts to pick up individual sounds, which our brains convert into powerful messages. Hadi, listening is an activity emphasizing sounds, linguistic comprehension, grammatical structure, intonation, and stress. A few things can help students become better listeners, and something intriguing that might arouse attractive emotion can successfully help students become better English speakers.

<sup>&</sup>lt;sup>3</sup> Francisca M. Ivone and Willy A. Renandya, *"Extensive Listening and Viewing in ELT," Teflin Journal* 30, no. 2 (2019): 237–56, doi:10.15639/teflinjournal.v30i2/237-256.

<sup>&</sup>lt;sup>4</sup> Tong Thi Hue, "An Overview of Listening Skill Theories," no. June (2020): 286–276, doi:10.5281/ZENODO.3591877.

### 2. TED Talk

One of the most popular websites for creating videos about science and technology is TED. Global talks on technology, entertainment, and design have been cited in TED Talks. When it started posting TED talk videos on its website, it expanded into a global market (as well as on YouTube). <sup>5</sup> Public lectures from TED are available to the public and have been adopted by educators (TED Talks). The studies are presented by native and non-native English speakers, with subtitles in more than 40 languages and free English transcripts. They are viewed by more than individuals per day.

A TED talk is a showcase for speakers presenting well-formed ideas below 18 minutes<sup>6</sup>. Since the audience's attention is only required for a brief amount of time, the short talk model is adequate. But in recent years, it has been expanded to include any subjects that catch the public's attention. TED talk is a public speaking platform where anybody can watch speakers anytime. It is an engaging presentation given by knowledgeable speakers to audiences with a wide range of specialized topics.

<sup>&</sup>lt;sup>5</sup> Dimas Fahmiansyah and Tryanti R Abdulrahman, "*Ted Talk Video and Students*' *Listening Skills*," *Lingua* 1, no. 02 (2018): 1–10, doi:10.34005/lingua.v1i02.190.

<sup>&</sup>lt;sup>6</sup> Mutia Sari Nursafira, "TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills ARTICLE HISTORY," ELSYA: Journal of English Language Studies 2, no. 2 (2020): 43–47, http://ojs.journal.unilak.ac.id/index.php/elsya.

#### **CHAPTER II**

# LITERATURE REVIEW

#### A. Previous Studies

There are some previous studies that relevant to this research, those are :

Chia-Pei Wu applied for adequate learning support. The learning environment has used listening exercises and TED Talks videos. Demographic information, questions with Likert scales, and interviews were all included in the questionnaire. The results revealed that most students' thought their listening skills had improved. TED Talk had the desired effect of enhancing the students' listening skills.<sup>7</sup> Like this study, college-level English classrooms would use actual online videos as part of their English listening exercises. The difference with this study is this study has compared the effectiveness of TED Talk students in BA(Business Administration) and IM(Industrial Management). in contrast, this study will reach the point of using TED talks and without using TED Talk to improve the student's listening ability.

Moreover, Shobriyah Nikmah applied TED Talk as media for Senior High school students. The research found that Listening skill is one of the problems in teaching-learning English. Based on the result, the researcher concluded that there is a significant influence of using TED talks on students listening ability.<sup>8</sup> The resemblance this research is the study's objective is to determine whether there is

<sup>&</sup>lt;sup>7</sup> Chia-Pei Wu, "Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning," Arab World English Journal 6 (2020), doi:10.24093/awej/call6.2.

<sup>&</sup>lt;sup>8</sup> Shobriyah Nikma, "The Influence of Using Ted Talk toward Students Listening Comprehension at Eleventh Grade of SMA Yadika Bandar Lampung in the Academic Year of 2020/2021", vol. 4, 2021.

a considerable influence of using TED talks on students` listening comprehension ability. The difference with this study, this study population is the English Department of IAIN Palopo.

In line with that, Sandy El Haj Hassan and Zeinab Haj Hassan explore the using authentic video material and the advantages of using video materials in teaching Listening ability. The research found the problem faced while teaching military personnel at the Air Force School in Lebanon. The researchers decided to solve the problem by using TED Talks. The results showed that the students felt they became better at retaining information. That is revealed that their English listening comprehension skills increased after learning with authentic videos.<sup>9</sup> The similarity to this research is to examine the advantages of using accurate audio-visual material in teaching and learning Listening ability. These days, videos are considered a critical educational tool for the classroom. The distinction with this previous study is this study will use the pre-experimental group in the methodology.

In addition, Iryna Humeniuk, Oksana Kuntso, Nadiia Popel, and Yuliia Voloshchuk analyze how TED (technology, entertainment, and design) Talks affect university students' listening comprehension and speaking abilities. The research sample is represented by 50 students majoring in Agrarian Engineering and 50 majoring in electric Engineering and electricity. The research concluded that their reviews about the e-learning process and according to which the TED Talks influenced their listening and speaking skills were evaluated. The feedback

<sup>&</sup>lt;sup>9</sup> S El Haj Hassan and Z Haj Hassan, "Using TED Talks as Authentic Videos to Enhance Students' Listening Comprehension and Motivation," 2018, https://scholarsbank.uoregon. edu/xmlui/handle/1794/23529.

of the questionnaires proved that the students generally had a positive attitude concerning engaging TED Talks in the learning system, especially those involved in the experiment.<sup>10</sup> The resemblance to this research is the student will be given Pretest, treatment, and post-test about the video in TED Talk. The distinction with this previous study will focus on how TED Talk improves Students' Listening comprehension ability in English class.

According to the previous studies, the otherness between the two studies was critical and the researcher. Focused more on the TED Talk Education video in which the researcher used TED Talk Education as the material to improve students' listening comprehension ability. Meanwhile, the research above just focused on the available TED talk video; some used TED talk to increase speaking ability instead listening comprehension ability. Moreover, this research used a pre-experimental method with one group pretest post-test. In contrast, the previous study used a quasi-experimental method consisting of two groups (experiment and control group).

# **B. Some Pertinent Ideas**

# 1. Listening

# a. Definition of Listening

People hear something and immediately rush to their brains to determine what it means. Listening is hearing with the ears and comprehending what was spoken. Howatt and Dakin described listening as the capacity to distinguish and learn what others were saying. It entailed figuring out a speaker's accent or

<sup>&</sup>lt;sup>10</sup> Iryna Humeniuk et al., "*Mastering Listening Comprhension at ESP Classes Using TED Talks*," *Advanced Education* 8, no. 18 (2021): 27–34, doi:10.20535/2410-8286.226733.

pronunciation, grammar and vocabulary, and understanding what they were saying.<sup>11</sup>

#### b. Definition Of Listening Comprehension

Understanding spoken language from humans, which includes word meanings, speech sounds, and sentence structure, is known as listening comprehension. Vandergrift and Goh<sup>12</sup> stated that understanding words are transferred from the parser to the conceptualizer, utilizing the proper information sources when used.

Listeners believe they have understood the message and store it in their enduring memory. Buck stated the essential Characteristics of spoken texts include phonological change, accent, phonation aspects, speech rate, hesitation phenomena, discourse structure, and nonverbal cues, and differentiate between the written and the spoken word, and argues that authentic samples of spoken speech be used when testing L2 listening comprehension ability. In listening comprehension listener understand the accent, phonology, etc. Listening comprehension is an active process. Listeners analyze and interpret what they hear based on their linguistic knowledge and knowledge of the topic. Receiving sound through the hearing process and then translating it based on listener linguistic knowledge and background knowledge. But on the other hand, we've got all the skills and background knowledge in our first language that we need to recognize the sound we hear, so we do not know how complex it is.

<sup>&</sup>lt;sup>11</sup> Howatt, A. and J. Dakin. 1974. *Language laboratory materials*, ed. J. P. B. Allen, S. P.B. Allen, and S. P. Corder.

<sup>&</sup>lt;sup>12</sup> Christine C.M. Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening*: Metacognition in Action, Teaching and Learning Second Language Listening: Metacognition in Action (Routledge, 2012), doi:10.4324/9780429287749.

Brown said listening comprehension is the psychomotor system of receiving sound waves through the ear and transmitting nerve impulses to the mind. The sound input through the ear then goes to the mind, and the listener listens here to form of understanding, which will provide comprehension.<sup>13</sup> Consequently, listening comprehension is the ability to understand the meaning but not most effective in general but in specific details like paying attention to the importance of the word, syntaxes of the sentence, phonological, accent, etc., based on their background knowledge and understanding of linguistics.

# c. Types Of Listening

Rixon had a thoughtful way of classifying listening. He divided listening into sorts: intensive and extensive listening.<sup>14</sup>

- 1) Intensive listening is listening for detailed information, for instance: listening to the announcement or the weather forecast. Intensive Listening requires listeners to understand the meaning of each discourse and, ultimately, to understand every sentence and word. Typically, intensive listening requires listeners to listen to a text several times or divide the text into paragraphs and sentences to understand each one. The goal is for students to understand every sentence.
- 2) The purpose of intensive listening is to build basic listening skills, while extensive listening is to strengthen and enlarge the effectiveness of intensive listening to improve overall listening ability. Extensive listening, alternatively, is listening to natural language for general ideas, not for precise details.

<sup>&</sup>lt;sup>13</sup> H Douglas Brown, ...Language Assessments Principles and Classroom Practice., n.d.

<sup>&</sup>lt;sup>14</sup> Rixon (1986). Dimensions of difficulty in listening comprehension. In D. Mendelsohn

Extensive listening does not require students to understand every sentence and every word; instead, students are encouraged to grasp the general meaning of the passage. The critical point of listening is to understand the content.

In line with that theory above, the researcher took one type of listening to teach in the class: extensive listening. It is related to listening comprehension, which should recognize the spoken language. In comprehensive listening, people get the technique of understanding of said, then identify the message or purpose of chatting. This kind will make students recognize and comprehension about the sound.

# d. Aspect of Listening

Listening is finding the meaning of information and focusing on what the speaker is announcing. There are a few aspects of teaching listening. The theory of teaching listening by brown there are three aspects :<sup>15</sup>

# 1) Listening to the main idea

The listening for the main ideas method that the listener wants to recognize the general idea of the speaker said.

#### 2) Listening for details

The listener needs detailed information like getting directions to someplace.

#### 3) Listening and making inferences

speakers do not continually mention what they mean. It's an essential component of meaning that is sometimes implied rather than the state. To understand what is genuinely supposed, the listener must "listen between the lines."

<sup>&</sup>lt;sup>15</sup> Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006), p.6.

# e. Problem of Listening

Hien categorizes the problems that stand up by several aspects. They are listeners, the listening materials, and the result from physical settings.<sup>16</sup>

1) The listeners

lack of vocabulary might become an obstacle for the listener to find out the general meaning or the main point of the spoken discourse. <sup>17</sup> In listening comprehension, listeners often guess each word's purpose instead of focusing on the keywords.

2) The listening materials

A loss of listening learning material may also cause listening comprehension difficulties. Collecting listening materials for teaching is not as convenient as containing teaching materials for the opposite three skills. The alternative thing which can cause a lack of listening skills in EFL students is the external element or the lack of devices for listening to listening materials and exercises.

3) The result from physical settings

The external problems can also cause difficulties since unnecessary disturbance, such as the noises of uncertain audio, will make the students unfocused and lose track of the spoken discourse. An excellent way to achieve a

<sup>&</sup>lt;sup>16</sup> Hariswan Putera Jaya, *Ismail Petrus, and Dedi Kurniawan, "Listening Comprehension Performance and Problems*: A Survey on Undergraduate Students Majoring in English" 5, no. 2 (2021): 375–86.

<sup>&</sup>lt;sup>17</sup> Dwi Raranisa, "Investigating the Difficulties in Listening Comprehension Encountered by the Fifth Semester Students Onf English Education Study Program in Sriwijaya University," Akrab Juara 5, no. 1 (2020): 43–54, http://www.akrabjuara.com/index.php/akrabjuara /article/view/919.

pleasant listening environment the use of a soundproof room, audio of good quality, and a proper media player will be needed.

#### 2. TED Talk

# a. Definition of TED Talk

TED talk is the media that people can access by pc or telephone and watch through online or offline mode that contains presentations of native speakers with many topics. We could treat listening using TED talks because it is good media with the ethical issue, and we can pick what we will watch like sport, motivation, healthy, etc.; besides, we treat our listening comprehension we get considerable knowledge from the videos.

One of the most significant websites that provide new information in video form is the TED talk site, a library of videos that offers a wide variety of knowledge, for free, on the internet. Acronym for technology, entertainment, and design (TED), TED Talks are among the most well-known new media for disseminating cutting-edge concepts.

According to Gallo, the TED (technology, education, design) generation is known for giving presentations appropriate for their age and having excellent subjects or ideas from native speakers that can motivate<sup>18</sup>. Displays with a wide range of opinions or problems was included in the technological application. To arrange and give a fantastic presentation by the speaker is the idea.

Accordingly, TED (technology, education, and design) talk is the technology that displays a terrific presentation with an exceptional speaker on

<sup>&</sup>lt;sup>18</sup> Carmine Gallo, "Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds / Enhanced Reader," n.d.

many topics. TED talk consists of many information. The exhibition has presented for a maximum of 18 minutes.

b. How to use the TED talk apps



Make sure that the TED talk app is already downloaded on your phone



This is the view of The TED talk app.



Selected the searching menu (look at the yellow line below the picture)



Selected the education topics with 3-6 minutes duration, but you can choose the other issue and time suitable for the material.



When you select the video, you can wear the subtitles to make it easier to comprehend the video.



You can also slow up and speed up the video to make it easier to comprehend.

#### c. The procedure for TED Talk

According to Maria et al., they divided the course of TED talks between teaching and listening into a few steps. There are specific steps as follows:

- 1) The pre-watching introduces the topic and helps students get ready for what they will see, hear, and do.
- Exercises like crosswords, phrase searches, and brainstorming was done to help build vocabulary.
- 3) After this, the video plays.
- 4) during the watching, the students do exercises such as taking notes of unknown words
- After that, create practices in which the language is used, for example, orally or in writing.
- 6) In addition, we set up activities for small groups. For instance, after watching a video, each group of five to six people discusses what they saw, the speaker's background, the purpose of their speech, and its effectiveness while being encouraged to ask each other questions and voice their opinions.
- The teachers are facilitator guides when /her help is needed. For the rest, the teacher observes.
- Students deliver their completed assignment in the post-task at the conclusion.<sup>19</sup>

<sup>&</sup>lt;sup>19</sup> Martínez Hernández María A, Vargas Cuevas Junior A, and Ramírez Valencia Astrid, "TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students," English Language Teaching 11, no. 12 (2018): 106, doi:10.5539/elt.v11n12p106.

#### d. The advantage and disadvantages of the TED Talk

Li categorizes the TED Talk advantage in several points:

- 1) Free deciding on the topic
- 2) Precious language input resource
- 3) Assimilation in language learning
- 4) Imitating an awareness of TED Speaker body language.
- 5) Feedback<sup>20</sup>

First, TED has an extensive topic, and there are technology and entertainment until politics. It could make students select the case that is involved. Second, TED talks typically feature native English speakers. The video can therefore was used as linguistic input for language learners. In addition to learning new words, students can develop their listening comprehension ability. Third, kids can write a letter and read it aloud until they fully comprehend the statement. Students might emulate the speaker to improve their communication when giving a speech. Self-assessment and comments come last. Students can now identify their strengths and weaknesses.

There are numerous disadvantages of TED Talk

- The educational elements of TED Talks were intended to be no longer than 18 minutes long and give concise, focused English on various subjects or concepts that are worth spreading.
- TED Talks aren't as free-form as they first appear.<sup>21</sup> The teacher cannot present the movie for more than 18 minutes and is not organized.

<sup>&</sup>lt;sup>20</sup> Yingxia Li, Ying Gao, and Dongyu Zhang, "To Speak Like a TED Speaker—A Case Study of TED Motivated English Public Speaking Study in EFL Teaching," Higher Education Studies 6, no. 1 (2015): 53, doi:10.5539/hes.v6n1p53.
## **3.** Teaching listening by using TED Talk

Nowadays, the use of technology for teaching grows so fast that teachers are encouraged to maximize its use in teaching. In English Language teaching, videos can develop the students' listening abilities. Using TED talk videos, there are several advantages. First, Nurmukhamedov claimed TED talk videos are interesting because they comprise a wide variety of topics: technology, entertainment, design, business, science, and global issues.<sup>22</sup> Second, TED Talks have a specific interactive transcript function to embedded in each talk. The combination of reading and even listening/viewing video materials is a pleasantly rewarding experience. It can enhance students' motivation and proper comprehension of the listening materials.

Third, TED videos are sharable. Learners can effortlessly share the links through social media or download them as offline content. Loya & Klemm stated that Besides being sharable, TED Talks are searchable in multiple ways, using speaker, subject, or theme.<sup>23</sup> The listeners have more freedom to choose things that interest them because of this feature. as long as a person has access to the internet, TED speeches can be accessed at any time and from anywhere. TED Talks are freely accessible on any mobile device, such as a tablet, smartphone,

<sup>&</sup>lt;sup>21</sup> Frank Romanelli, Jeff Cain, and Patrick J. McNamara, "Should TED Talks Be Teaching Us Something?," American Journal of Pharmaceutical Education 78, no. 6 (2014): 5–7, doi:10.5688/ajpe786113.

<sup>&</sup>lt;sup>22</sup> Ulugbek Nurmukhamedov, "Lexical Coverage of TED Talks: Implications for Vocabulary Instruction," TESOL Journal 8, no. 4 (December 1, 2017): 768–90, https://doi. org/10.1002/TESJ.323.

<sup>&</sup>lt;sup>23</sup> Melody Aye Loya and Terri Klemm, "Teaching Note—Using TED Talks in the Social Work Classroom: Encouraging Student Engagement and Discourse,".

laptop, or PC. According to Rubenstein, TED Talks can motivate students to want to learn independently, encouraging them to take charge of their education. <sup>24</sup>

C. Conceptual Framework



To learn English, one ability, in particular, must be mastered: Listening. For information acquisition, listening is a necessary ability. Understanding spoken language, such as its meaning and syntax, is part of listening comprehension. Because it is a crucial communication skill, listening must be learned. The use of media by teachers to facilitate student learning when teaching listening comprehension is essential. Listening comprehension can be taught through TED Talks and other media. Because this material aids the instructor in teaching listening, TED Talk might provide benefits in the classroom. A laptop, notepad, and headphones can be used to access TED Talk media, which features native speakers' lectures on various themes.

<sup>&</sup>lt;sup>24</sup> Lisa DaVia Rubenstein, "Using TED Talks to Inspire Thoughtful Practice," Http://Dx. Doi.Org/10.1080/08878730.2012.713303 47, no. 4 (October 2012): 261–67, https://doi.org /10.1080/08878730.2012.713303.

Additionally, students have access to TED Talks through their phones, laptop, etc., to practice in their daily lives. Because TED Talk covers a wide range of themes and has a large number of English native speakers as speakers, it is advantageous for teaching listening comprehension because it provides students with more language input and helps them improve their listening comprehension. Additionally, it fosters critical thinking among students to help them learn more. The researcher presents the subject, and students engage in discussion as part of the TED Talk education process. To take notes, the researcher first listens to the TED Talk. Students then complete activities assigned by the researcher, share their opinions regarding the discussion's subject, and then draw conclusions about the materials. As a result of the explanations given above, the researcher concludes that students' ideas or opinions can be developed through the TED Talk listening comprehension process. With the help of this software, teachers will find it simple to get the necessary information, and students will be more motivated to study English, particularly in listening.

## **D.** Hypothesis

There are some hypotheses formulated in this research as follows: H<sub>a</sub>: There is effectiveness in using TED talks app video to improve student's Listening Comprehension in the English department of IAIN Palopo H<sub>o</sub>: There is no effectiveness in using TED talks app video to improve student's Listening comprehension in the English department of IAIN Palopo

## CHAPTER III

#### **RESEARCH METHOD**

#### A. Design of Research

This research can be classified as a pre-experimental method. According to Arikunto, There are different types of pre-experimental methods, including oneshot case studies, Pretest and post-test groups, and static group comparisons. The research employed the Pretest and post-test design to know the use of the TED talk app to improve students' listening comprehension at the second semester English Department of IAIN Palopo. This design uses a single group for the Pretest (O1), treatment (X), and post-test phases (O2). The test conducted before treatment refers to the Pretest, and the test conducted following treatment refers to the post-test.

The design of this research was described as follows:

 $O_1 X O_2$ 

O1: Pre-test (before treatment)

X: Treatment

O<sub>2:</sub> Post-test (after treatment)<sup>25</sup>

# **B.** Variables

The research variables consist of :

- 1. The Independent variable of this research is TED talk app Video
- 2. The dependent variable of this research is students' listening comprehension.

<sup>&</sup>lt;sup>25</sup> Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*," accessed June 24, 2022, http://hellis.litbang.kemkes.go.id:8080/handle/123456789/62880.

## C. Time and place of the research

This research was conducted in May 2022 in the second semester of English Department IAIN Palopo.

## D. Population and Sample of the Research

The population of this research is the students in the English Department of IAIN Palopo. The people of this researcher consist of 1 Class with the amount of students 170. The research sample selects by using the cluster sampling technique. The selection of this research consists of 21 Students'. The researcher uses the Basic level of the English Department Class.

# E. The instrument of the research

The instrument of the research is a test and questionnaire. The trial aimed to know the level of students' listening ability toward the video on the Ted Talk App. The test will be classified into two steps, pre, and post-test. And the questionnaire to get students' responses about using Ted Talk to Improve their listening ability. This questionnaire expands 13 questions, 10 question liker scale, and three opinion questions. The answer Liker scale is given from numbers 1 to 4, where number 1 is "agree, "then number 2 is "Strongly Agree," then number 3 is "disagree," and number 4 is "strongly disagree."

## F. Validity of Instruments

Ghozali stated, "The validation test is used to measure if a test is valid or not," he clarified.<sup>26</sup> Calculating the validation test involves comparing the estimated r value to the r table value. The test's questions are deemed legitimate if,

<sup>&</sup>lt;sup>26</sup> Imam Ghozali, "*Aplikasi Analisis Multivariate Dengan Program SPSS*," accessed June 26, 2022, https://onesearch.id/Record/IOS3107.47186/Description.

with a significance level of 0.05, T count > T table. In this study, a test was the instrument the researcher used to gather data. Invalid components might be inconsistent with other elements that support a notion if discovered during the validation test. Several features seen by the observer or validator were included on a validation sheet created for this study's research instrument. The validity of the research instrument utilized was tested by Listening lecturer Dewi Furwana, S.Pd.I., M.Pd to determine the device's reliability.

# G. The procedure of Collecting Data

#### 1. Pretest

The Pretest is used to check the current condition of students. Implementation is carried out before students get treatment. A pretest was administered during the first meeting. The score students acquired in Pretest aimed to recognize the students' listening ability. The test consisted of 15 questions of multiple choice. The researcher gave directions to answer the question before showing the TED talk app video. After the students respond to the question, they are collected by the researcher.

## 2. Treatment

After the Pretest, the researcher provided treatment to improve the students' Listening abilities. This treatment will be completed using the TED talk app video for four meetings. The steps for giving the treatment are as follows :

## a. First meeting

- 1) The researcher introduce about the TED talk app.
- 2) The researcher direct the students' to download the TED talk app.

- 3) The researcher explain how to use the TED talk app
- The researcher inputted some vocabulary to make it more accessible to students when the research showed the video on the TED Talk app.
- Next, the researcher showed some videos and students' times to comprehending the video's main point.
- The researcher gave ask the students what they understand according the video.
- 7) The researcher gave some exercises (scramble word) according to the TED talk video
- 8) The researcher discussed and gave feedback on students' answers.
- 9) The researcher closed the class
- b. Second meeting
- The researcher direct the students' to open the TED talk app and selected the video toward the material.
- Before giving some videos, the research inputted some vocabulary to more accessible students' when they found unfamiliar language contained in the video
- 3) The researcher ask the students' to make a group.
- The researcher ask each group to discussed about the video and summarizing what they comprehending according the video
- 5) The researcher gave the same task according to the TED talk video.
- 6) The researcher gave exercise towards the TED talk video
- 7) Then research asked the students to make a short biography

- 8) The researcher asks each group to pair up and read their Biography.
- 9) The researcher Closed the class
- c. Third meeting
- The researcher direct the students' to open the TED talk app and selected the video toward the material.
- Before giving some videos, the researcher inputted vocabulary to more accessible students' when they found some unfamiliar language according to the video.
- 3) The researcher asked the students to make a group consisting of four people
- The researcher asked each group to discussed and summarizing what the video about.
- 5) The researcher asked each group to select one of their group members to read about what they summary.
- 6) The researcher explained the general material.
- 7) The researcher gave some tasks according to the TED talk videos.
- 8) The researcher asked the students to make a procedure text
- 9) The researcher asked the group to pair up, and their group partners listened and answered the procedure text question.
- 10) The researcher Closed the class.

#### d. Fourth meeting

 The researcher direct the students to open the TED talk app and selected the video toward the material

- Before giving some videos, the researcher inputted vocabulary to more accessible students' when they found some unfamiliar language according to the video.
- 3) The researcher asked students to pair with their friends
- The researcher asked the students to make summaries according to the TED talk videos.
- 5) The researcher explained the general material.
- 6) The researcher asked the students to make plans with the partners it contains about change related to the TED talk video they can apply in the future
- 7) The researcher Closed the class

#### 3. Post-test

Unlike the Pretest, the post-test is used after students get treatment using the TED talks video. In the post-test, the researcher gave the students papers with a fill-blank test consisting of 15 questions to measure the improvement of students' Listening comprehension through the use of the TED talks app video.

## H. Techniques of analyzing data

To analyze the data, the researcher uses the following steps:

1. Scoring the students' correct answers pretest and post-test.

 $Score = \frac{students' correct answer}{total number} \times 100$ 

2. Classifying students' results on the test into the following criteria

	Table 5.1 Seofing classification				
No Score		Classification			
1	90-100	Excellent			
2	80-89	Very good			
3	70-79	Good			

Table 3.1 Scoring	classification
-------------------	----------------

4	60-69	Fair	
5	0-59	Low	
			10

(Source: Goodrich H,2010.)<sup>27</sup>

## 3. Calculating the test result

In determining the mean and percentage score of students in Pretest and post-test, the researcher calculated it by using SPSS 20.

4. Measuring the Evaluation of Questionnaire using the Likert Scale

As shown in Table 3.2, the researcher used the Likert Scale to evaluate the questionnaire's results.

Table 3.2 Likert Scale

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

The following formula was used to calculate the questionnaire:<sup>28</sup>

$$P = f/n \ge 100$$

P = percentagef = total answer

n = total students

5. Classifying the Statements' Rating Percentage. Each statement's rating score is represented

Table 3	.3 The	Score	Criteria
---------	--------	-------	----------

No	Criteria	Score	Meaning
1.	Very High	75%-100%	Most respondents strongly agree with
			the statement.
2.	High	50%- 74,99%	Most respondents agree with the
			statement.
3.	Low	25%-49,99%	Most respondents disagree with

<sup>&</sup>lt;sup>27</sup> Luis Villabos, "*Rubrics Presentation*," accessed June 23, 2022, https://www.slideshare. net/lavillal/rubrics-presentation.

<sup>&</sup>lt;sup>28</sup> Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif, Dan R & D.*," accessed June 24, 2022, https://www.scribd.com/document/391327717/Buku-Metode-Penelitian-Sugiyono.

			the statement.
4.	Poor	0%-24,99%	Most respondents strongly disagree with the statement.

(Source : Agustina Felisa,2020)<sup>29</sup>



<sup>&</sup>lt;sup>29</sup> Agustina Felisa, "Cara Menghitung Skala Likert Dan Rumusnya," *Cara Menghitung*, 2020.

## **CHAPTER IV**

## FINDINGS AND DISCUSSIONS

## A. Findings

The research findings were shown to describe the result of the analyzed data. It comprised the students' scores in Pretest and post-test and the consequences of students' responses using a questionnaire.

- 1. Evaluation of students' Pretest and post-tests.
- a. Pretest

In this section, the researcher showed students' Listening in Pretest results. The researcher is presented the data in a table. The pretest results can be seen in the following table 4.1

	Г	Table 4.1 students' sc	cores in Pretest	
No	Student	Correct Answer	Score	Category
1	S1	6	40	Low
2	S2	5	33	Low
3	<b>S</b> 3	9	60	Fair
4	S4	8	53	Fair
5	S5	5	33	Low
6	<b>S</b> 6	11	73	Good
7	<b>S</b> 7	10	67	Fair
8	<b>S</b> 8	8	53	Low
9	<b>S</b> 9	11	73	Good
10	S10	5	33	Low
11	S11	10	67	Fair
12	S12	8	53	Fair
13	S13	8	53	Fair
14	S14	6	40	Low
15	S15	11	73	Good
16	S16	8	53	Low

17	S17	3	20	Low
18	S18	7	47	Low
19	S19	10	67	Fair
20	S20	8	53	Low
21	S21	8	53	Low

The result of students' Pretests showing in table 4.1. The highest score was 73, and the lowest score was 20.

The researcher calculated the mean score using SPSS 20 to display students' average value. Table 4.2. contains a descriptive statistical table that summarizes the findings from the pretest data.

	Table 4.2 mean score in Pretest				
	N	Minimum	Mean	Std.	
	1	Minimum	Maximum	Mean	Deviation
PreTest	21	20	73	52.24	14.980
Valid N	21				
(listwise)					

Table 4.2 shows that the students' lowest score is 20, and the highest score is 73. It also indicates that the mean of the students' score in the Pretest is 52.24, and the standard deviation is 14. 980.

Classification	Score	Frequency	Percentage
Excellent	90-100	-	-
Very good	80-89	-	-
Good	70-79	3	15%
Fair	60-69	7	33%
Low	0-59	11	52%
Total		21	100%

Table 4.3 Students rate percentage in Pretest

Table 4.3. above show the classification of students' scores in Pre-Test. There were 0(0%) students' got excellent and very good, 11(52%) students' got low score, 7(33%) students' got fair score, and 3(15%) students' got good score.

# b. Post-test

Table 4.4 Students' scores in Post-test					
No	Student	Correct Answer	Score	Category	
1	<b>S</b> 1	15	100	Excellent	
2	S2	12	80	Very good	
3	<b>S</b> 3	14	93	Excellent	
4	S4	15	100	Excellent	
5	S5	15	100	Excellent	
6	S6	11	73	Good	
7	<b>S</b> 7	15	100	Excellent	
8	<b>S</b> 8	11	73	Good	
9	S9	15	100	Excellent	
10	S10	11	73	Good	
11	S11	15	100	Excellent	
12	S12	13	87	Very good	
13	<b>S</b> 13	15	100	Excellent	
14	S14	13	87	Very good	
15	S15	15	100	Excellent	
16	S16	13	87	Very good	
17	S17	13	87	Very good	
18	S18	12	80	Very good	
19	S19	13	87	Very good	
20	S20	14	93	Excellent	
21	S21	15	100	Excellent	

Table 4.4 Students' second in D

Table 4.4 displays the outcomes that improved from the prior one, where one student's scores on the pre- and post-tests were similar, and where 100 was the highest and 73 the lowest.

The researcher utilized SPSS 20 to determine the mean score after summarizing the results of the students' scores. The results of the students' post-test are described in the 4.5 table

Table 4.5. students' mean score in Post-Test					
	Ν	Minimum	Maximum	Mean	Std.
					Deviation
PostTest	21	73	100	90.48	10.063
Valid N	21				
(listwise)					

Table 4.5 shows the lowest score of students in the Post-Test is 73, and the highest score is 100. It also indicates the mean score of students in the Post-Test is 90.48. and the standard deviation of the Post-Test is 10.063.

Table 4.6 Students' rate percentage in Post-Test				
Classification	Score	Frequency	Percentage	
Excellent	90-100	11	52%	
Very good	80-89	7	33%	
Good	70-79	3	15%	
Fair	60-69	-	-	
Low	0-59	-	-	
Total		21	100%	

Table 4.6 shows the frequency in Post-Test. There were 11(52%) students

who got excellent. 7(33%) students' got very good, 3(15%) students' got good, and 0(0%) students' got fair and low.

## c. Pretest and Post-Test comparison

The mean score and standard deviation of the Pretest and Post-test were compared. The outcome was shown in a table of descriptive statistics :

	Ν	Minimum	Maximum	Mean	Std.
					Deviation
PreTest	21	20	73	52.24	14.980
PostTest	21	73	100	90.48	10.063
Valid N	21				
(listwise)					

 Table 4.7 mean score and Standard Deviation in Pretest and Post-Test

Table 4.7. The above shows that the paired result of standard deviation students' score Pretest is 14.980 and Post-test is 10.063. it also indicates students' mean score in the Pretest is 52.24, and Post-Test is 90.48. according to table 4.7, students' score in the Post-test was higher than in the Pretest. It can conclude that the treatment using the TED talk app video as a medium could improve the students' listening comprehension ability.

Та	ble 4.8 the pa	ired sampl	e statist	ic of Pretest and	Post-Test	
		Mean	Ν	Std.	Std. Error	
				Deviation	Mean	
Pair	PreTest	52.24	21	14.980	3.269	
1	PostTest	90.48	21	10.063	2.196	
Table	4.8. above sh	nowed the	paired s	sample statistics	of Pretest and	Post-

test. The mean score of students in Pretest is 52.24, while students' score in Posttest is 90.48. The value standard deviation of Pretest is 14.980, and Post-test is 10.063. it also indicates the standard error mean in Pretest is 3.269 and Post-test is 2.196. The result of students' Pretest and Post-test comparison showed that the Pretest was 52.24 < Post-test 90.48. it can be concluded that there is a difference between Students' listening comprehension before and after treatment using TED talk app videos as media in the learning process.

The following table displays the statistical data paired samples correlations pretest and post-test using SPSS 20 to demonstrate the link between the correlation pretest and post-test data, further indicating whether the results obtained are significant.

Table 4.9. the Paired Sample correlation of Pretest and Post-test

		Ν	Correlation	Sig.	
Pair	PreTest &	21	.244	.287	
1	PostTest				
Table 4.9. a	bove showed the	correlation	between stude	nts' scor	es in Pre-

test and Post-test is 0.244, and the students' significant results before and after treatment showed 0.287. it can be concluded there is a substantial difference between Pre-test and Post-test by using TED talk app video as a media in the treatment.

		Pair	ed Differ	ences		t	df	Sig. (2- tailed)
	Mean	Std.	Std.	95% Co	onfidence			
		Deviation	Error	Interva	al of the			
			Mean	Diffe	erence			
				Lower	Upper			
Pair 1 postest -	-38.238	15.881	3.465	-45.467	-31.009	-11.034	20	.000
Acco	ording to	the Paired	Sample	T-test res	sults, the r	nean diff	eren	ce in
listening ab	ility betw	veen the Pre	etest and	post-test	was -45.40	67 with a	star	ndard
deviation of	15.881, a	and the pair	ed samp	le t-obtaine	ed a result	of -11.03	4. Tł	ne 20

 Table 4.10. the Paired Samples Test of Pre-Test and Post-Test

is the result of the degrees of freedom. Meanwhile, the significance value is 0.000 (p<0.05). Therefore, the Ho hypothesis is received, and the H1 theory is accepted. It concluded that there is a significant difference in students' before and after treatment. Accordingly, the researcher believed that using the TED talk app video was effectively improve students' listening comprehension at the second semester English department of IAIN Palopo

2. Questionnaire result

The questionnaire aims to ascertain how the students feel about using TED Talk App videos as a resource for listening instruction. Total respondents for each category questionnaire 1 to 10 analysis divided by the total number of respondents, and the results were calculated for each statement.

Table 4.11 The Questionnaire Percentage of Statement 1

Listening Comprehension is one of the most critical aspects of enhancing English Proficiency.

		1 Ionete	ne y.	
No	Category		Frequency	Percentage
1	Agree		8	38%
2	Strongly Agree		13	62%
3	Disagree		-	-
4	Strongly Disagree		-	-
	Total		21	100%

It means the students strongly agree that listening comprehension is essential to enhancing English Proficiency. Table 4.11 above shows The percentage of students who agree with the statement is eight students (38%) and 13 students (62%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

Table 4.12 The Questionnaire percentage of Statement 2
The usage of video in listening comprehension learning materials is very
beneficial

No	Category	gory Frequency	
1	Agree	10	48%
2	Strongly Agree	11	52%
3	Disagree	-	-
4	Strongly Disagree	-	-
	Total	21	100%

The usage of video in listening comprehension learning materials is very beneficial. It means the students Strongly agree. Table 4.12 above shows The percentage of students who agree with the statement is 10 students (48%) and 11 students (52%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

Table 4.13 The Questionnaire percentage of Statement 3I am using TED Talk Video effective for the listening learning process.

No	Category	Frequency	Percentage
1	Agree	16	76%
2	Strongly Agree	5	24%
3	Disagree		-
4	Strongly Disagree		-
	Total	21	100%

It means the students agree with the statement that using the TED talk app

video is effective for listening learning. Table 4.13 above shows The percentage of students who agree with the information is 16 students (76%) and five students (24%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

The TED Talk Video app makes the listening learning more engaging and active.				
No	Category	Frequency	Percentage	
1	Agree	15	71%	
2	Strongly Agree	6	29%	
3	Disagree	-	-	
4	Strongly Disagree	-	-	
	Total	21	100%	

Table 4.14 The Questionnaire percentage of Statement 4

It means the students Agree with the statement that the TED talk app video makes the listening learning process more engaging and active. Table 4.14 above showed The percentage of students who agree with the information is 15 students (71%) and 6 students (29%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

No Frequency Category Percentage 1 48% Agree 10 2 Strongly Agree 11 52% 3 Disagree 4 Strongly Disagree Total 21 100%

Table 4.15 The Questionnaire percentage of Statement 5 TED Talk Video App expands your vocabularies.

Table 4.15 above shows that the percentage of students who agree with the statement is 10 (48%) and 11 (52%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students. It means the students Strongly Agree with the statement that the TED talk app video expands their vocabularies.

The content in TED Talk Video is exciting. No Frequency Percentage Category 1 Agree 13 62% 2 Strongly Agree 8 38% 3 Disagree 4 Strongly Disagree Total 21 100%

 Table 4.16 The Questionnaire percentage of Statement 6

It means the students Agree with the statement that the content in the TED talk app video is exciting. Table 4.16 above shows that the percentage of students who agree with the information is 13 (62%) and 8 (38%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

No	Category	Frequency	Percentage
1	Agree	5	24%
2	Strongly Agree	2	10%
3	Disagree	14	66%
4	Strongly Disagree	-	-
	Total	21	100%

Table 4.17 The Questionnaire percentage of Statement 7 The duration of the video contained in the TED Talk is very extensive

Table 4.17 above shows that the percentage of students who agree with the statement is five (24%), two (10%) who answered strongly agree. And 14 students (66%) disagree with the view, and Strongly disagree are not selected by any students. It means the students Disagree with the information that the duration of the video contained in the TED talk is very extensive.

Table 4.18 The Questionnaire percentage of Statement 8TED Talk videos with subtitles make comprehending the subjects and material

		simple	er.	
No	Category		Frequency	Percentage
1	Agree		11	52%
2	Strongly Agree		10	48%
3	Disagree		-	-
4	Strongly Disagree		-	-
	Tota	1	21	100%

It means the students strongly agree with the statement that TED talk app videos with subtitles make comprehending the subjects and material simpler. Table 4.18 above shows The percentage of students who agree with the information is 11 students (52%) and ten students (48%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

Table 4.19 The Questionnaire percentage of Statement 9 Playback rate affected to comprehend of the subject and content of a TED Talk

VIdeo					
No	Category	Frequency	Percentage		
1	Agree	8	38%		
2	Strongly Agree	12	57%		
3	Disagree	1	5%		

4	4 Strongly Disagree		-	-
		Total	21	100%
	TT 1 1 4 10 1	1 751		1.1 .1

Table 4.19 above shows The percentage of students who agree with the statement is eight students (38%) and 12 students (57%) who answered strongly agree. And one student's (5%) Disagreement with the statement and Strongly disagree is not selected by any students. It means the students Strongly agree with the information that the Playback rate affected to comprehend the subject and content of a TED talk app video

Table 4.20 The Questionnaire percentage of Statement 10TED Talk Video App effectively improve your listening comprehension Ability

No	Category	Frequency	Percentage
1	Agree	12	57%
2	Strongly Agree	9	43%
3	Disagree	-	-
4	Strongly Disagree	-	-
_	Total	21	100%

It means the students Agree with the statement that TED talk app videos effectively improve students' listening comprehension Ability. Table 4.20 above showed that the percentage of students who agree with the information is 12 (57%) and 9 (43%) who answered strongly agree. The categories Disagree and Strongly disagree are not selected by any students.

The following findings from the overall questionnaire results for each student's response can be seen in the table below :

Question	Agree	Strongly Agree	Disagree	Strongly disagree
1	8	13	-	-
2	10	11	-	-
3	16	5	-	-
4	15	6	-	-
5	10	11	-	-
6	13	8	-	-
7	5	2	14	-

Table 4.21 the result of students' perception

8	11	10	-	-
9	8	12	1	-
10	12	9	-	-
Total	108	87	15	-
Average	51%	42%	7%	-

The results obtained through student responses are, on average, students answered agree with a presentation of 51%, then students who answered Strongly agree were 42%, and students who responded disagree were 7%. Meanwhile, no students answered strongly disagree, so the presentation was 0%. The researcher summed up the result of Agree and disagree (51%+42%) and then obtained 93%, which were included in the "very high" percentage rating (most respondents strongly agree with the statements). It can be concluded that using the TED talk app video effectively improves students' listening comprehension.

The researcher has three essay questions. The question contains the advantages, disadvantages, and students' perceptions about what a suitable aspect of TED Talk App video as media in the learning process.

The students' answers mention below :

**Respondent 1:** TED talk app video made me interested and active in listening learning. It also adds new vocabulary for me. The disadvantage is related to the internet connection. Listening for information is a suitable aspect of listening to TED Talk App video

**Respondent 2:** TED talks App video added new vocabulary for me. There is no disadvantage in my opinion. The practical aspect of TED talks is listening for information, listening for making inferences, listening for main ideas, and listening for details.

**Respondent 3:** TED talk app video improve my listening and speaking ability. The disadvantage during the learning process is the internet connection. The practical aspect, listening for information, is the practical aspect of the TED talk app video.

**Respondent 4:** The content in the TED talk app video is exciting, so it is not dull and effortless to understand. The disadvantage of the TED talk is the poor video quality. For the aspect listening for detail is a practical aspect of a TED talk app video.

**Respondent 5:** I think TED Talk videos help me to understand a lot of new vocabulary with subtitles. In addition, the TED talk also taught me to learn by using my imagination through the images in the video. The disadvantage of the TED talk app is constrained by network problems and the image quality of the video. The listening aspect that is in accordance with the TED talk app video is listening for information, main ideas, details, and inferences.

**Respondent 6:** The advantage of the TED Talk video app is that the material is easier to understand because it uses videos. For aspects that are in accordance with the TED talk are listening for information, listening for details, listening for main ideas and listening for making inferences. The disadvantage of the TED talk app is the speaker's speed on the video, which is too fast and makes me confused.

**Respondent 7:** The advantages of the TED talk app are an exciting topic, and I get new knowledge from the video. The drawback is using a British accent for me, who is learning the American accent. The aspect that is suitable with listening ability is listening for detail.

**Respondent 8:** The TED talk video's advantages make it easier for me to understand the material during the teaching and learning process. For aspect that is suitable for listening, ability is listening for details. The TED talk's disadvantage is that the video's animation is not very clear.

**Respondent 9:** TED Talk videos added new vocabulary for me. The disadvantage of TED Talk is the internet connection problem, and the animation used is unclear. Listening for information is an aspect that follows the listening ability aspect.

**Respondent 10:** The advantages of TED Talk are that it adds new vocabulary for me and makes it easier to understand the learning material. The downside of TED Talk is that the animation isn't apparent. aspects of listening ability that are by the TED Talk App are listening for details and listening for main ideas

**Respondent 11:** The advantage of the TED Talk is that the explanation is easy to understand because of the use of subtitles in the video. The drawback is that the sound in the video is sometimes not clear. Listening for detail is an aspect that follows the listening ability aspect.

**Respondent 12:** The advantage of the TED Talk app is that it is easy to understand the content of the video because there are subtitles in English and

Indonesian. The drawback of the TED talk is that the animation isn't suitable for various ages. The aspect of listening ability that is following the TED talk app is listening for information.

**Respondent 13:** The advantage of a TED talk is that it is easy to understand because it uses videos. The drawback of TED Talk is that the speaker's voice is not very clear. Aspects that follow listening ability are listening for information and listening for detail.

**Respondent 14:** The advantage of the TED talk is that it adds new knowledge and vocabulary. The aspect that corresponds to listening ability is listening for details. I don't think there's a downside to the TED talk.

**Respondent 15:** The advantage of TED talk is that easy to understand the content of the video. The weakness of the speaker's voice is sometimes less apparent. The aspect that follows listening ability is listening for details.

**Respondent 16:** The advantage of the TED talk is that it can be accessed on YouTube other than through the application. The downside is the duration is so long. The aspect that follows listening ability is listening for information.

**Respondent 17:** I think the advantages of TED talk videos are that the use of subtitles is obvious, the duration of the video makes it easier for me to understand the topic's content, and add new vocabulary. The disadvantage of this application is the less clear animation video.

**Respondent 18:** In my opinion, the advantage of the TED talk app is that the videos are easy to understand, and the pictures are very colourful, motivating to follow the teaching and learning process. No shortage. The aspect that follows listening ability is listening for information.

**Respondent 19:** I think the advantages of the TED talk app are easy to understand and more enjoyable to learn. The aspect that is in accordance with listening ability is listening for information. The drawback is the duration of the video is so long.

**Respondent 20:** The advantage of the TED talk is that it makes it easier for me to understand the lesson and improve my listening ability. The downside of TED talks is that the videos are so fast. The aspect that follows listening ability is listening for information.

**Respondent 21:** I think the TED talk's advantage is that the video's information makes it easy to understand what it means; besides, the animation is exciting. The disadvantage of TED talks is that the pictures are sometimes unattractive. Listening for information is an aspect of hearing ability following the TED talk.

It can be concluded that The TED talk app video has advantages such as, an exciting topic made students easier to understand the about the video for enhancing listening comprehension ability during the listening learning process. However, TED talks as a media for listening-based learning also have disadvantages, such as network problems and speaker's voice is sometimes less apparent. Additionally, listening for information is another part of the listening aspect that is consistent with TED talks. Whereby this component gives the specifics of the information that the speaker explained.

## **B.** Discussion

This research aims to determine whether using the TED talk video improves students' listening comprehension ability at the second semester English department of IAIN Palopo and to ascertain the students' reactions to using TED talks as a media in the listening learning process. Before conducting the listening learning process for four meetings utilizing the TED talk app video as the media, the research method started with a pretest. The students were given a post-test to determine how much they had retained from the prior training.

The researcher encountered several issues in class while conducting the study, including:

- Students' lack of vocabulary makes students attention distracted and makes it difficult to understand the information in the video.
- Inadequate network connection makes it difficult to access TED talk application videos.

- Limited time so that the activities contained in the lesson plan cannot be fully realized.
- 4. Lack of students' engagement and motivation for listening activities.

Using TED talks as a resource helps students engage more in listening exercises because they are exposed to authentic hearing materials where suitable and appealing pictures support the speakers' explanations. The researcher input vocabulary before playing the video of the TED talk to solve the problem during the treatment. To help students comprehend the information in the video, input vocabularies are helpful. The researcher was also limited by a poor internet connection when accessing videos in the program. To solve this issue, the researchers prepared video content on the TED talk YouTube channel, which was then shown during the listening, teaching and learning process. Additionally, the limited learning time makes it challenging for researchers to execute lesson plans in the learning process properly.

The researcher discovered that by employing TED talks in listening activities, students' Pretest mean scores were 52.24 (low), whereas their post-test mean scores were 90.48. (excellent). According to the results, the post-test scores are much higher than the pretest scores following treatment. The null hypothesis (H<sub>0</sub>) is rejected since the value of Sig. (2-tailed) is 0.000 < 0.05. The alternative hypothesis (H<sub>1</sub>) is then accepted, according to which the second semester of English department IAIN Palopo students' listening comprehension ability is effectively improved by using TED talk app videos. This finding suggests that viewing TED Talk app videos can improve students' listening comprehension ability. This research was corroborated by Takaesu, who concluded that utilizing TED talk videos is helpful for students in terms of the learning process and that the subtitles in both English and Indonesian were a great tool to allow students to verify their listening comprehension.

Moreover, each TED talk features an original "interactive transcript" component embedded into the talk itself. Concurrently reading, listening to, and watching videos is a fun experience. Using this strategy may increase learners' interest in and understanding of the listening subject.<sup>30</sup> In line with that, Ahluwalia argued that attending TED Talks could help participants improve their communication, listening, and self-confidence skills.<sup>31</sup> Willmot further argued that using digital videos in language instruction can aid students in improving their motivation, enriching their educational experiences, achieving higher grades, developing their capacity for better subject learning, enhancing their autonomy, and fostering teamwork and communicative skills.<sup>32</sup>

Another research supported the effectiveness of using TED talks as learning media. This animated visual image was produced to make it easier for the pupils to understand the speaker's explanation. The richness of TED talk contents could grab students' attention to boost their vocabulary understanding. The context provided by TED talks is also richer and can be used to infer word

<sup>&</sup>lt;sup>30</sup> Astghik Hakobyan, "*The Effect of Subtitled TED Talks on Students*' Listening Comprehension," accessed June 28, 2022, https://dspace.aua.am/xmlui/handle/123456789/1082.

<sup>&</sup>lt;sup>31</sup> Ahluwalia, "*Hye: Effects of Shadowing Using TED on EFL Learners*'... - *Google Cendekia*," accessed June 28, 2022, https://scholar.google.com/scholar\_lookup?title=Effects of shadowing using TED on EFL learners' listening skills&author=Y. Hye &author=W. Kyung&publication\_year=2015.

<sup>&</sup>lt;sup>32</sup> P Willmot, M Bramhall, and K Radley, "Using Digital Video Reporting to Inspire and Engage Students," 2012, http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.643.9840&rep =rep1&type=pdf.

meanings from animation. Furthermore, the speakers' pronunciations and tones are quite understandable for all students at the primary level. Thus, the TED talk app video can help the students to increase motivation in developing listening comprehension ability.<sup>33</sup> Sanjmyatav & Sumiya, viewing TED talks might improve students' communicative skills because they can express and share their thoughts about important topics afterward.<sup>34</sup>

Finally, from the research that the researcher had done, it can be concluded that using TED talks app videos as listening material effectively improves students' listening comprehension.



<sup>&</sup>lt;sup>33</sup> Chi Duc Nguyen and Frank Boers, "*The Effect of Content Retelling on Vocabulary Uptake From a TED Talk*," *TESOL Quarterly* 53, no. 1 (March 1, 2019): 5–29, doi:10.1002/TESQ.441.

<sup>&</sup>lt;sup>34</sup> Gantsetseg Sanjmyatav and Sainzaya Sumiya, "Using Ted-Ed as Authentic Aids to Promote EFL Acquisition," HUM, vol. 302, 2020.

#### **CHAPTER V**

## **CONCLUSION AND SUGGESTIONS**

#### A. Conclusion

The utilization of TED talk app videos is efficient in improving students' listening comprehension ability, according to the results. The average pretest score was 52.24 (Poor), whereas the average post-test score was 90.48. (excellent). It shows that the students' score on the post-test was better than on the Pretest. According to the researcher, the probability value was more than  $alpha(\alpha)$ (0.000 < 0.05). It can be concluded that the null hypothesis (H0) was rejected while the researcher's alternative hypothesis (H1) was accepted. The investigation reveals a significant change in the listening learning process between before and after using a TED talk app video as media. Students can learn independently while using the TED talk app videos in a classroom context to create individualized learning experiences. To fully comprehend a lesson, students might view and replay videos numerous times. Students of all ages and skill levels can be motivated by video's authentic content and engagement. Students are exposed to many languages and cultures through the use of video. One of the critical aspects of TED talks that might aid students in developing their listening comprehension ability is their accessibility to the presentations' videos and engaging material. All students can be attracted to video-based learning. It may be simpler to comprehend the ideas if there is a combination of spoken word, textual content, and visuals: more conversational variety and more material in a shorter time.

## **B.** Suggestion

According to the results of this research, the researcher makes the following recommendations:

## 1. For Teachers

A multimedia setup is necessary to implement this method in the classroom, and students must have some prior understanding of the video's subject. Since TED hosts speakers from all over the world, some speakers' English can be challenging to follow. As a result, teachers must be savvy when selecting suitable videos for their pupils. To appropriately carry out teaching and learning activities by considering the needs of the students, the learning objectives, and the duration of the TED talk video. This strategy can be included in the teaching listening so that teachers can select the most suitable one for the situations and conditions.

2. For the students

To make considerable progress in the future, students must keep up their independent self-learning. Using TED-Talk as a media can be a reasonable implication in the future. cause TED Talk have advantages such as, an exciting topic made students easier to understand the about the video for enhancing listening comprehension ability during the listening learning process. However, TED talks as a media for listening-based learning also have disadvantages, such as network problems and speaker's voice is sometimes less apparent. consequently The students' will continue using TED talk app it as additional learning material in listening class.

# 3. For the next research

To find other ways to improve the students' listening comprehension ability, it is advised that they reconsider or continue this subject in various contexts. Studies might continues to using the TED talk app to improve other language skills such as writing and reading.



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# APPENDIX 1 SURAT IZIN MENELITI



### **APPENDIX 2**

## SURAT KETERANGAN SELESAI PENELITIAN



### KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALOPO FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS JI. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo Email:pbi@iainpalopo.ac.id

### SURAT KETERANGAN Nomor : 1335 / In.19/FTIK/PBI/PP.00.9/06/2022

#### Assalamu'alaikum Wr. Wb.

Saya Yang bertanda tangan di bawah ini :

Nama: Amalia Yahya, SE., M.HumNIP: 19771013 200501 2 006

Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama	:	Nur Alfia
Nim	:	18 0202 0068
Prodi	:	Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan penelitian di program studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan skripsi dengan judul "The Effectiveness of Using Ted Talk App to Improve Student's Listening Comprehension Ability in English Department of IAIN Palopo."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Ketua Program Studi Pendiaikan Bahasa Inggris

Amalia Yahya, SE., M.Hum NIP. 19771013 200501 2 006

## APPENDIX 3 INSTRUMENT VALIDATION OF PRETEST AND POST TEST

### LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI BAHASA

Judul : The Effectiveness Using TED Talk App To Improve Students' Listening Comprehension Ability at The Second Semester English Department State Islamic Institute Of Palopo.

- A. Petunjuk Pengisian
- 1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
- Berilah tanda (
   yada kolom angka yang sesuai dengan penilaian yang Anda berikan.
- 3. Pedoman skala penilaian adalah sebagai berikut:
  - 1: tidak layak
  - 2: kurang layak
  - 3: cukup layak
  - 4: layak
  - 5: sangat layak
- 4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

### B. Penilaian Kelayakan

No	URAIAN		KAI	LAYA	KAN	
Ŧ	Aspek Isi	ł	2	3	4	5
a.	Tujuan penelitian dinyatakan dengan jelas.				V	
b.	Tujuan kuesioner dinyatakan dengan jelas.		2 (i)	19.54	~	
c.	Petunjuk pengisian kuesioner mudah dipahami.					~
П	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup					

	data yang berhubungan dengan cakupan isi materi memadai.	~	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar.		$\checkmark$
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.		~
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.		
ш	Aspek Bahasa		
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.		
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.		
	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efesien.		~
	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah		
d.	dipahami sesuai tingkat kemampuan berbahasa responden.		

lambane	an personya	on energy	/ Jawab	an sear	a de
fericait	an pertanya aplikan	tsh.			••••••
	·····Ø·····				••••••
					••••••
					Sec. 1
	••••••		••••••	••••••	••••••

19	nori di angler
σ	
Kesimpulan	
Instrument kuesioner ini (lingk	tari salah satu pilihan)
<ol> <li>Tidak dapat digunakan</li> <li>Dapat digunakan</li> </ol>	
(2) Dapat ulgunakan	
3. Dapat digunakan dengan p	erbaikan sebagai berikut
3. Dapat digunakan dengan p	
	erbaikan sebagai berikut eleh verun berdrenen seran di azal
	det voui brolene seran de azas
	Palopo, 19 Mei 2022
	Palopo, 19 Mei 2022

## APPENDIX 4 PRETEST AND POST-TEST

Name : Sarah Mur Fatwa

Class : 2 B

Reg. number : 210202022

### Pretest

.

Listen carefully and recognize the general idea the speaker said.

1. How many average of water that human bodies?	
a. 35-40%	6 x100 = 40
b. 45- 50%	IT
£) 55-60%	
	and the second
2. What is the role of water for human body?	
a. As food reserves	
b. As cushion, lubricate joints, and regulate temperature	
C As immunity	the state of the second st
3. How much do we need to drink to stay healthy?	a start a start of the
a. Depending on mood	
(b) 4 - 6 glass everyday	and the second
c. Depending on weather	Sanda Garage B
4. Why do we still need to drink so much water?	
(a) Cause each day we lose two to three liters of water through our	r sweat, urine and
bowel movements.	Share the second is
b. We can avoid of diseases	
c. We can protect our self to virus	
5. What the impact when were maintaining a balanced of water level	?
a. Keep survival	
(b.) Avoid dehydration	
c. Keep healthy	
Listen again. Are these statements true or false? Check ( $$ ) the	correct answer.

No		True	False
x	Lugs of human body contain 65% water		×
X	Each days we consume three liter water through our sweat, urine, and skin moisture	~	
<b>%</b> .	Brain and Heart almost comprise three quarters water		×
×	Increased dehydration can intensify Energy, Mood, and Skin moisture	V,	
10.	Hyponatremia cause overconsumption water in short amount of time.	1	

×

earrow

- 11. What is the term of over-hydration?
  - a. Hyponatremia
  - D Hypothermia
  - c. Hypoternoid
- 12. What are the effects of an overhydrated brain?

Х

- a. Causing cell to swell
- 6. Causing cell multiply
- c. Causing cell to mutate
- 13. How many water contain within our food?
  - a. 0%
  - (b) 50%
  - c. 90%
- 14. How to maintaining well hydrated system?

  - a) Consumed 2-7 glasses of water
    b. Defends largely on our weight and environment
  - c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- a. Avoid thirst
- b. Keep the stomach full
- (c) Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.





Name : Resky AI Zikry

Class : 28

Reg. number : 2102020057

#### Pretest

×100 z 60

9/15

Listen carefully and recognize the general idea the speaker said.

- 1. How many average of water that human bodies?
  - a. 35-40%
  - b. 45- 50%
  - © 55-60%

### 2. What is the role of water for human body?

- a. As food reserves
- b. As cushion, lubricate joints, and regulate temperature
- © As immunity

3. How much do we need to drink to stay healthy?

- Depending on mood
- b. 4 6 glass everyday
- c. Depending on weather

4. Why do we still need to drink so much water?

- (a) Cause each day we lose two to three liters of water through our sweat, urine and
  - bowel movements.
- b. We can avoid of diseases
- c. We can protect our self to virus

5. What the impact when were maintaining a balanced of water level?

- a. Keep survival
- (6) Avoid dehydration
- c. Keep healthy

### Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer.

No		True	False
6	Lugs of human body contain 65% water	~	
\$	Each days we consume three liter water through our sweat, urine, and skin moisture		×
8	Brain and Heart almost comprise three quarters water	-	1.1.1
9/	Increased dehydration can intensify Energy, Mood, and Skin moisture		$\succ$
Ty-	Hyponatremia cause overconsumption water in short amount of time.		7

	Listeningthe information directly stated in the speaker said
Vh	at is the term of over-hydration?
a.	Hyponatremia
	Hypothermia 🗸 🗸
C.	Hypoternoid
. WI	at are the effects of an overhydrated brain?
a.	Causing cell to swell
(6)	Causing cell multiply
C.	Causing cell to mutate
Н	w many water contain within our food?
	0%
Б	50%
	90%
	w to maintaining well hydrated system?
	Consumed 2-7 glasses of water
	Defends largely on our weight and environment
C.	Drink 2,5-3.7 liters of water
w	hat is the long-term benefits to body when we drink well?
	Avoid thirst
b.	Keep the stomach full
(c.)	Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

I

Name : A. Muh. Fasri

Class : 2₿ ♥

Reg. number : 210202.0009

### Pretest

×100 , 53

Listen carefully and recognize the general idea the speaker said.

- 1. How many average of water that human bodies?
  - a. 35-40%
  - b. 45- 50%
  - 6 55-60%
- 2. What is the role of water for human body?
  - a. As food reserves
  - 6 As cushion, lubricate joints, and regulate temperature
  - c. As immunity
- 3. How much do we need to drink to stay healthy?
  - a. Depending on mood
  - b. 4 6 glass everyday
  - © Depending on weather
- 4. Why do we still need to drink so much water?
  - (a) Cause each day we lose two to three liters of water through our sweat, urine and
  - bowel movements.
  - b. We can avoid of diseases
  - c. We can protect our self to virus
- 5. What the impact when were maintaining a balanced of water level?
  - a. Keep survival
  - (b). Avoid dehydration
  - c. Keep healthy

### Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer.

No		True	False
X	Lugs of human body contain 65% water	2.8	×
¥	Each days we consume three liter water through our sweat, urine, and skin moisture	~	
X	Brain and Heart almost comprise three quarters water		×
2	Increased dehydration can intensify Energy, Mood, and Skin moisture	~	1
40.	Hyponatremia cause overconsumption water in short amount of time.	/	

- 11. What is the term of over-hydration?
  - a. Hyponatremia
  - b Hypothermia
  - c. Hypoternoid
- 12. What are the effects of an overhydrated brain?
  - Causing cell to swell
  - b. Causing cell multiply
  - c. Causing cell to mutate
- 13. How many water contain within our food?
  - a. 0%
  - 6 50%
  - c. 90%

14. How to maintaining well hydrated system?

- a. Consumed 2-7 glasses of water
- 6 Defends largely on our weight and environment

>

c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- a. Avoid thirst
- b. Keep the stomach full
- (c.) Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

Name	:	Andi	Esse	NoraZiZah

28

Class :

Reg. number : 2102020054

### Pretest

### Listen carefully and recognize the general idea the speaker said.

1. How many average of water that human bodies?		
(a) 35-40%		
b. 45-50% c. 55-60%	- 3	3
c. 55-60%		-
c. 55-60%		2
2. What is the role of water for human body?		•
a. As food reserves		
		1.00
(b) As cushion, lubricate joints, and regulate temperature		
c. As immunity		
and the second		
3. How much do we need to drink to stay healthy?		
a. Depending on mood		
(b) 4 – 6 glass everyday		
c. Depending on weather		
(5. 2) and (2) the 1 - a term band, in the address black as much as the		
1 Why do we still need to drink as much suctor?		
<ul><li>4. Why do we still need to drink so much water?</li><li>a. Cause each day we lose two to three liters of water through our sweat howal maximum entry</li></ul>	t, urine a	and
a. Cause each day we lose two to three liters of water through our sweat bowel movements.	t, urine a	and
<ul><li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li><li>b. We can avoid of diseases</li></ul>	t, urine a	and
a. Cause each day we lose two to three liters of water through our sweat bowel movements.	t, urine a	and
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>C We can protect our self to virus</li> </ul>	t, urine a	and
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>We can protect our self to virus</li> </ul>	t, urine a	and
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>We can protect our self to virus</li> </ul>	t, urine a	and
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> </ul>	t, urine a	and
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> </ul>	t, urine a	and
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> </ul>	1021	
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (√) the correct</li> </ul>	1021	r.
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (1) the correct No</li> </ul>	1021	r.
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (1) the correct No</li> <li>c. Lugs of human body contain 65% water</li> </ul>	t answe	
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (√) the correct No</li> <li>c. Lugs of human body contain 65% water</li> <li>c. Each days we consume three liter water through our sweat urine and</li> </ul>	t answe	r.
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> <li>5. What the impact when were maintaining a balanced of water level?</li> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (√) the correct No</li> <li>6. Lugs of human body contain 65% water</li> <li>★ Each days we consume three liter water through our sweat, urine, and skin moisture</li> </ul>	t answe	r.
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (1) the correct No</li> <li>c. Lugs of human body contain 65% water</li> <li>F. Each days we consume three liter water through our sweat, urine, and skin moisture</li> <li>8. Brain and Heart almost comprise three quarters water</li> </ul>	t answe	r.
<ul> <li>a. Cause each day we lose two to three liters of water through our sweat bowel movements.</li> <li>b. We can avoid of diseases</li> <li>c) We can protect our self to virus</li> </ul> 5. What the impact when were maintaining a balanced of water level? <ul> <li>a. Keep survival</li> <li>b. Avoid dehydration</li> <li>c) Keep healthy</li> <li>Listen again. Are these statements true or false? Check (1) the correct</li> </ul> No <ul> <li>6. Lugs of human body contain 65% water</li> <li>7. Each days we consume three liter water through our sweat, urine, and skin moisture</li> </ul>	t answe	r.

- 11. What is the term of over-hydration?
  - a. Hyponatremia
  - (b.) Hypothermia
  - c. Hypoternoid

12. What are the effects of an overhydrated brain?

X

X

- a. Causing cell to swell
- (b) Causing cell multiply
- c. Causing cell to mutate

13. How many water contain within our food?

- a. 0%
- 6 50%
- c. 90%

14. How to maintaining well hydrated system?

- (a) Consumed 2-7 glasses of water
  b. Defends largely on our weight and environment
- c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- a. Avoid thirst
- b. Keep the stomach full
- c. Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

Name

: Kharunnissa

Class :PBI/2B

Reg. number : 2102 020019

### Pretest

### Listen carefully and recognize the general idea the speaker said.

- 1. How many average of water that human bodies?
  - ★ 35-40%
  - b. 45- 50%
  - c. 55-60%
- 2. What is the role of water for human body?
  - a. As food reserves
  - K As cushion, lubricate joints, and regulate temperature
  - c. As immunity

3. How much do we need to drink to stay healthy?

- a. Depending on mood
- ₩ 4 6 glass everyday
- c. Depending on weather

### 4. Why do we still need to drink so much water?

- Cause each day we lose two to three liters of water through our sweat, urine and bowel movements.
- b. We can avoid of diseases
- c. We can protect our self to virus
- 5. What the impact when were maintaining a balanced of water level?
  - a. Keep survival
  - K Avoid dehydration
  - c. Keep healthy

### Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer.

No		True	False
×	Lugs of human body contain 65% water		X
X	Each days we consume three liter water through our sweat, urine, and skin moisture	1	
8.	Brain and Heart almost comprise three quarters water	~	
×.	Increased dehydration can intensify Energy, Mood, and Skin moisture		
NO.	Hyponatremia cause overconsumption water in short amount of time.		X

X

11. What is the term of over-hydration?

- a. Hyponatremia
- K Hypothermia
- c. Hypoternoid

12. What are the effects of an overhydrated brain?

- X Causing cell to swell
- b. Causing cell multiply
- c. Causing cell to mutate

13. How many water contain within our food?

- a. 0%
- b. 50%
- × 90%

14. How to maintaining well hydrated system?

- a. Consumed 2-7 glasses of water
- K Defends largely on our weight and environment
- c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- Avoid thirst
- b. Keep the stomach full
- c. Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

×

Name : Ardian Anugerah

Class : 28

Reg. number : 210 20 20007

#### Pretest

10 × 100 = 67.

Listen carefully and recognize the general idea the speaker said.

- 1. How many average of water that human bodies?
  - a. 35-40%
  - b. 45- 50%
  - × 55-60%

2. What is the role of water for human body?

- ★ As food reserves
- b. As cushion, lubricate joints, and regulate temperature
- c. As immunity
- 3. How much do we need to drink to stay healthy?
  - a. Depending on mood
  - K 4−6 glass everyday
  - c. Depending on weather
- 4. Why do we still need to drink so much water?
  - Cause each day we lose two to three liters of water through our sweat, urine and bowel movements.
  - b. We can avoid of diseases
  - c. We can protect our self to virus

5. What the impact when were maintaining a balanced of water level?

- 🗙 Keep survival
- b. Avoid dehydration
- c. Keep healthy

Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer.

No	True	False
Lugs of human body contain 65% water		X
Each days we consume three liter water through our sweat, urine, and skin moisture	d d	×
8. Brain and Heart almost comprise three quarters water	w/	1.000
1/ Increased dehydration can intensify Energy, Mood, and Skin moistu	ire	X
M. Hyponatremia cause overconsumption water in short amount of tim	e. V	

X

X

11. What is the term of over-hydration?

- 🗶 Hyponatremia
- b. Hypothermiac. Hypoternoid
- e. Hypoternoid

12. What are the effects of an overhydrated brain?

- a. Causing cell to swell
- ★ Causing cell multiply
- c. Causing cell to mutate

13. How many water contain within our food?

- × 0%
- b. 50%
- c. 90%

14. How to maintaining well hydrated system?

- a. Consumed 2-7 glasses of water
- K Defends largely on our weight and environment
- c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- a. Avoid thirst
- b. Keep the stomach full
- K Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

5 ×100 - 33. Name : Norasikin Class 20 Reg. number : 2102020030 Pretest Listen carefully and recognize the general idea the speaker said. 1. How many average of water that human bodies? a. 35-40% b. 45- 50% \$ 55-60% 2. What is the role of water for human body? a. As food reserves K As cushion, lubricate joints, and regulate temperature, c. As immunity 3. How much do we need to drink to stay healthy? a. Depending on mood ₩. 4 – 6 glass everyday c. Depending on weather 4. Why do we still need to drink so much water? X Cause each day we lose two to three liters of water through our sweat, urine and bowel movements. b. We can avoid of diseases c. We can protect our self to virus 5. What the impact when were maintaining a balanced of water level? a. Keep survival X b. Avoid dehydration Keep healthy Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer. True | False No Lugs of human body contain 65% water Each days we consume three liter water through our sweat, urine, and skin moisture Brain and Heart almost comprise three quarters water 8 /Increased dehydration can intensify Energy, Mood, and Skin moisture X Hyponatremia cause overconsumption water in short amount of time. 10.

×

X

×

X

x

- 11. What is the term of over-hydration?
  - a. Hyponatremia
  - 🗶 Hypothermia
  - c. Hypoternoid

### 12. What are the effects of an overhydrated brain?

- a. Causing cell to swell
- X. Causing cell multiply
- c. Causing cell to mutate
- 13. How many water contain within our food?
  - × 0%
  - b. 50%
  - c. 90%

14. How to maintaining well hydrated system?

- a. Consumed 2-7 glasses of water
- b. Defends largely on our weight and environment
- Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- a. Avoid thirst
- Keep the stomach full
- c. Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

X

X

### Name : Aisyah Mubboqillah

: 20

Reg. number : 2102020013

Pretest

B × 100 = 63.

X

Listen carefully and recognize the general idea the speaker said.

- 1. How many average of water that human bodies?
  - a. 35-40%

Class

- b. 45- 50%
- ¥ 55-60%
- 2. What is the role of water for human body?
  - X As food reserves
  - b. As cushion, lubricate joints, and regulate temperature
  - c. As immunity
- 3. How much do we need to drink to stay healthy?
  - ✗ Depending on mood
  - b. 4-6 glass everyday
  - c. Depending on weather
- 4. Why do we still need to drink so much water?
  - Cause each day we lose two to three liters of water through our sweat, urine and bowel movements.
  - b. We can avoid of diseases
  - c. We can protect our self to virus

5. What the impact when were maintaining a balanced of water level?

- a. Keep survival
- K. Avoid dehydration
- c. Keep healthy

Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer.

No		True	False
6.	Lugs of human body contain 65% water	Y	
₽.	Each days we consume three liter water through our sweat, urine, and skin moisture		X
8.	Brain and Heart almost comprise three quarters water	1	
X.	Increased dehydration can intensify Energy, Mood, and Skin moisture	1	
30.	Hyponatremia cause overconsumption water in short amount of time.		X

Х

X

- 11. What is the term of over-hydration?
  - a. Hyponatremia
  - 🗶 Hypothermia
  - c. Hypoternoid

12. What are the effects of an overhydrated brain?

- a. Causing cell to swell
- K Causing cell multiply
- c. Causing cell to mutate
- 13. How many water contain within our food?
  - a. 0%
  - b. 50%
  - × 90%
- 14. How to maintaining well hydrated system?
  - ✗ Consumed 2-7 glasses of water
  - b. Defends largely on our weight and environment
  - c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

- a. Avoid thirst
- b. Keep the stomach full
- K Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

X

Name : ABOUL MUTHAUB

Class : PBI 2B

Reg. number : 2102020055

Pretest

Listen carefully and recognize the general idea the speaker said.

1. How many average of water that human bodies?

a. 35-40% b. 45- 50% 11 ×100 : 73 (c.) 55-60% 2. What is the role of water for human body? a. As food reserves (b.) As cushion, lubricate joints, and regulate temperature As immunity 3. How much do we need to drink to stay healthy? a. Depending on mood b 4-6 glass everyday c. Depending on weather 4. Why do we still need to drink so much water? (a.) Cause each day we lose two to three liters of water through our sweat, urine and bowel movements. b. We can avoid of diseases We can protect our self to virus C. 5. What the impact when were maintaining a balanced of water level? Keep survival (b.) Avoid dehydration c. Keep healthy Listen again. Are these statements true or false? Check ( $\sqrt{}$ ) the correct answer. No True | False Lugs of human body contain 65% water 6. . 7. Each days we consume three liter water through our sweat, urine, and × skin moisture ×. Brain and Heart almost comprise three quarters water × × Increased dehydration can intensify Energy, Mood, and Skin moisture V 10. Hyponatremia cause overconsumption water in short amount of time.

- 11. What is the term of over-hydration?
  - a. Hyponatremia
    - Hypothermia
  - c. Hypoternoid

(b.

12. What are the effects of an overhydrated brain?

- Causing cell to swell
- b. Causing cell multiply
- c. Causing cell to mutate

13. How many water contain within our food?



14. How to maintaining well hydrated system?

a. Consumed 2-7 glasses of water

- b Defends largely on our weight and environment
- c. Drink 2,5-3.7 liters of water

15. What is the long-term benefits to body when we drink well?

×

- a. Avoid thirst
- b. Keep the stomach full
- c. Lower the chance of Stroke, manage Diabetes, reduce the risk certain types of cancer.

Name : Sarah Nur fatwa

Class : PBI 2B

Reg. Number : 210202.0022

Listen the information you got according the video and fill the blank by using provided words.

& Probably	9 Recognizable	10 Brought
13 Underneath	4 Derived	6 Massive
IS Vocabulary	<sup>1</sup> Evolved	1/ 5 <sup>th</sup>
14 Comparative	5 Roots	7 Previously
n- added	F Conquered	Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. Evoled through generation of speakers. 2. undergoing major changes overtime by undoing. these changes, we can trace the language from the present day back to its ancient 3. Root . While modern English shares many similar words with Latin- 4. Derwed romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Conjured England and became its ruling class, they brought their speech with them, adding a 6. Matsue amount of French and Latin vocabulary to the English language 7. Prerrowly spoken there. Today we call that language old English. This is the language of Beowulf. It 8. Publy doesn't look very familiar but it might be more 9. Recognizable if you know some German. That's because old English belongs to the Germanic language family, first 10. Brough to the British isles in the 11. th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon, Viking invaders in the 8th to 11th centuries 12. added more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. under all the words borrowed from French, Latin, old Norse and other language. But 14. Companded linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. \_\_\_\_\_\_

Name : FINGKI ADELIA

Class : 28

Reg. Number : 2102020073

Listen the information you got according the video and fill the blank by using provided words.

Probably ·	Recognizable ·	Brought ·
Underneath	Derived ·	Massive ·
Vocabulary	Evolved ·	5 <sup>th</sup> .
Comparative ·	Roots ·	Previously.
added	Conquered	Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. evolved through generation of speakers. 2. underprog major changes overtime by undoing, these changes, we can trace the language from the present day back to its ancient 3. roots . While modern English shares many similar words with Latin- 4. denved romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Corquered England and became its ruling class, they brought their speech with them, adding a 6. Marsur amount of French and Latin vocabulary to the English language 7. reconstrate spoken there. Today we call that language old English. This is the language of Beowulf. It 8. proby doesn't look very familiar but it might be more 9. prhably if you know some German. That's because old English belongs to the Germanic language family, first 10. Forout to the British isles in the 11. 5th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. Added more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. Undernath all the words borrowed from French, Latin, old Norse and other language. But 14. (mparalye linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. Votabulary

12 ×100 · 2 80

Name : Resky AL Zikry

Class : 2 P

Reg. Number : 2102020057

Listen the information you got according the video and fill the blank by using provided words.

8. Probably	9 Recognizable	lo- Brought
B. Underneath	4. Derived	6. Massive
15 Vocabulary	L. Evolved	II. 5 <sup>th</sup>
14 - Comparative	3. Roots	7 Previously
v. added	5. Conquered	2. Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. todyed through generation of speakers. 2. major changes overtime by undoing, these changes, we can trace the language from the present day back to its ancient 3. Rock. While modern English shares many similar words with Latin- 4. Jord romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Grouered England and became its ruling class, they brought their speech with them, adding a 6. Massuramount of French and Latin vocabulary to the English language 7. Previally spoken there. Today we call that language old English. This is the language of Beowulf. It 8. And doesn't look very familiar but it might be more 9. Peroputative if you know some German That's because old English belongs to the Germanic language family, first 10. grught to the British isles in the 115 and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. Added more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. Undernead all the words borrowed from French, Latin, old Norse and other language. But 14. Conferative linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. Wahilary

Name : A. Muh · Fojri

Class : 2B •

Reg. Number : 210202000g

Listen the information you got according the video and fill the blank by using provided words.

Probably	Recognizable	Brought
Underneath	Derived	Massive
Vocabulary	Evolved	5 <sup>th</sup>
Comparative	Roots	Previously
added	Conquered	Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. evolved through generation of speakers. 2. under major changes overtime by undoing these changes, we can trace the language from the present day back to its aneient 3. Roots . While modern English shares many similar words with Latin- 4. Derved Yomance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Conquered England and became its ruling class, they brought their speech with them, adding a 6. Mossue amount of French and Latin vocabulary to the English language 7. fremouly spoken there. Foday we call that language old English. This is the language of Beowulf. It 8. Probily doesn't look very familiar but it might be more 9. Leconizable if you know some German. That's because old English belongs to the Germanic language family, first 10. Brought to the British isles in the 11. Ith and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. Added more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. Undernealth all the words borrowed from French, Latin, old Norse and other language. But 14. Compension linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. Unabulary.

Name : Andi Esse Nurauzah

Class : 28 PB1

Reg. Number : 210 2020054

Listen the information you got according the video and fill the blank by using provided words.

8 Probably	9 Recognizable	lo Brought
いろ Underneath	4 Derived	6 Massive
15 Vocabulary	1 Evolved	II 5 <sup>th</sup>
14 Comparative	3 Roots	7 Previously
12 added	5 Conquered	2 Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. Ground through generation of speakers. 2. una guild major changes overtime by undoing. these changes, we can trace the language from the present day back to its ancient 3. Role. While modern English shares many similar words with Latin- 4. Verwel romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Converse England and became its ruling class, they brought their speech with them, adding a 6. Maxim amount of French and Latin vocabulary to the English language 7. freutously spoken there. Today we call that language old English. This is the language of Beowulf. It 8 probaby doesn't look very familiar but it might be more 9. feroquitable if you know some German. That's because old English belongs to the Germanic language family, first 10. Bruth to the British isles in the 11. 5th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. 200 more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. Unemed h all the words borrowed from French, Latin, old Norse and other language. But 14 Compared the linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. Vorabdary

Name : Khairunnisea

Class : 28

Reg. Number : 2102020014

Listen the information you got according the video and fill the blank by using provided words.

and the second		Brought
Probably	Recognizable	Massive
Underneath	Derived	Iviassive cth
Vocabulary	Evolved	5
Comparative	Roots	Previously
added	Conquered	Undergoing
added	Congutte	

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has I Evolved through generation of speakers. 2. und major changes overtime by undoing, these changes, we can trace the language from the present day back to its ancient 3. Root. While modern English shares many similar words with Latin- 4. Pertra romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Corquered England and became its ruling class, they brought their speech with them, adding a 6. massimmount of French and Latin vocabulary to the English language 7. Brought spoken there. Today we call that language old English. This is the language of Beowulf. It 8. and doesn't look very familiar but it might be more 9. Reconstruction if you know some German. That's because old English belongs to the Germanic language family, first 10. portulato the British isles in the 11. 5th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. Added more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. underneth all the words borrowed from French, Latin, old Norse and other language. But 14. Comparatinguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. vo Cabulary

13 ×100 , 87

· Ardian Armgerah

Class : 20

Name

Reg. Number : 2102020007

Listen the information you got according the video and fill the blank by using provided words.

		Brought
Probably	Recognizable	
Underneath	Derived	Massive
Vocabulary	Evolved	5 <sup>th</sup>
	Roots	Previously
Comparative	Conquered	Undergoing
added	Conquered	

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1501 through generation of speakers. 2 undergoing major changes overtime by undoing these changes, we can trace the language from the present day back to its ancient 3. Month. While modern English shares many similar words with Latin- 4. Denved romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. corquered England and became its ruling class, they brought their speech with them, adding a 6 weissie amount of French and Latin vocabulary to the English language 7. from spoken there. Foday we call that language old English. This is the language of Beowulf. It 8. probly doesn't look very familiar but it might be more 9. Receive able if you know some German That's because old English belongs to the Germanic language family, first 10. to the British isles in the 11. 5th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. Ale more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13 worde mean all the words borrowed from French, Latin, old Norse and other language. But 14 Comparise linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. vocabulary

15 × 100 1 100
Name Norasikin Class 2B

Reg. Number : 2102020030

Listen the information you got according the video and fill the blank by using provided words,

Probably	Recognizable	Brought
Underneath	Derived	Massive
Vocabulary	Evolved	5 <sup>th</sup>
Comparative	Roots	Previously
added	Conquered	Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. trouver through generation of speakers. 2. Luder major changes overtime by undoing. these changes, we can trace the language from the present day back to its ancient 3. while modern English shares many similar words with Latin- 4. Derwel romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. conquered England and became its ruling class, they brought their speech with them, adding a 6. Walk amount of French and Latin vocabulary to the English language 7. That spoken there. Today we call that language old English. This is the language of Beowulf. It 8 former doesn't look very familiar but it might be more 9. Reconstable if you know some German. That's because old English belongs to the Germanic language family, first 10. Ports to the British isles in the 11. ff and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12 more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. where the all the words borrowed from French, Latin, old Norse and other language. But 14. Compended linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. weekurf

Name : Aisyah Mubbagiilah

Class : 25

Reg. Number : 2102020013

Listen the information you got according the video and fill the blank by using provided words.

Probably	Recognizable	Brought
Underneath	Derived	Massive
Vocabulary	Evolved	5 <sup>th</sup>
Comparative	Roots	Previously
added	Conquered	Undergoing

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1 fordered through generation of speakers. 2undering major changes overtime by undoing. these changes, we can trace the language from the present day back to its ancient 3. brugh! While modern English shares many similar words with Latin- 4. Derwel romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Grouper England and became its ruling class, they brought their speech with them, adding a 6. Mayor amount of French and Latin vocabulary to the English language 7. Proble spoken there. Today we call that language old English. This is the language of Beowulf. It 8. free any doesn't look very familiar but it might be more 9. from wable if you know some German. That's because old English belongs to the Germanic language family, first 10. Ale to the British isles in the 11. th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. Part more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. Unlership all the words borrowed from French, Latin, old Norse and other language. But 14. Compared linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. Vrtabland

:	Abdul	Muthalib
:	PB1 2	в
		: Abdul : PB1 2

Reg. Number : 2102020055

Listen the information you got according the video and fill the blank by using provided words.

Probably	Recognizable	Brought 3
Underneath	Derived 4	Massive
Vocabulary	Evolved 4	5 <sup>th</sup>
Comparative	Roots	Previously
added	Conquered	Undergoing *

When we talk about English, we often think of its as a single language but what do the dialect spoken in dozens of countries around the world have in common with each other or with the writing of Chaucer? And how are any of them related to the strange words in Beowulf? The answer is that like most language, English has 1. Evolved through generation of speakers. 2. Under major changes overtime by undoing. these changes, we can trace the language from the present day back to its ancient 3. Brough While modern English shares many similar words with Latin- 4. Derved romance language like French and Spanish. Most of those words were not originally part of it. Instead, they started coming into the language with the Norman invasion of England in 1066. When the French speaking Normans 5. Conquert England and became its ruling class, they brought their speech with them, adding a 6. With amount of French and Latin vocabulary to the English language 7. Drawner spoken there. Today we call that language old English. This is the language of Beowulf. It 8. there doesn't look very familiar but it might be more 9. Recease adde if you know some German. That's because old English belongs to the Germanic language family, first 10. Roth to the British isles in the 11. 5th and 6th centuries, by the Angles, Saxons, and Jutes. The Germanic dialects they spoken would become know as Anglo-Saxon. Viking invaders in the 8th to 11th centuries 12. adde more borrowings from old Norse into the mix. It may be hard to see the roots of modern English 13. Werney hall the words borrowed from French, Latin, old Norse and other language. But 14. (munulue linguistics can help us by focusing on grammatical structure, patterns of sound changes and certain core 15. Vocabulary

11 × 100 \* t3

### **APPENDIX 5**

## RPS (RENCANA PEMBELAJARAN SEMESTER)



### INSTITUT AGAMA ISLAM NEGERI PALOPO FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI BAHASA INGGRIS

Kode Dokumen

IAIN PALOPO										
	RENCANA PEMBELAJARAN SEMESTER									
MATA KULIAH	I (MK)	KODE	Rumpun MK			BOBOT (sks)		SEMESTE		Tgl Penyusunan
LITERAL LISTENING						2 SKS		I	I	18 FEBRUARI 2022
<b>OTORISASI / P</b>	ENGESAHAN	Dosen Pengembang RP	S		Koordi	nator RMK		Ka P	RODI	
		DEWI FURWA	NA, S.I	PD.I., M.PD.		DEWI FURWANA, S.PD.I., M.PD.			A	MALIA YAHYA, S.E., M.HUM.
Capaian	<b>CPL-PRODI</b>	yang dibebankan pada M	1K							
Pembelajaran	CPL1 (S9)	Menunjukkan sikap berta	anggung	awab atas pekerjaan d	i bidang	keahliannya secara	mandi	ri.		
	CPL2 (P3)	Menguasai pengetahuan	dan lang	kah-langkah berkomu	nikasi ba	ik lisan mau pun tul	lisan d	engan	mengg	unakan Bahasa Arab dan
		Inggris dalam perkembar	ngan dun	ia akademik dan dunia	u kerja.					
	CPL3 (KU2)	Mampu menunjukkan kir	nerja ma	ndiri, bermutu dan teru	ıkur.					
	CPL4 (KK5)	Mampu berkomunikasi se	ecara lis	an dan tulisan dalam B	ahasa In	ggris secara efektif,	empa	tik, da	n santu	n dalam pelaksanaan tugas
		pembelajaran Bahasa Inggris di sekolah/madrasah, di instansi lain, dan di komunitas akademik mau pun di masyarakat umum.								
MENGAPLIKA	Capaian Pemb	oelajaran Mata Kuliah (O	CPMK)							
SIKAN	CPMK-1	Menunjukkan sikap berta	inggungj	awab atas pekerjaan d	i bidang	keahliannya secara	mandi	ri. (Cl	PL1)	

MENGKAJI	CPMK-2	Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan mau pun tulisan dengan menggunakan Bahasa Arab dan						
MEMBUAT		nggris dalam perkembangan dunia akademik dan dunia kerja. (CPL2)						
DESAIN MEMANFAAT	СРМК-3	Jampu menunjukkan kinerja mandiri, bermutu dan terukur. (CPL3)						
KAN IPTEKS	CPMK-4	Mampu berkomunikasi secara lisan dan tulisan dalam Bahasa Inggris secara efektif, empatik, dan santun dalam pelaksanaan tugas						
MENYELESAI		pembelajaran Bahasa Inggris di sekolah/madrasah, di instansi lain, dan di komunitas akademik mau pun di masyarakat umum. (CPL4)						
	Kemampuan	akhir tiap tahapan belajar (Sub-CPMK)						
	Sub-CPMK 1	1. Mahasiswa mampu mengidentifikasi informasi secara detail berdasarkan audio yang telah didengarkan (C1) (CPMK 1, 3 & 4)						
		2. Mahasiswa mampu menemukan kata yang sesuai dalam percakapan yang belum lengkap berdasarkan audio yang telah didengarkan (C4) (CPMK 1, 3)						
		3. Mahasiswa mampu memprediksi respon yang sesuai dengan pernyataan atau pertanyaan penutur berdasarkan audio yang telah didengarkan (C6) (CPMK 2, 4)						
		4. Mahasiswa mampu memilih jawaban dengan tepat berdasarkan informasi yang telah didengarkan dari audio (C4) (CPMK 2)						
		5. Mahasiswa mampu menirukan penuturan native speaker berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)						
		6. Mahasiswa mampu mengurutkan rangkaian cerita dengan tepat berdasarkan audio yang telah didengarkan (C3) (CPMK 2)						
		7. Mahasiswa mampu menuliskan informasi kunci dengan tepat berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)						
		8. Mahasiswa mampu memperkirakan ekspresi penutur berdasarkan audio yang telah didengarkan telah didengarkan (C2) (CPMK 4)						
	Sub-CPMK 2	Mahasiswa mampu menemukan kata yang sesuai dalam percakapan yang belum lengkap berdasarkan audio yang telah didengarkan						
		(C4) (CPMK 1, 3)						
	Sub-CPMK 3	Mahasiswa mampu memprediksi respon yang sesuai dengan pernyataan atau pertanyaan penutur berdasarkan audio yang telah						
		dengarkan (C6) (CPMK 2, 4)						
	Sub-CPMK 4	Mahasiswa mampu memilih jawaban dengan tepat berdasarkan informasi yang telah didengarkan dari audio (C4) (CPMK 2)						
	Sub-CPMK 5	Mahasiswa mampu menirukan penuturan native speaker berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)						
	Sub-CPMK 6	Mahasiswa mampu mengurutkan rangkaian cerita dengan tepat berdasarkan audio yang telah didengarkan (C3) (CPMK 2)						
	Sub-CPMK 7	Mahasiswa mampu menuliskan informasi kunci dengan tepat berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)						

	Korelasi CPI	MK terhadap St	ub-CPMK							
								Sub-	Sub-	
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6	CPMK7	CPMK8	Sub-CPMK9
	CPMK1		ν							
	CPMK2			V	√ ↓					
	СРМК3		ν		2	$\checkmark$				
	CPMK4								$\checkmark$	
	dst									
si	Pada mata kuli	iah ini mahasisw	a fokus belajar	menyimak/men	dengarkan, men	gidentifikasi ide	e pokok dan gag	gasan, menjaw	ab dan mena	fsirkan makna
t MK	audio yang did	engarkan dari per	rangkat. Dari ma	ta kuliah ini ma	hasiswa diharap	kan mampu berk	omunikasi secar	a lisan dan tul	isan dalam B	ahasa Inggris sec

Bahan Kajian:	1. Greetings
Materi	2. Physical appearance
pembelajaran	3. Describing Clothes
p • · · · · • • · · · · · · · · ·	4. Time and numbers
	5. Calendar
	6. Job Types
	7. Types of sports
	8. Objects around the house
	9. Invitations
	10. Money
	11. Food
	12. The Future
	13. Climate
Pustaka	Utama
I USTAKA	
	1. White, Goodith. (1998). <i>Listening</i> . New York: Oxford University Press.
	2. Richards, Jack C. (2010). Basic Tactics for Listening. New York: Oxford University Press.
	Pendukung
	Pendukung
	Pendukung
Dosen	
Dosen Moto kuliob	Dewi Furwana, S.Pd.I., M.Pd.
Dosen Mata kuliah	
	Dewi Furwana, S.Pd.I., M.Pd.

	Kemampuan Akhir Tiap	Penilaia	n	Bentuk Pembelajran;		Bobot
Mg Ke-	Tahapan Belajar (Sub-			Metode Pembelajaran;	Materi Pembelajaran	Penilaian
	CPMK)	Indikator	Kriteria & Bentuk	8 /	[Pustaka]	(%)
	,			[Estimasi Waktu]		
(1)	(2	(3	(4	Luring (5) Daring (6)	(7	(8
	)	)			)	)

)	)				)	)
9		MID TE	RM			
<ol> <li>Mahasiswa mamp mengidentifikasi informasi secara d berdasarkan audio telah didengarkan (CPMK 1, 3 &amp; 4)</li> <li>Mahasiswa mamp menemukan kata sesuai dalam perc yang belum lengk berdasarkan audio telah didengarkan (CPMK 1, 3)</li> <li>Mahasiswa mamp memprediksi resp yang sesuai denga pernyataan atau pertanyaan penutu</li> </ol>	etail yang (C1) u yang (C1) u yang akapan ap yang (C4) u u yang akapan ap yang ababababababababababababababababababab	Kriteria: Keaktifan (Menjawab) Sikap (Disiplin, Kerja Mandiri, tanggungjawab) Bentuk: ➤ Latihan Pilihan Ganda Matching Picture Pronunciation ➤ Quiz Dictation	<ol> <li>Listening Practice</li> <li>Tanya- Jawab</li> <li>Pronunciatio n</li> <li>Dictation (PB: 1x (2x50))</li> </ol>	<ul> <li>Google Meet</li> <li>Google Classroom</li> <li>V-Class</li> </ul>	Unit 9 : Locations Topic : Objects around the house	5

	4.	berdasarkan audio yang telah didengarkan (C6) (CPMK 2, 4) Mahasiswa mampu memilih jawaban dengan tepat berdasarkan informasi yang telah didengarkan dari audio (C4) (CPMK 2) Mahasiswa mampu menirukan penuturan native speaker berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)						
11	2.	Mahasiswa mampu mengidentifikasi informasi secara detail berdasarkan audio yang telah didengarkan (C1) (CPMK 1, 3 & 4) Mahasiswa mampu menemukan kata yang sesuai dalam percakapan yang belum lengkap berdasarkan audio yang telah didengarkan (C4) (CPMK 1, 3)	<ul> <li>1.1 Ketepatan dalam mengindetifikasi informasi inti terkait <i>Family members</i> dari audio yang telah didengarkan</li> <li>1.2 Ketepatan dalam mengidentifikasi secara detail informasi terkait <i>Family</i> <i>members</i> berdasarkan audio yang telah didengarkan</li> <li>1.3 Ketepatan dalam</li> </ul>	Kriteria: Keaktifan (Menjawab) Sikap (Disiplin, Kerja Mandiri, tanggungjawab) Bentuk: > Latihan Pilihan Ganda Matching Picture Pronunciation > Quiz	<ol> <li>Listening Practice</li> <li>Tanya- Jawab</li> <li>Pronunciatio n</li> <li>Dictation (PB: 1x (2x50))</li> </ol>	<ul> <li>Google Meet</li> <li>Google Classroom</li> <li>V-Class</li> </ul>	Unit 10 : Family Topic : Family members	5

3.	Mahasiswa mampu memprediksi respon	mengindetifikasi persamaan/kemiripan	Dictation
	yang sesuai dengan	terkait Family	
	pernyataan atau	<i>members</i> dari audio yang telah didengarkan	
	pertanyaan penutur	yang telah uldengarkan	
	berdasarkan audio yang		
	telah didengarkan (C6)		
4.	(CPMK 2, 4) Mahasiswa mampu		
4.	memilih jawaban dengan		
	tepat berdasarkan		
	informasi yang telah		
	didengarkan dari audio		
	(C4) (CPMK 2)		
5.	Mahasiswa mampu		
	menirukan penuturan		
	native speaker		
	berdasarkan audio yang telah didengarkan (C1)		
	(CPMK 2, 3)		
6.	Mahasiswa mampu		
	menuliskan informasi		
	kunci dengan tepat		
	berdasarkan audio yang		
	telah didengarkan (C1)		
	(CPMK 2, 3)		

10	4			<b>T7 1</b> / <b>1</b>	1 1 .			
12	1.	Mahasiswa mampu	1.1 Ketepatan dalam	Kriteria:	1. Listening	- Google Meet	Unit 11 : Entertainment	5
		mengidentifikasi	mengindetifikasi	Keaktifan	Practice	- Google	Topic : Invitations	
		informasi secara detail	informasi inti terkait	(Menjawab)	2. Tanya-	Classroom		
		berdasarkan audio yang	Invitations dari audio	Sikap	Jawab	- V-Class		
		telah didengarkan (C1)	yang telah didengarkan	(Disiplin, Kerja	3. Pronunciation			
		(CPMK 1, 3 & 4)	1.2 Ketepatan dalam	Mandiri,	n			
	2		mengidentifikasi	tanggungjawab)	4. Dictation			
	2.	Mahasiswa mampu	secara detail informasi		(PB: 1x (2x50))			
		menemukan kata yang	terkait Invitations	Bentuk:				
		sesuai dalam percakapan	berdasarkan audio	➤ Latihan				
		yang belum lengkap	yang telah didengarkan	Pilihan Ganda				
		berdasarkan audio yang	1.3 Ketepatan dalam	Matching Picture				
		telah didengarkan (C4)	mengindetifikasi	Pronunciation				
		(CPMK 1, 3)	Penerimaan dan	≻ Quiz				
	2		Penolakan terkait	Dictation				
	3.	Mahasiswa mampu	Invitations dari audio	Dietation				
		memilih jawaban dengan	yang telah didengarkan					
		tepat berdasarkan	yang telah uluengarkan					
		informasi yang telah						
		didengarkan dari audio						
		(C4) (CPMK 2)						
	4.	Mahasiswa mampu						
	4.	-						
		menirukan penuturan						
		native speaker						
		berdasarkan audio yang						
		telah didengarkan (C1)						
		(CPMK 2, 3)						
	5.	Mahasiswa mampu						
		mengurutkan rangkaian						
		0						
		cerita dengan tepat						

	berdasarkan audio yang telah didengarkan (C3) (CPMK 2)						
13	<ol> <li>Mahasiswa mampu mengidentifikasi informasi secara detail berdasarkan audio yang telah didengarkan (C1) (CPMK 1, 3 &amp; 4)</li> <li>Mahasiswa mampu menemukan kata yang sesuai dalam percakapan yang belum lengkap berdasarkan audio yang telah didengarkan (C4) (CPMK 1, 3)</li> <li>Mahasiswa mampu memprediksi respon yang sesuai dengan pernyataan atau pertanyaan penutur berdasarkan audio yang telah didengarkan (C6) (CPMK 2, 4)</li> <li>Mahasiswa mampu memilih jawaban dengan tepat berdasarkan</li> </ol>	<ul> <li>1.1 Ketepatan dalam mengidentifikasi Angka terkait <i>Prices</i> berdasarkan audio yang telah didengarkan</li> <li>1.2 Ketepatan dalam mengidentifikasi secara detail informasi terkait <i>Prices</i> berdasarkan audio yang telah didengarkan</li> <li>1.3 Ketepatan dalam mengidentifikasi Perbandingan Harga terkait <i>Prices</i> dari audio yang telah didengarkan</li> </ul>	Kriteria: Keaktifan (Menjawab) Sikap (Disiplin, Kerja Mandiri, tanggungjawab) Bentuk: > Latihan Pilihan Ganda Matching Picture Pronunciation > Quiz Dictation	<ol> <li>Listening Practice</li> <li>Tanya- Jawab</li> <li>Pronunciatio n</li> <li>Dictation (PB: 1x (2x50))</li> </ol>	<ul> <li>Google Meet</li> <li>Google Classroom</li> <li>V-Class</li> </ul>	Unit 12 : Prices Topic : Money	5

	5.	informasi yang telah didengarkan dari audio (C4) (CPMK 2) Mahasiswa mampu menirukan penuturan native speaker berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3) Mahasiswa mampu menuliskan informasi kunci dengan tepat berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)						
14	1.	Mahasiswa mampu mengidentifikasi informasi secara detail berdasarkan audio yang telah didengarkan (C1) (CPMK 1, 3 & 4) Mahasiswa mampu menemukan kata yang sesuai dalam percakapan yang belum lengkap berdasarkan audio yang telah didengarkan (C4) (CPMK 1, 3)	<ul> <li>1.1 Ketepatan dalam mengindetifikasi informasi inti terkait <i>Restaurant</i> dari audio yang telah didengarkan</li> <li>1.2 Ketepatan dalam mengidentifikasi secara detail informasi terkait <i>Restaurant</i> berdasarkan audio yang telah didengarkan</li> <li>1.3 Ketepatan dalam mengidentifikasi sikap (attitudes) seseorang</li> </ul>	Kriteria: Keaktifan (Menjawab) Sikap (Disiplin, Kerja Mandiri, tanggungjawab) Bentuk: > Latihan Pilihan Ganda Matching Picture Pronunciation > Quiz	<ol> <li>Listening Practice</li> <li>Tanya- Jawab</li> <li>Pronunciatio n</li> <li>Dictation (PB: 1x (2x50))</li> </ol>	<ul> <li>Google Meet</li> <li>Google Classroom</li> <li>V-Class</li> </ul>	Unit 13 : Restaurant Topic : Food	5

3.	Mahasiswa mampu	terkait Service, Facility Dictation
	memprediksi respon	& Food berdasarkan
	yang sesuai dengan	audio yang telah
	pernyataan atau	didengarkan
	pertanyaan penutur	
	berdasarkan audio yang	
	telah didengarkan (C6)	
	(CPMK 2, 4)	
4.	Mahasiswa mampu	
	memilih jawaban dengan	
	tepat berdasarkan	
	informasi yang telah	
	didengarkan dari audio	
	(C4) (CPMK 2)	
5.	Mahasiswa mampu	
	menirukan penuturan	
	native speaker	
	berdasarkan audio yang	
	telah didengarkan (C1)	
	(CPMK 2, 3)	
6.	Mahasiswa mampu	
	menuliskan informasi	
	kunci dengan tepat	
	berdasarkan audio yang	
	telah didengarkan (C1)	
	(CPMK 2, 3)	

15	1. Mahasiswa mampu mengidentifikasi	1.1 Ketepatan dalam mengindetifikasi	Kriteria: Keaktifan	1. Listening Practice	<ul><li>Google Meet</li><li>Google</li></ul>	Unit 17 : Hopes & Plans Topic : The Future	5
	informasi secara detail berdasarkan audio yang	Rencana yang akan dilakukan terkait <i>The</i>	(Menjawab) Sikap	2. Tanya- Jawab	Classroom - V-Class		
	telah didengarkan (C1)	<i>Future</i> dari audio yang	(Disiplin, Kerja Mandiri,	3. Pronunciatio			
	(CPMK 1, 3 & 4)	telah didengarkan 1.2 Ketepatan dalam	tanggungjawab)	n 4. Dictation			
	2. Mahasiswa mampu menemukan kata yang	mengindetifikasi	Dentala	(PB: 1x (2x50))			
	sesuai dalam percakapan	informasi inti terkait <i>The Future</i> dari audio	Bentuk: ≻ Latihan				
	yang belum lengkap	yang telah didengarkan	Pilihan Ganda				
	berdasarkan audio yang telah didengarkan (C4)	1.3 Ketepatan dalam mengidentifikasi	Matching Picture Pronunciation				
	(CPMK 1, 3)	Kepastian rencana	≻ Quiz				
	3. Mahasiswa mampu memprediksi respon yang sesuai dengan	yang akan dilakukan terkait <i>The Future</i> berdasarkan audio yang telah didengarkan	Dictation				
	pernyataan atau pertanyaan penutur						
	berdasarkan audio yang						
	telah didengarkan (C6) (CPMK 2, 4)						
	4. Mahasiswa mampu						
	memilih jawaban dengan						
	tepat berdasarkan informasi yang telah						
	didengarkan dari audio						
	(C4) (CPMK 2)						
	5. Mahasiswa mampu						

	<ul> <li>menirukan penuturan native speaker berdasarkan audio yang telah didengarkan (C1) (CPMK 2, 3)</li> <li>Mahasiswa mampu mengurutkan rangkaian cerita dengan tepat berdasarkan audio yang telah didengarkan (C3) (CPMK 2)</li> </ul>		
16		FINAL TEST	



## APPENDIX 6 LESSON PLAN

Subject	: Me, Myself and I
Skill	: Listening
Times	: 1x 40 minutes
Meeting	: 1 <sup>st</sup> (Treatment 1)
Learning Objectives	: Students are able when to use "Me", "Myself", and
	"I"
Learning Materials	: TED Talk Education Video : When to Use Me, Myself

lf, and I

Step	Activities	Procedure	Time
	Warm up	• The researcher opened the	5 minutes
		class by greeting the	
		students warmly and ask	
		their condition.	
		• The researcher asked the	
		class leader to lead	
		Sayyidul Istighfar	
		• The researcher	
		checked the student's	
		attendance list.	
		• The researcher gave the	
		students' attention grab to	
		make them stay focus.	
		T : Focus! Focus!	
Presentation		Ss:Everybody Focus! T : Focus! Focus!	
		Ss: Everybody Focus!	
		• The researcher introduce	
		about the TED talk app.	
		• The researcher explain	

<b></b>			
		how to use the TED talk	
		app.	
		• The researcher direct the	
		students' to download the	
		TED talk app.	
	Lead in	• The researcher showed	10 Minutes
		some sentence to guessing	
		what they learnt	
		• The researcher input	
		vocabularies to simplify	
		the students' understand	
		new word from the video.	
Practice	Controlled	• The researcher showed	10 minutes
	Practice	TED talk education Video	
		about "when use me,	
		myself and I"	
		• The researcher gave	
		exercise (scramble word)	
		according to the TED	
		Talk videos that has been	
		watched before.	
		• The researcher gave task	
		activities towards the	
		TED talk video that they	
		watched before to	
		measure the extend of	
		students' understand	
		according to The Aspect	
		and comprehension of	
		listening Ability.	
		1	

Production	Practice	• The researcher discussed	15 minutes
	result	and gave feedback about	
		the students' answer to	
		ensure the students'	
		understood about the	
		material from practice	
		activities and see the	
		development of their	
		Listening Comprehension	
		ability.	



Subject	: Biography
Skill	: Listening
Times	: 1x 40 minutes
Meeting	: 2 <sup>nd</sup> (Treatment 2)
Learning Objectives	: Students are able to written Biography
Learning Materials	: TED Talk Education Video : The Genius Marie Curie

Step	Activities	Procedure	Time
	Warm up	• The researcher opened the	5 minutes
		class by greeting the	
		students warmly and ask	
		their condition.	
		• The researcher asked the	
		class leader to lead	
		Sayyidul Istighfar	
		• The researcher check	
		the student's attendance	
		list.	
		• The researcher gave the	
		students' attention grab to	
		make them stay focus.	
		T : Snack is	
Presentation		coming!	
		Ss:Syutsssss!	
		• T : Snack is coming! Ss:	
		Syutssss!	
		ý	

	Lead in	• The researcher direct the	10
		students' to open the TED	Minutes
		talk app and selected the	
		genius marie curie video.	
		• The researcher input	
		vocabularies to simplify	
		the students' understand	
		new word from the video.	
		• The researcher ask the	
		students to make a group,	
		each group contain 4 people.	
		• The researcher ask each	
		group to discussed about	
		the video about.	
Practice	Controlled	• The researcher gave some	10
	Practice	task (fill in the blanks)	minutes
		according to the TED Talk	
		videos that has been	
		watched before.	
		• The researcher gave	
		exercise (open-ended	
		question) towards the TED	
		Talk video that they	
		watched before to measure	
		the extend of students'	
		understand according to	
		The Aspect and	
		comprehension of listening	
		Ability.	
L			

Production	Practice	• The researcher ask the	15
	result	students' to make a short	minutes
		biography about Their	
		Favorite artist or etc	
		• The researcher asked each	
		group to pair up and read	
		their Biography and their	
		group partners' will listen	
		and answer the questions	
		that have been prepared by	
		the group.	



Subject	: Procedure Text
Skill	: Listening
Times	: 1x 40 minutes
Meeting	: 3 <sup>rd</sup> (Treatment 2)
Learning Objectives	: Students are able make procedure text
Learning Materials	: TED Talk Education Video : How stress affects your

body.

Step	Activities	Procedure
Step	Activities Warm up	<ul> <li>Procedure</li> <li>The researcher opened the class by greeting the students warmly and ask their condition.</li> <li>The researcher asked the class leader to lead Sayyidul Istighfar</li> <li>The researcher checked the student's attendance list.</li> <li>The researcher gives the students' attention grab to make them stay focus. <i>T</i> : Snack is coming! Ss:Syutsssss!</li> <li>The Snack is coming! Ss:</li> </ul>
Presentation		• T : Snack is coming! Ss: Syutssss!
	Lead in	• The researcher direct the
		students' to open the TED talk
		-
		app and selected how stress

		affect your body on the TED toll-
		affect your body on the TED talk
		app.
		• The researcher input
		vocabularies to simplify the
		students' understand new word
		from the video.
		• The researcher ask the students to
		make a group, each group contain
		4 people.
		• The researcher ask each group to
		discussed and summarizing
		what the video about
	•	• Each group selected one of their
		group members to read about what
		are they summary.
Practice	Controlled	• The researcher gave some task
	Practice	(True – False) according to the
		TED Talk videos that has been
		watched before.
Production	Practice result	• The researcher asked the
		students' to make a procedure
		text.
		• The researcher ask each group to
		pair up and their group partners'
		will listen and answer the
		questions about procedure text
		that have been prepared by the
		group.

Subject	: Future Plans
Skill	: Listening
Times	: 1x 40 minutes
Meeting	: 4 <sup>th</sup> (Treatment 2)
Learning Objectives	: Students are able write about their Future Plans
Learning Materials	: TED Talk Education Video : What really happens to the
plastic you throw awa	ay.

Step	Activities	Procedure
	Warm up	• The researcher opened the class
		by greeting the students warmly
		and ask their condition.
		• The researcher asked the class
		leader to lead Sayyidul
		Istighfar
		• The researcher check the
		student's attendance list.
		• The researcher gives the
		students' attention grab to make
		them stay focus.
		T : Snack is coming!
		Ss:Syutsssss!
		• T : Snack is coming! Ss:
Presentation		Syutssss!
		-
	Lead in	The researcher direct the students' to
		open the TED talk app and selected
		open die 122 taal upp and beleeted

		What really harmons to the plast's
		What really happens to the plastic you
		throw away.
		• The researcher input
		vocabularies to simplify the
		students' understand new word
		from the video.
		• The researcher asked the students
		to pair with their friends
Practice	Controlled	• The researcher asked the
	Practice	students' to make summaries
		according to What really
	•	happens to the plastic you throw
		away they has been watched
		before.
		• The researcher asked each
		students how had been pair to
		selected one of them to read
		what they summarizing before.
Production	Practice result	• The researcher asked the
		students' to make future plans
		with the partners it contains
		about changes that they can
		applied in the future.
		applied in the luture.

# APPENDIX 7 QUESTIONNAIRE

I. Identitas Responden

Nama	: Ayu pratiwi
Kelas	: PB1 28
NIM	: 2102020031

II. Keterangan Jawaban

4

S : Setuju SS : Sangat Setuju

TS : Tidak Setuju STS : Sangat Tidak Setuju

III. Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (√) pada kolom yang tersedia.

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	2.29	~		
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?		~		
3	Menurut anda pembelajaran Listening baik dengan megeninakan TED Talk Video		V		
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening		~		
5.	TED Talk dapat menambah kosa kata baru untuk anda?		$\sim$		
6.	Konten yang terdapat pada TED Talk menarik untuk anda		V		
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?	~			
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	5			
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.	1			

10.	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.	
r	V. Isilah pertanyaan dibawah ini berdasarkan pendapat anda.	
1.	. Menurut anda apakah kelebihan yang terdapat dari TED Talk Video selama propembelajaran Listening Ability?	oses
	ya menurut saya lebih Menanik untuk welakukan Uisteoning. Tidak wembosaukan. Dan waterinya u Pahami +	peubeli uudah
2.	. Menurut anda apakah Kekurangan dari TED Talk Video dalam proses pembela Listening Ability?	ijaran
	Munglein dalam penganubaran medera yang ta	dapo
3.	. Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk A Jelaskan!	.pp?
	lemin cocot be listening for details.	· · · · · · · · · · · · · · · · · · ·
		•••••

and the second

I. Identitas Responden

Nama	Annisa Saumay
Kelas	: PUB1 (2-15
NIM	: 2102020093

II. Keterangan Jawaban

S : Setuju SS : Sangat Setuju TS : Tidak Setuju STS : Sangat Tidak Setuju

### III. Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (1) pada kolom yang tersedia.

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	5		-14. J.	
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?				
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video	22			
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening		~	-	
5.	TED Talk dapat menambah kosa kata baru untuk anda?		$\checkmark$		
6.	Konten yang terdapat pada TED Talk menarik untuk anda		V		
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?			~	
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	-	$\checkmark$		
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.	1			

	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.							
N	V. Isilah pertanyaan dibawah ini berdasarkan pendapat anda.							
1.	Menurut anda apakah kelebihan yang terdapat dari TED Talk Video selama proses pembelajaran Listening Ability?							
	mudah dipahami korvena menggunakan Widro							
-	. Menurut anda apakah Kekurangan dari TED Talk Video dalam proses pembelajaran							
2								
2	2. Menurut anda apakah Kekurangan dari TED Talk Video dalam proses pembelajaran Listening Ability?							
2	Listening Ability?							
2	Listening Ability?							
2	Listening Ability?							
2	Listening Ability?							
	Listening Ability? kasawy marg kinbterne historie kegity Jung							
	Listening Ability? kadawoj <sup>Su</sup> ovoj Winkteenin hidorie leegithi Jung B. Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App?							
	Listening Ability? kasawy marg kinbterne historie kegity Jung							
	Listening Ability? kadawy mova Kenbrean hidory leggin Juag Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App? Jelaskan! historyg mformation							
	Listening Ability? kadawoj <sup>Su</sup> ova Wonbycow hidoru kegyin Juag 3. Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App? Jelaskan!							
	Listening Ability? kadawy mova Kenbrean hidory leggin Juag Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App? Jelaskan! historyg mformation							
	Listening Ability? kadawy mova Kenbrean hidory leggin Juag Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App? Jelaskan! historyg mformation							

I. Identitas Responden

Nama	FINGE ADELIA
Kelas	: 2B
NIM	: 2102020073

II. Keterangan Jawaban

S	:	Setuju		
SS		Sangat	Setuin	

TS : Tidak Setuju STS : Sangat Tidak Setuju

III. Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (√) pada kolom yang tersedia.

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	58.94)	$\checkmark$		
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?		$\checkmark$		
3	Menurut anda pembelajaran Listening baik dengan menunakan TED Talk Video	$\bigvee$			
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses nembelaiaran Listening	1			
5.	TED Talk dapat menambah kosa kata baru untuk anda?	$\bigvee$			
6.	Konten yang terdapat pada TED Talk menarik untuk anda	V			
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?			$\checkmark$	
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?.	V	-		ана страна 1973 — Прила 1974 — Прила
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.		~	/	

Ability yang an	t meningkatkan listeni da miliki.	ing comprehension	n	$\checkmark$	
V. Isilah per	anyaan dibawah in	i berdasarkan p	endapat a	nda.	
	apakah kelebihan yang istening Ability?	g terdapat dari TEl	) Talk Vide	eo selama pi	roses
Kelebihannya: di pandang	Mudah dimengerti ,	gambarnya Sanga	at colorfun	dan enc	XF
<ol> <li>Menurut anda a Listening Abili</li> </ol>	apakah Kekurangan da itv?	iri TED Talk Vide	o dalam pro	ses pembela	ajara
	-			perda Tauane	
Tela A					
Tidak ada					•••••
Tidok ada				···· ··· ··· ··· ··· ···	•••••
Tidok ada		Constant			· · · · · · · · · · · · · · · · · · ·
	aspek Listening Abilit		uai dengan <sup>*</sup>	TED Talk A	
3. Menurut anda Jelaskan! Internet	aspek Listening Abilit	y apakah yang Sesi	ıai dengan <sup>*</sup>	TED Talk A	

I. Identitas Responden

Nama	:Sarsh	Nur	Fotors
Kelas	:2 B		
NIM	: 21020	20029	L

II. Keterangan Jawaban

S : Setuju SS : Sangat Setuju TS : Tidak Setuju STS : Sangat Tidak Setuju

III. Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (√) pada kolom yang tersedia.

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	~		1.4	
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?	~			
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video	~	-		
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening	~			
5.	TED Talk dapat menambah kosa kata baru untuk anda?	V			
6.	Konten yang terdapat pada TED Talk menarik untuk anda	-	F		
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?			-	
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	-	-		
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.	~	-		
). 	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.				
--------	--				
N	· · · · · · · · · · · · · · · · · · ·				
1.	Menurut anda apakah kelebihan yang terdapat dari TED Talk Video selama proses pembelajaran Listening Ability? teb. to depet mempengerahi 1053 10340 dan lebih bisa teu pantoutem				
	Bagus memudahlean duar Peenhelajaran				
2.	Menurut anda apakah Kekurangan dari TED Talk Video dalam proses pembelajaran Listening Ability? Trdak ada sih				
3	Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App? Jelaskan!				
	Jelaskan! Ustening unformation, Ustening for making interestes. Untening for youn idea, juding for debuil				

Identitas Responden

I.

N	ama	:	Ardion	Anugerah
K	elas	:	2B	
N	ІМ	:	210 200	0007

II. Keterangan Jawaban

S : Setuju

TS : Tidak Setuju SS : Sangat Setuju STS : Sangat Tidak Setuju

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis ( $\checkmark$ ) pada kolom yang Ш. tersedia.

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	~	87) -		
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?	~	-		
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video	V			
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening	~			
5.	TED Talk dapat menambah kosa kata baru untuk anda?	V			
6.	Konten yang terdapat pada TED Talk menarik untuk anda	V			
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?	2			
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	2			58-5 (8
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.	V			

1	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.	-	
IV	. Isilah pertanyaan dibawah ini berdasarkan pend	apat anda.	
1.	Menurut anda apakah kelebihan yang terdapat dari TED Ta pembelajaran Listening Ability? Meningkatean temampuan spearing, listening		
2	. Menurut anda apakah Kekurangan dari TED Talk Video dal	am proses j	embelajara
	Listening Ability? Mosden Jorngan		
	Listening Ability?		
	Listening Ability?		
	Listening Ability?		
	Listening Ability? <sup>mosdah</sup> Jorngan 3. Menurut anda aspek Listening Ability apakah yang Sesuai d		
	Listening Ability? Mosdah Jorngan 3. Menurut anda aspek Listening Ability apakah yang Sesuai d Jelaskan!		
3	Listening Ability? Mosdah Jorgan Menurut anda aspek Listening Ability apakah yang Sesuai d Jelaskan!	engan TED	Talk App?
3	Listening Ability? Mosdah Jorgan Menurut anda aspek Listening Ability apakah yang Sesuai d Jelaskan!	engan TED	Talk App?

I. Identitas Responden

Nama	:	Aigyah	nuttagillah
Kelas		8-B	gebra kronsk
NIM	:	2102000	5100

II. Keterangan Jawaban

S : Setuju SS : Sangat Setuju TS : Tidak Setuju STS : Sangat Tidak Setuju

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?			The second	
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?		$\sim$		
3	Menurut anda pembelajaran Listening baik dengan				
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses	r			
5.	TED Talk dapat menambah kosa kata baru untuk anda?	V		-4	-
6.	Konten yang terdapat pada TED Talk menarik untuk anda		V		
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?			V	•
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?				-
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.				

10.	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.				
ľ	V. Isilah pertanyaan dibawah ini berdasarkan pend	apat ar	nda.		
1	Menurut anda apakah kelebihan yang terdapat dari TED Ta pembelajaran Listening Ability? - Topiknyo Menorik, Menotu likening gekonigu d	lk Vide alach A ewan be	o selan enget Rerv	alivon	baru
				mbela	 
2	2. Menurut anda apakah Kekurangan dari TED Talk Video da Listening Ability? Menggunakan bahasa inggris bribish Unbuc s	iqye ye	ing r	nemp	elojovi
	beinese ingoril onericon.	 			· · · · · · · · · · · · · · · · · · ·
	Al lite analytic series				
3	3. Menurut anda aspek Listening Ability apakah yang Sesuai Jelaskan!				•PP·

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I. Identitas Responden

Nama	: ABDUL MUTHALIB
Kelas	: PBI 2-B
NIM	: 2102020055

II. Keterangan Jawaban

S : Setuju SS : Sangat Setuju TS : Tidak Setuju STS : Sangat Tidak Setuju

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	e Segue	54		197
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?	S			1
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video	S			
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening		22		
5.	TED Talk dapat menambah kosa kata baru untuk anda?		SS		
6.	Konten yang terdapat pada TED Talk menarik untuk anda	S			
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?			TS	
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	5			
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.		SS		

. Isilah pertanyaan dibawah ini berdasarkan pendapat anda	
Menurut anda apakah kelebihan yang terdapat dari TED Talk Video se pembelajaran Listening Ability?	
Penghaman Xdia lebih madah	······
	······
Menurut anda apakah Kekurangan dari TED Talk Video dalam proses	pembelajaran
Listening Ability?	
Pargueapan Animas yang sanga	+ kurang
	···· ··· ··· ··· ··· ···
. Menurut anda aspek Listening Ability apakah yang Sesuai dengan TE Jelaskan!	
Jelaskan! Mendengarkan dengan teliti	······
	·····

I. Identitas Responden

Nama	Resky ALZIKY
Kelas	: 28
NIM	2102020057

II. Keterangan Jawaban

S : Setuju SS : Sangat Setuju

TS : Tidak Setuju STS : Sangat Tidak Setuju

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?		$\checkmark$	a la constante	
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?		$\bigvee$		
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video		$\checkmark$		
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening		$\checkmark$		
5.	TED Talk dapat menambah kosa kata baru untuk anda?		$\checkmark$		
6.	Konten yang terdapat pada TED Talk menarik untuk anda		$\vee$		
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?		$\checkmark$	14	
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?		$\checkmark$		23
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.	$\checkmark$			

TED Talk dapat meningkatkan listening comprehension 10. Ability yang anda miliki. IV. Isilah pertanyaan dibawah ini berdasarkan pendapat anda. 1. Menurut anda apakah kelebihan yang terdapat dari TED Talk Video selama proses pembelajaran Listening Ability? Bisa monambah Vapasah dap kosa kata batu ...... ..... 2. Menurut anda apakah Kekurangan dari TED Talk Video dalam proses pembelajaran **Listening Ability?** Tidak ada kekurahgah \_\_\_\_\_ ..... ...... ...... 3. Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App? Jelaskan! Listoning For details ...... 

I. Identitas Responden

1	Nama	:	Andi	Esse	Nurazizah
H	Kelas	:	28 881	and the second	
۲	NIM	:	210202	0054	

II. Keterangan Jawaban

S : Setuju TS : Tidak Setuju SS : Sangat Setuju STS : Sangat Tidak Setuju

No	Pernyataan	S	SS	TS	15	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?		$\checkmark$			
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?		V			
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video	$\checkmark$			_	
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening	1				
5.	TED Talk dapat menambah kosa kata baru untuk anda?	J				1
6.	Konten yang terdapat pada TED Talk menarik untuk anda	V	T			
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?				V	
8	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	V	/			
9	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.			$\checkmark$		

0.	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.	$\checkmark$	
r	V. Isilah pertanyaan dibawah ini berdasarkan pendap	at anda.	
1.	Menurut anda apakah kelebihan yang terdapat dari TED Talk pembelajaran Listening Ability? Kelebihan dan Tep Talk Udeo adalah progawac Sangat jewa dun depat duningerti, dan durasi viduo membantu dan Tep zaik kita Lubih manahami In Joga dapat menambah taga take suta dapat men	Video selam	
	Joga dapat mina mbah kasa kake, suta dapat men fembrigiarca listening	ubantu p	n, dan voses
2	Menurut anda apakah Kekurangan dari TED Talk Video dala	·····	
	Listening Ability?		moetajarai
	Kalan is a man de la Pada annació de cara	1 ( .	CONTRACT STA
	Kalcu Kenorangannya itu pada anungsi duan saya	· hehe .	
	Kolov Kenorangony- du pada anunasi dom saya	· hehe ,	
	Kolov Kenoranganny- ilu pada anunasi dom saya	· hehe ,	
3. 1	Kalan Keunangannya di pada anunasi din saya Menurut anda aspek Listening Ability apakah yang Sesuai de		Talk App
3. 1 J	Kalan Kewaranganny- du pada anunasi dom saya Menurut anda aspek Listening Ability apakah yang Sesuai de elaskan! 134 de Teo 961K un Formasi nga prutung dun	engan TED	
3. 1 J	Kalan Keuarangannya di pada anunasi dan saya Menurut anda aspek Listening Ability apakah yang Sesuai de elaskan!	engan TED	
3. 1 J	Kalan Kewaranganny- du pada anunasi dom saya Menurut anda aspek Listening Ability apakah yang Sesuai de elaskan! 134 de Teo 961K un Formasi nga prutung dun	engan TED	
3. 1 J	Kalan Kewaranganny- du pada anunasi dom saya Menurut anda aspek Listening Ability apakah yang Sesuai de elaskan! 134 de Teo 961K un Formasi nga prutung dun	engan TED	

I. Identitas Responden

Nama	1. 1.	Norasibun
Kelas	- 1	2g
NIM	:	2102020030

II. Keterangan Jawaban

S : Setuju SS : Sangat Setuju TS : Tidak Setuju STS : Sangat Tidak Setuju

No	Pernyataan	S	SS	TS	STS
1.	Apakah menurut anda listening comprehension adalah salah satu kompenen penting untuk meningkatkan kemampuan bahasa inggris?	~			
2.	Penggunaan video dalam media pembelajaran listening comprehension sangat bermanfaat?		V		
3	Menurut anda pembelajaran Listening baik dengan meggunakan TED Talk Video	~			
4.	Dengan menggunakan aplikasi TED Talk membuat anda lebih tertarik dan aktif berpartisipasi dalam proses pembelajaran Listening	~			
5.	TED Talk dapat menambah kosa kata baru untuk anda?	V			1
6.	Konten yang terdapat pada TED Talk menarik untuk anda	1			1
7.	Apakah menurut anda durasi video yang terdapat pada TED Talk begitu lama?		1	V	
3	Apakah dengan menggunakan Subtitle pada TED Talk berguna untuk anda memahami isi/ topik dari TED Talk tersebut?	~			
	Kecepatan berbicara yang terdapat pada TED Talk video memengaruhi anda untuk memahami isi/topiknya.			,	1

0.	TED Talk dapat meningkatkan listening comprehension Ability yang anda miliki.
N	V. Isilah pertanyaan dibawah ini berdasarkan pendapat anda.
1.	Menurut anda apakah kelebihan yang terdapat dari TED Talk Video selama proses pembelajaran Listening Ability?
	Menurut Saya kelebihan ya terdarpat dari Teo Tark video untuk Poses leubluaiarran Istening dapat membantu saya untuk lebih memahami banyak tasarkata baru dimana Ietap menggunakan subtite selain im Teo Tark video suga dapat membuar caya Iebih merhahami suam temberosaran dengan Penggunaan Inagrivasi rewat gambar.
2.	Menurut anda apakah Kekurangan dari TED Talk Video dalam proses pembelajaran Listening Ability?
	Frienrangannya adariah tadagng trikindara Masarah
	Janingain altau kualitas gambar.
3.	Menurut anda aspek Listening Ability apakah yang Sesuai dengan TED Talk App?
	Islashap
	Munumul soyal listening for momentum , main dea, Histail, making information
and the second	
1.0	

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## APPENDIX 8 TED TALK APP VIDEO

### TED TALK VIDEO PRETEST AND POST-TEST













# APPENDIX 9 DOCUMENTATIONS



Picture 1. Students' Pretest



Picture 2. Treatment 1



Picture 3. Treatment 2



Picture 4. Treatment 3



Picture 5. Treatment 4



Picture 6. Post-test



Picture 7. The researcher and students' taking a picture

