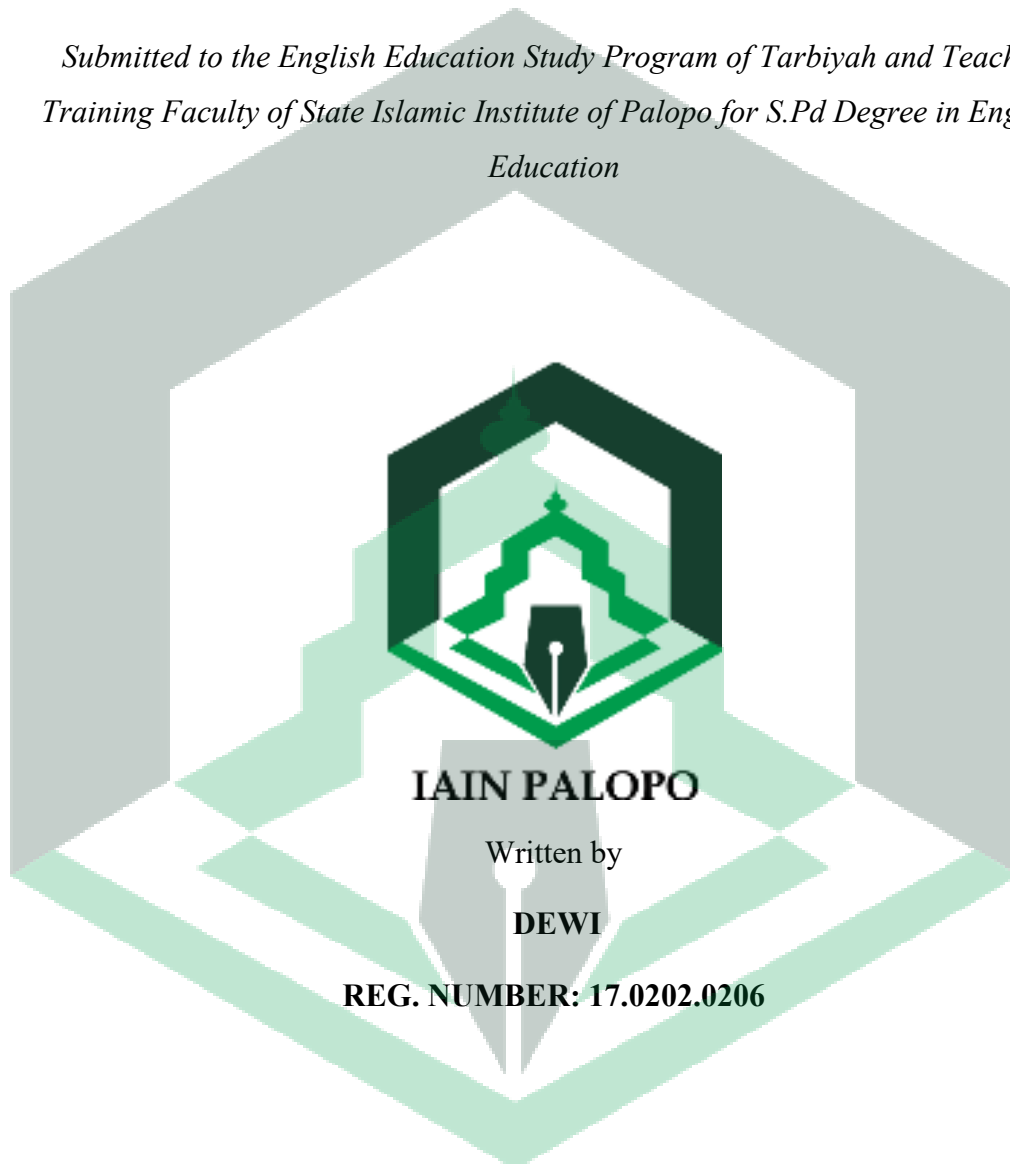


**THE USE OF WHATSAPP APPLICATION IN IMPROVING STUDENTS'
LISTENING SKILL DURING COVID-19 PANDEMIC AT SMK
KOMPUTER MADANI MALANGKE**

Thesis

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



IAIN PALOPO

Written by

DEWI

REG. NUMBER: 17.0202.0206

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

**THE USE OF WHATSAPP APPLICATION IN IMPROVING STUDENTS'
LISTENING SKILL DURING COVID-19 PANDEMIC AT SMK
KOMPUTER MADANI MALANGKE**

Thesis

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



IAIN PALOPO

DEWI

REG. NUMBER: 17.0202.0206

Supervisors:

- 1. Dewi Furwana, S.Pd.I., M.Pd**
- 2. Andi Tenrisanna Syam, S.Pd., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitled **"The Use Of WhatsApp Application In Improving Students Listening Skill During Covid-19 Pandemic At SMK Komputer Madani Malangke"** Which is Written by **Dewi**, Reg. Number. **17.0202.0206**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Thursday, 7th of April 2022 M**, coincided with **1st Saykhan 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Wednesday, 22nd April 2022

22nd Syakban 1443 H


COMMITTEE OF EXAMINATION


- | | | |
|--------------------------------------|---------------|---------|
| 1. Andi Tenrisanna Syam, S.Pd., M.Pd | Chairman | (.....) |
| 2. Amalia Yahya, S.E., M.Hum | Examiner I | (.....) |
| 3. Wahibah, S. Ag., M.Hum | Examiner II | (.....) |
| 4. Dewi Furwana, S.Pd.I., M.Pd | Consultant I | (.....) |
| 5. Andi Tenrisanna Syam, S.Pd., M.Pd | Consultant II | (.....) |

Approved by

The Rector of IAIN Palopo
The Dean of Tarbiyah and
Teaching Training Faculty

The Head of the Study Program
English Language Education


Dr. Nordin K., M.Pd
NIP. 19681231 199903 1 014


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

EXAMINER APPROVAL

Thesis Entitle : The use of Whatsapp Application in improving students
Listening skill during covid-19 Pandemic at SMK
Komputer Makiwi Mungke

Written By

Name : Dewi

Reg Numb : 1702020206

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be examined Munarasyah Thesis

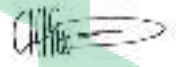
Palopo, 22 Maret 2022

Approved

Examiner I

Examiner II


Amelia Yuliva, S.Pd, M.Hum
NIP. 197710132005012008


Wahidloh, S.Ag., M.Hum
NIP. 196905042003122002

HALAMAN PERNYATAAN KEASLIAN

Saya yang bertandatangan di bawah ini:

Nama : Dewi
NIM : 17.0202.0206
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

menyatakan dengan sebenarnya bahwa:

1. Skripsi ini merupakan hasil karya saya sendiri, bukan plagiasi atau duplikat dari tulisan/karya orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri,
2. Seluruh bagian skripsi ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan dan kesalahan yang ada di dalamnya adalah tanggung jawab saya.

Bilamana di kemudian hari pernyataan ini tidak benar, maka saya bersedia menerima sanksi administrasi atas perbuatan tersebut dan gelar akademik yang saya peroleh karenanya dibatalkan.

Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo,

Yang membuat pernyataan,



Dewi

NIM. 17.0202.0206

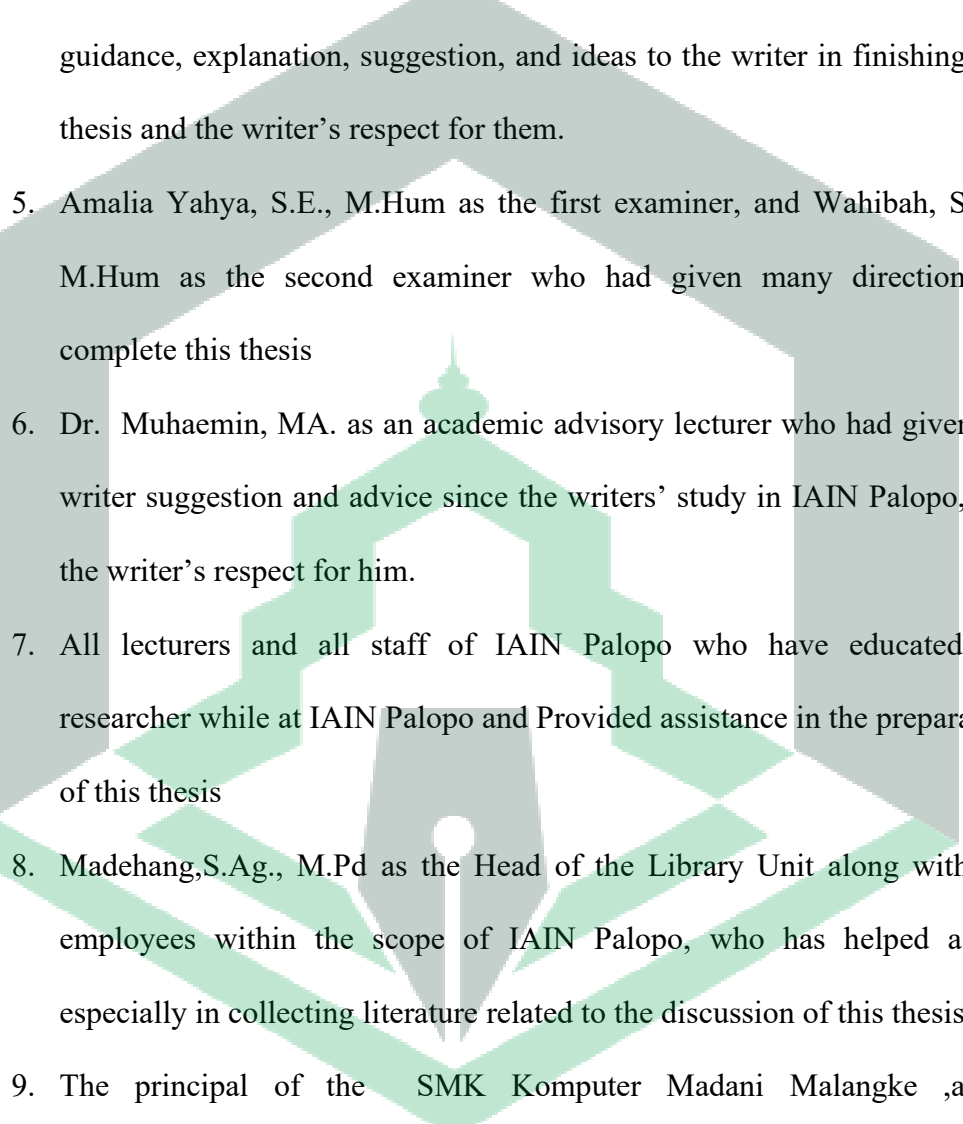
ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, Muhammad SAW peace be upon him. Alhamdulillah the writer expresses his gratitude to the almighty Allah SWT that has given the guidance, chance, and health: so the writer could finish the thesis entitled “The Use Of Whatsapp Application In Improving Students’ Listening Skill During Covid-19 Pandemic At Smk Komputer Madani Malangke”

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

1. Prof. Dr. Abdul Pirol, M.Ag as the rector of IAIN Palopo, the first, the second, and the third vice rectors, all of the lecturers and their assistances, and the employers of IAIN Palopo who have taught, educated, helped, advised, and guided the writer during her study in IAIN Palopo.
2. Dr. Nurdin Kaso., M.Pd as the dean of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo and the writer’s respect for him.

- 
- The background of the page features a large, light green watermark of the IAIN Palopo logo. The logo is a stylized geometric shape, possibly a hexagon or a house-like structure, with a central vertical element that resembles a minaret or a pen nib. The watermark is semi-transparent and covers a significant portion of the page.
3. Amalia Yahya, S.E., M.Hum as the chief of English education study program, always gives support and encourages how to be a good student.
 4. Dewi Furwana, S.Pd.I., M.Pd as the first consultant, and Andi Tenrisanna Syam, S.Pd., M.Pd as the second consultant who had given the writer guidance, explanation, suggestion, and ideas to the writer in finishing this thesis and the writer's respect for them.
 5. Amalia Yahya, S.E., M.Hum as the first examiner, and Wahibah, S.Ag. M.Hum as the second examiner who had given many directions to complete this thesis
 6. Dr. Muhaemin, MA. as an academic advisory lecturer who had given the writer suggestion and advice since the writers' study in IAIN Palopo, and the writer's respect for him.
 7. All lecturers and all staff of IAIN Palopo who have educated the researcher while at IAIN Palopo and Provided assistance in the preparation of this thesis
 8. Madehang, S.Ag., M.Pd as the Head of the Library Unit along with the employees within the scope of IAIN Palopo, who has helped a lot, especially in collecting literature related to the discussion of this thesis.
 9. The principal of the SMK Komputer Madani Malangke ,along headmaster, the teacher, and the staff that had guided and helped the writer in the research process.

10. All of the students of SMK Komputer Madani Malangke that had been participating and joining this research as the respondents so the research can be run well.

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

12. Thank you very much to my friends and to all of the BIG C 2017 family, and all of the writers' friends who cannot be mentioned one by one for their help and support.

The writer realized that this thesis would not be created without their participation. The writer hopes this thesis can give some value to the students, English teachers, and the readers. The writer admits that this thesis is not perfect so that the writer will accept suggestions from the readers to make it better. Finally, the writer dedicates this thesis, may ALLAH SWT bless us. Aamiin.

Palopo, 2022



Dewi
NIM: 17.0202.02

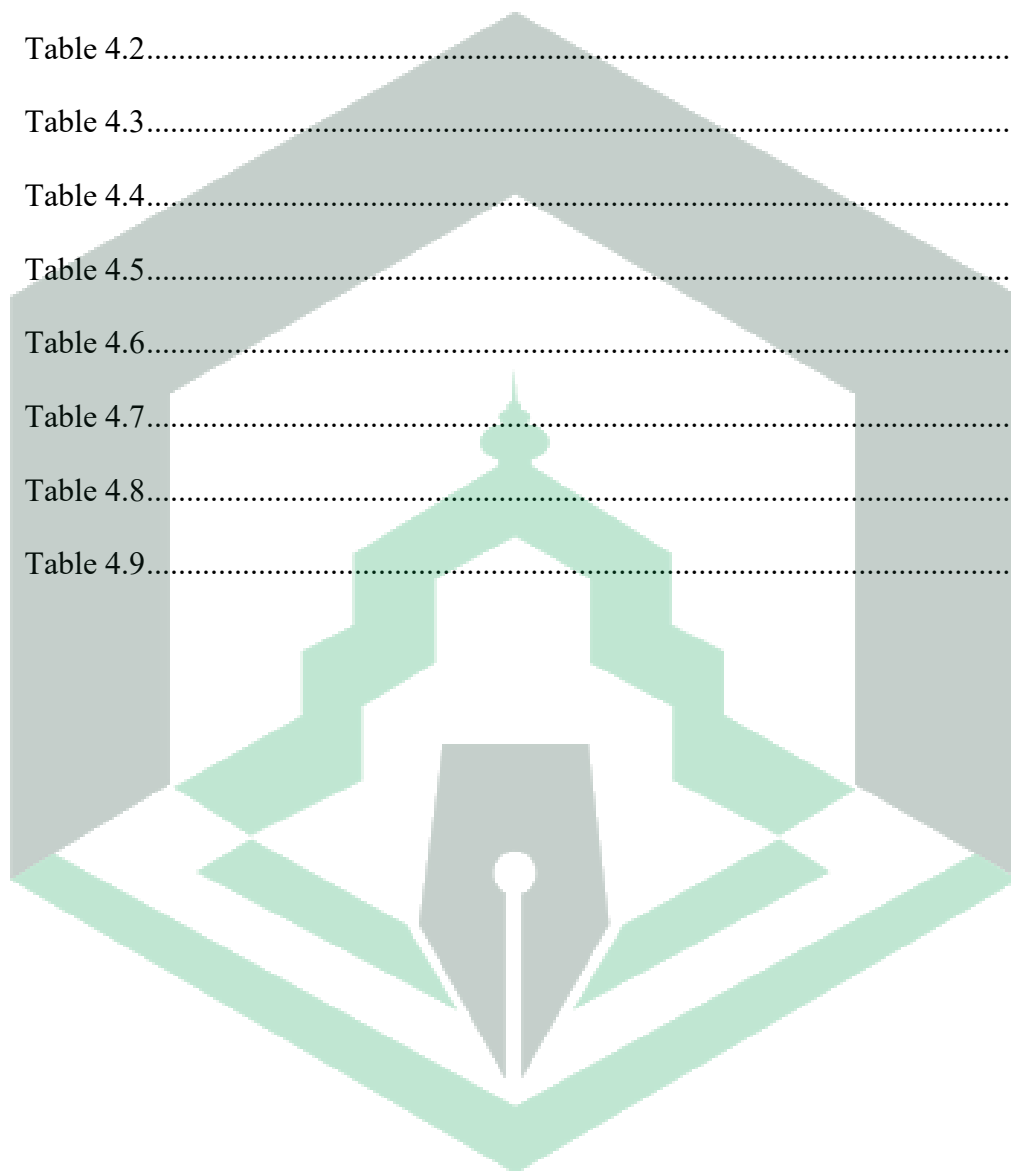
LIST OF CONTENT

TITLE PAGE.....	ii
NOTA DINAS PEMBIMBING.....	iii
HALAMAN PERNYATAAN KEASLIAN	v
ACKNOWLEDGEMENT	vi
LIST OF CONTENT	ix
LIST OF TABLE	xi
ABSTRACT.....	xii
CHAPTER I.....	1
INTRODUCTION	1
A. Background.....	1
B. Research Question	6
C. Objective of the Research	6
D. Significance of the Research.....	6
E. Scope of the Research.....	7
F. Definition of Term	11
CHAPTER II.....	8
REVIEW OF RELATED LITERATURE	8
A. Previous study	8
B. Some Pertinent Ideas	11
1. The Definition of Listening Skill.....	11
2. Listening Activity Type	13
3. Mobile Phone Technology	14
4. The Use of WhatsApp in English Language Teaching: Why?	18
5. The Use of WhatsApp in English Language Teaching: How?	19

C. Theoretical Framework	20
D. Hypothesis.....	22
CHAPTER III	23
RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. Population And Sample.....	24
C. Instrument of the Research.....	24
D. Procedure of Collecting Data	24
E. Technique of Data Analysis	27
CHAPTER IV	29
FINDINGS AND DISCUSSIONS.....	29
A. Findings.....	29
1. The Students' Score in Pretest	29
2. The Students' Score in Post test	32
B. Discussions.....	38
CHAPTER V	41
CONCLUSIONS AND SUGGESTIONS.....	41
A. Conclusion	41
B. Suggestions	41
BIBLIOGRAPHY.....	43
APPENDICES	46

LIST OF TABLE

Table 4.1.....	34
Table 4.2.....	36
Table 4.3.....	37
Table 4.4.....	38
Table 4.5.....	39
Table 4.6.....	40
Table 4.7.....	40
Table 4.8.....	41
Table 4.9.....	41



ABSTRACT

Dewi, 2021, “ *The Use Of Whatsapp Application In Improving Students Listening Skill During Covid-19 Pandemic At Smk Komputer Madani Malangke*”
English Language Education Study Program Tarbiyah And Teacher
Training Faculty state Islamic Institute of Palopo 2021, supervisor
by: Dewi Furwana and Andi Tenrisanna Syam

This Thesis attempt to find out whether or not the use of improve Whatsapp application at SMK Komputer Madani Malangke, The research questions: Does the use of Whatsapp application improve the listening skill of the eleventh-grade students at SMK Komputer Madani Malangke? This research used the experimental as a method where using pre-test, treatment, and post-test. The data was collected by using a listening test. The population was 14 students where the population of this research is the eleventh year students of SMK Komputer Madani Malangke and the researcher us ed total population sampling which was taken from the Class of 11 TKJ that consists of 14 students as the sample of the research. The researcher choosed one class and gave treatment to the students to help them to improve their listening skill. The result of this research, according to the result of the test. the researcher found that the Whatsapp application was effective as a media in the learning/teaching process to improve students' listening skills. The result of the post-test (68) and the pre-test (55). It indicated that using Whatsapp application could improve as learning/teaching media at SMK Komputer Madani Malangke.

Keywords: Listening Skill, Whatsapp Applicatio

CHAPTER I

INTRODUCTION

A. Background

Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. Listening is an important part and could not be ignored in learning a language.¹ Slamet (2009: 2) Listening is said to be a receptive language activity in a conversation activity with both hearing (audio) and visual (visual) media. Listening means paying attention to what people say or read (Moeliono in Slamet, 2009: 3). Through listening, people can master the conversation of phonemes, vocabulary, and sentences. The understanding of phonemes, words, and sentences are very helpful to someone in speaking, reading, or writing. Instructions for learning to speak, read, and write are always delivered in a spoken language. This means that listening activities really support other language skills (Kundharu and Slamet, 2012: 13). Russell & Russell in Tarigan (2008: 30) argue that listening is listening with full understanding and attention and appreciation. Listening is an activity that we listen to what the speaker says, so we can understand and can respond to it. Listening is the first step of learning the language. The child who learns to speak

¹ J. Oliver, "Kemampuan Mendengar," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99, http://eprints.walisongo.ac.id/4104/3/133911146_bab2.pdf.

will listen to the words first, so they can pronounce that words. We know as well that people begin learning a language with listen to the sound and from that they will try to follow and imitate it.²

Based on the opinions of the experts above, it can be concluded that listening is an activity that is carried out intentionally or planned and requires attention by the listener, in order to really understand the content and objectives conveyed by the speaker.³

Learning listening skills is very important. In communicating verbally, we are indeed required to understand in advance what the other person is saying. Thus, you can respond properly and correctly. In general, this language learning activity is not just listening to people conversing in English. More than that, it is required to understand the topics and ideas being discussed. Listening is a process to understand something that we hear. How often we hear, it will help us to understand fast⁴. Mostly, people learn English starting with learning reading skills (reading), then continuing with writing (writing), only after that listening and speaking (speaking). As it turns out, this sequence is actually not very precise. As with natural human communication skills, we should learn listening first. After being able to listen and listen well, we can imitate and speak (speaking). Then, it was continued by studying written communication, namely reading and writing. Learning to listen to English is not only important but also very crucial. This skill

² Hariswan Putera Jaya, "What Should Be Done When Listening Comprehension Is Difficult?" 9, no. 17 (2018): 37–42, <https://doi.org/10.2991/ice-17.2018.16>.

³ Upaya meningkatkan kemampuan., M Rizki Siregar, FKIP, UMP, 2014

⁴ Jurnal Ilmiah et al., "THE EFFECT OF WATCHING ENGLISH MOVIE TO IMPROVE STUDENTS' LISTENING SKILL Maydina Putri 1 , Juwita Boneka Sinaga 2" 11, no. 1 (2020): 110–17.

is considered the most difficult to learn. Moreover, if you pay attention, various kinds of tests and exams with listening skill as one of the segments also tend to be limited by time. Conversations on tape are often repeated only twice or not at all. Especially if we want to have a better future with good English skills, then, like it or not, we must learn to listen well and then practice it in daily life. Nowadays, many media can be used for learning, one of which is the Whatsapp application.

WhatsApp is an instant and cross-platform messaging application on smartphones that allows users to send and receive messages such as SMS without using pulses but an internet connection. WhatsApp Inc was founded on February 24, 2009, in Mountain View, California, the United States by Brian Acton and Jan Koum who used to work as Yahoo! employees. With WhatsApp, we can send messages with other users both text, audio, document files, photos, and videos. Nowadays, it is not uncommon for people to use WhatsApp as a medium for learning such as courses/lessons (either in group chats or personal chats), seminars, and online workshops.

Sharing course material (using the Forward feature) WhatsApp has a feature that can save documents in the form of PDF, Microsoft Word, Excel, and PowerPoint. Therefore, when using WhatsApp, sharing documents with the above format/form is much easier. Besides, being able to be used to store documents in the form or format above, WhatsApp can also forward messages, making it easier if students want to share with other friends. An example of its application is when a student thinks of material that has been summarized or recorded at school. If there are friends who need it because the notes are incomplete, they can be shared

with other friends using the forward feature. The use of WhatsApp as a student's digital literacy media includes three things, namely

1. Sharing subject matter on WhatsApp, the forward feature makes it easy to send or continue to other friends without having to open the file manager on the cellphone,
2. Besides, Parallel Learning (PJJ), another feature of WhatsApp is being able to send voice notes or recorders. Voice recorders can be used by students to express their opinions. If there is a speaking skill test, students can use the voice notes feature,
3. WhatsApp Story is a medium for sharing and listening to students outside the chat group owned by students. Share photos, videos, or website links that may not be known to many people, so that if other students see the status, they can comment⁵.

Fauzi&Angkasawati (2019) found that the use of listening logs via WhatsApp on the listening comprehension of EFL students at the Department of English Education University of Palangka Raya concluded that the practice of listening through listening logs on WhatsApp provided a significant improvement in listening comprehension for EFL students using the test nonparametric Wilcoxon signed-ranks with statistical analysis of two related samples to determine the significance.⁶

⁵Sahidillah wildan muhammad, prarasto miftahurizqi, *Varia pendidikan*, Vol. 31, No. 1, Juni 2019:52-57

⁶Fauzi iwan, putri angkasa wati, *JOALL (Journal of Applied Linguistics and Literature)* 4 (1), 13-26, 2019

Sulisetyowati (2019) found that the use of 'WhatsApp' as a medium to develop listening skills for a group of 26 high school students. The results showed that students' English listening comprehension skills improved significantly after learning with MP3 uploaded in the 'WhatsApp' group called 'Fun in English'. Student scores increased after being given learning activities through 'WhatsApp' group exercises. Thus, the learning model is ensured to be effective ⁷

In this research, the writer raised the topic of a Short Story. Researchers will send learning materials through the WhatsApp feature, namely Voice Notes or Audio files.

Based on Pre-observation in SMK Komputer Madani Malangke, students often encounter several problems. The problem are often found in their mother tongue which causes them to have difficulty using a foreign language. it means they are not used to the new language because the language they were born with is their local language. Another reason is the lack of motivation to learn because the learning atmosphere is boring. lack of motivation and a boring learning atmosphere because the teacher often explains the material quickly. 65% of students had difficulty when the speaker delivered the material and had difficulty listening to the teacher's explanation. That's what researchers found from eleventh-grade students majoring in computer engineering at SMK Computer Madani Malangke.

⁷Yulisetiawati, Jurnal of Physics: Conf. Series 1179 (2019) 01205210 P Publishingdoi

Based on the above background, the research entitled The Effectiveness of WhatsApp Application to Improve Students' Listening Skill during the Covid-19 Pandemic.

B. Research Question

Based on the explanation in the background, the writer would like to formulate a research question as follows: "Does the use of Whatsapp application improve the listening skill of the eleventh-grade students of computer engineering department of SMK Komputer Madani Malangke?"

C. Objective of the Research

The objective of the research is to find out of this whether or not the use of Whatsapp improve the listening skill of the eleventh-grade students of computer engineering department of SMK Computer Madani Malangke.

D. Significance of the Research

There are two kinds of the significance of the research namely:

1. Theoretically

This research will be useful for the development of English language teaching..

2. Practically

In this research, there are several benefits:

- This research will be useful for English teachers in their role as facilitators in learning. the teacher will easily provide material via whatsapp during the covid-19 period.
- Students will be able to more easily communicate with teachers and understand English learning materials by using the Whatsapp application in listening learning during the covid-19 period at the SMK Komputer Madani Malangke.
- The results of this research, this research will be useful information for English language learners as foreigners in general. The results of this research will be useful for providing contributions and solutions for English language learners, especially students at SMK Komputer Madani Malangke in improving their skill in English, especially in listening.

E. Scope of the Research

The subjects involved in this study were students of SMK Komputer Madani Malangke to improve listening comprehension in short stories using the Whatsapp application. This study will focus on knowing the skills of students listening to the short stories "Mark Zuckerberg: The Social Revolutionist" and "Facebook" through the voice note feature or audio file on the WhatsApp application using skills, listening for detail and listening for main ideas during the Covid-19 pandemic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

In this research, the writer found the research closely related to this research, they are:

Lestari conducted research entitled “The Use of Youtube Vlog to Improve The Students’ Listening Skill of MTs Samarinda” The background of the research is students have less motivation in learning English and some students feel difficulty in understanding vocabularies that were pronounced. As a result, they did not know the word and its meaning. It happens because they couldn’t hear the articulation of the word clearly. The objective of this research is to find out if YouTube vlog can improve students’ listening skill of eighth grade at MTs DDI Tani Aman Loa Janan. The design of this research was Classroom Action Research (CAR) which researcher following Kemmis and McTaggart action research procedures. The subject of this research was students of VIIIB at MTs DDI Tani Aman were about 29 students. The instrument of this research is observation checklist, test, and field note. The result of this research indicates that there was an improvement of the students’ listening skill. Most of the students gradually gained good scores in the second cycle. The score of the Minimum Mastery Criterion (KKM) of the English lesson was 75.00. In the preliminary study, there were 2 students or 7.69% students who passed the KKM and the mean score of the preliminary study was 28.51. Next, the result of the first cycle showed that there were 9 students, or 31.03% students who passed the KKM considering their mean score of the test gained 145.47%. next, the

result of the second cycle shows that there were 27 students, or 96.42% students who passed the KKM which their mean scores derived 88.21 and gained 209.40% of improvement. So, the final result is found that more than 75% of students with the individual scores in listening skill passed the KKM.⁸

The research conducted by La Hanisi entitled “The use of WhatsApp in collaborative learning to improve English teaching and learning process” Students are inseparable by their mobile phones. They do many things on the phone such as texting, uploading and downloading pictures and videos, reading the flash news, or just browsing. However, the rapid growth of mobile phone technology sometimes distracts them from their learning activities in class. They don't put their focus much on the lesson because of the attention to their mobile phone. Thus makes teachers should be creative enough to find an alternative way to anticipate this phenomenon. Collaborative learning using collaborative tools tend to be applied due to its activities combine collaboration of students and the use of mobile phone application. This article attempts to study the use of WhatsApp in English language classrooms to optimize the function of the mobile phone for students' learning process. Supported activities in four language skills are presented to give the teacher choice of English teaching. It can be said that the integration of Whatsapp into their education will be easy, fun, and useful.

⁸ Julianti amalia lestari, Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran 6 (1), 35-45, 2019

Students get positive feelings and intentions regarding the possible use of Whatsapp in their formal learning.⁹

The research conducted by Wawan Herry Setyawan (2019) has researched with the title “ The Effect of an Android-Based Application on T-Mobile Learning to Improve Students’ Listening Competence.” Based on the research, the writer said using mobile Applications has many advantages. By using the mobile application the students can be designed their learning according to what they need¹⁰

Based on the research findings in this Research, it can be concluded that the implementation of the application in teaching listening can improve students' listening skill. This increase is evidenced by the achievement of students' scores on the listening test.

The similarity of this research with the previous research above is the use of applications as a learning process. As for the difference in this study the researchers used the Whatsapp application. Researchers use this application because the application has various features to support the learning process.

⁹ Risdiany reni, dwi utami yunita, sulisworo dwi International Journal of Research Studies in Educational Technology 2018 Volume 7 Number 1, 29-35

¹⁰ Wawan Herry Setyawan et al., “The Effect of an Android-Based Application on T-Mobile Learning Model to Improve Students’ Listening Competence,” Journal of Physics: Conference Series 1175, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1175/1/012217>.

B. Definition of Term

This research would like to put forward some definition as follow:

- 1) WhatsApp is an instant messenger technology in the form of SMS with the help of internet data more attractive features such as voice notes, students are expected to be able to understand the distance learning process using Whatsapp.
- 2) Listening comprehension is the skill of students to understand what they have heard.
- 3) Listening distance due to the Covid-19 pandemic students are expected to continue to understand the lesson.

C. Some Pertinent Ideas

1. The Definition of Listening Skill

Listening has been defined by many researchers. Chastain (1971) defined listening as the skill to understand native speaker at normal speed. Listening practice have some benefits in language learning. First, listening provides students with an example of proper English pronunciation.¹¹ Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. According to Postovsky (1975), listening differs in meaning from sound

¹¹ Dewi Furwana & Andi Tenrisanna Syam. "Listening is hard:" the ADDIE Model on the Development of English Listening Worksheets. *Language Circle: Journal of Language and Literature*, 2021 16(1). doi: <https://doi.org/10.15294/lc.v16i1.30355>

discrimination to aural comprehension. Goss (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. Bowen, Madsen, and Hilferty (1985) demonstrated that listening is understanding the oral language. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular ways on particular occasions, and not simply to understand the word themselves¹². Listening is a process to understand something that we hear. How often we hear, it will help us to understand fast Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message¹³. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. According to Purdy (1997), listening is the process of receiving, making meaning from, and answering spoken and/or nonverbal messages. Rost (2002) defined listening as a complex process of interpretation in which listeners match what they hear with what they already know. According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Jafari and Hashim (2015) emphasized that

¹² Darmawati, "Improving Listening Skill by Watching Movie at the Tenth Year Students of SMKN 1 Palopo, (The State Collage for Islamic Studies STAIN Palopo,2008),p.1

¹³ jurnal Ilmiah et al., "The Effect Of Watching English Movie To Improve Students' Listening Skill Maydina Putri 1 , Juwita Boneka Sinaga 2" 11, no. 1 (2020): 110–17

listening is a channel for comprehensible input and more than 50 percent of the time learners spend learning a foreign language is devoted to listening.¹⁴

2. Listening Activity Type

Listening comprehension involves more than understanding the vocabulary and expressions used. Students should also be able to understand the speaker's accent and grasp the speaker's intent and purpose. we must also listen with purpose. so when we plan listening activities, make sure the goals are clear.

a. Listening for the Main Idea

The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student.

b. Listening for Detail

Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information they may need like hours, dates, names, etc.

c. Listening for a Sequence

Quite often, students receive instructions in English, information they will need to act on or orders they will need to follow. It is vital that they get the

¹⁴Gilakjani hosein abbas pour, sabouri narjes banou, English language teaching vol.9. no.6; 2016

order right, that they understand the sequence correctly and what each step entails.

d. Listening for Cultural Interest

With a carefully selected listening activity, you also have the opportunity to teach students about a special holiday or tradition that is popular with another culture. The purpose is to expose the class to this cultural aspect through a listening activity.

e. Listening for Attitude and Opinions

Sometimes students have to listen for what someone is really saying, not what they're literally saying, but what they actually mean. Attitudes, opinions and feelings can all be conveyed in varying degrees from strong disagreement to mild criticism. Advanced students should be able to discern different attitudes and positions, as well as identify how the speaker feels.

f. Listening for Functional Language

Very often, we teach functional language in the ESL classroom, expressions students can use to accept/decline invitations, give suggestions, give advice, etc. The purpose is to show students how these expressions are used in a conversation

3. Mobile Phone Technology

The mobile technology is categorized as Mobile-Assisted Language Learning (MALL) that can be used by students and teachers for teaching and

learning the English language. “Mobile Assisted Language Learning (MALL) has emerged as a potential tool in the instruction of English as a foreign language” (Taj et. al, 2016, p. 76). MALL is an approach of learning that is able to improve the learning experiences through mobile phones and tablet computers (Lindaman & Nolan, 2015). Mobile phone technology is the potential to deliver high-quality multimedia stored on internal drives or removable memory cards or that can be accessed over wireless and telecommunication networks (Pim, 2013). Mobile phone technology can help students and teachers easier in teaching and learning English language. It is because mobile learning does not depend on time or place that is in the extremely efficient use of the available time (Fattah, 2015). The type of mobile phone that can be utilized for teaching the English language is a smartphone. Now, because of all of the extra voice and data services that they offer, a mobile phone is called a smartphone¹⁵. The smartphone will allow interaction with people, via voice and through the exchange of written messages, still, and moving images (Aamri & Suleiman, 2011). Nowadays, technology plays an important role in education¹⁶. The smartphone can be connected to the internet through communication provider networks and Wi-Fi. Mobile phones with internet connectivity can search thousands of web pages (Nalliveettil & Alenazi, 2016). Besides the web pages, students and teachers can also access the

¹⁵ Mobile Phone,” 20 agust, 2020, <https://www.techopedia.com/definition/2955/mobile-phone>.

¹⁶ Duangloy, M., & Thumawongsa, N. The Application of a Mobile App to Improve Listening Skill. In *ICES 2018: The 1st International Conference on English Studies Organizing Committee* (p. 193).

social media application that is WhatsApp. It is categorized as messaging app social media¹⁷.

a. The Definition of WhatsApp Application

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that we usually use on old cellphones. But WhatsApp does not use credit, but internet data so its use requires an internet connection to be able to connect online. This application does not have a limit on the length of the characters used as long as the internet quota is adequate. WhatsApp was created in early 2009 by Ian Koum a Ukrainian immigrant living in Mountain View, California. Ian Koum has a desire to provide smartphone users with an instant way to share statuses like "I am busy" or "At the gym" with their community. This is why this app is called WhatsApp. The name of this application was chosen because it sounded like "what's up" which means "what about what". This application was initially only used to communicate with the contact list stored on the smartphone directly that was already affiliated in the google application.

WhatsApp was first launched on the iPhone and was only used by iPhone users. Then Apple introduced "push" notifications on iOS in June 2009. Seeing this, Koum took advantage of the new feature to be installed in the WhatsApp application with the aim that everyone who was registered on his cellphone contacted when sending a status, he would get an alert. So slowly many people are

¹⁷Triana safitri, melati, International Seminar and Annual Meeting BKS-PTN Wilayah Barat 1 (1), 2019

starting to use this application as a voice messaging service (Voice Messaging Service) and status updates. WhatsApp is not the first as a messaging service platform and that uses the user's phone number to log in, unlike applications on Skype or Gtalk where the user registers using an account. Likewise with BlackBerry Messenger (BBM) also does the same thing but is limited to BlackBerry devices. Since the beginning of 2009 WhatsApp began to be used comprehensively so that it became a giant social application by expanding to Android applications, BlackBerry, and other platforms also continuing to add new features to excel. Using WhatsApp as a learning medium, lecturers and students can upload lecture materials, present and discuss them. Then, students can share subject matter (using the Forward feature). WhatsApp has a feature that can save documents in pdf, Microsoft word, excel, and powerPoint forms. Therefore, using WhatsApp to share documents with the above format/form is much easier. Besides being able to be used to store documents with the above form or format, WhatsApp can also forward messages, making it easier if students want to share with other friends. An example of its application is when student group members have group assignments to make human and civilization material in the ISBD course that has been summarized or recorded when the lecturer has finished explaining, if there are group members who need it because the notes are not complete, they can be shared with other friends using the forward feature. . The forward feature makes it easy to send or continue to other friends, without having to open the file manager on the smartphone¹⁸

¹⁸Komang, astini sunini, Jayapungus press ISSN 2615-0913 E Vol. 3 No.2 (2020)

4. The Use of WhatsApp in English Language Teaching: Why?

These researches have proved that WhatsApp is one of the best ICT tools for teaching the English language. The first researcher was done by Ramakrisnan (2017) entitled use of WhatsApp for English language proficiency among B.Ed Trainees. The study was involved among 200 B.Ed. trainers in Madurai district. The result revealed that there was a development of the English language proficiency for B.Ed students as expected by the writer. The second research was conducted by Kheryadi (2017). He conducted his research by implementing WhatsApp as a media of English language teaching by distributing some questions to the subject of his research. The result revealed that the students felt confident, independent, enthusiastic, and had a positive attitude to learn English using the application. The third research was conducted by Justina (2016). She used WhatsApp to enhance her reading and writing skills at the undergraduate college level in Osmania University India.

The result of her research shows that the use of WhatsApp is highly essential for language teachers to identify what their learners enjoy doing and utilize it to engage them in language development, especially reading and writing which slow learners find difficult when done in a conventional way. The fourth researcher was done by Sayan (2016) entitled Affecting higher students learning activity by using WhatsApp. The result shows that WhatsApp use for the improvement of achievement of the course goals had significant support of the teacher candidates. The last research was done by Fattah and Said (2015) entitled the effectiveness of using WhatsApp Messenger is one of the mobile learning

techniques to develop students writing skills. The result shows that WhatsApp can give significant effects on students' writing skills in the English department at private universities in Saudi Arabia. Based on the explanation above about WhatsApp and its advantages based on the researches have been done by some English teachers in several countries in the world, so that WhatsApp is a very effective tool for teaching the English language. This application is interesting because it has several features that can allow the users to send, chat, speak, write, and share many things in the chat room easily. Then, WhatsApp has interesting emoticons to represent the users feeling in chatting. The last is WhatsApp is easy to be accessed by students anytime and anywhere¹⁹.

5. The Use of WhatsApp in English Language Teaching: How?

a. Create a WhatsApp group.

The teacher asks questions and saves the student's WhatsApp number in the internal phone memory. After that, the teacher creates a group based on the class WhatsApp group.

b. Set the rules

Teachers should make an agreement with their students about the role of using WhatsApp. This includes language students must be polite. Then, they may want to add their own rules about whether students are allowed to send private messages to teachers outside the group, what information should and shouldn't be shared in groups, such as jokes, and informal chat in English or not.

¹⁹Triana safitri, melati, International Seminar and Annual Meeting BKS-PTN Wilayah Barat 1 (1), 2019

c. Provide materials to students

The teacher gives material to students about a short stories, and the teacher will explain the material via voice notes or send audio files.

d. Assign tasks

After giving the material, the teacher will give an assignment regarding the short story. Students are asked to provide feedback on the material they have listened to before

D. Theoretical Framework

Listening is one of the most important skills we can have. How well we listen has a major impact on your job effectiveness, We know as well that people begin learning a language with listen to the sound and from that they will try to follow and imitate it ²⁰ and on the quality of our relationships with others because we listen to obtain information, we listen to understand, we listen for enjoyment, and we listen to learn.

Listening is the skill to accurately receive messages in the communication process. Listening is key to all effective communication, without the skill to listen effectively messages are easily misunderstood-communication breaks down and the sender of the messages can easily become frustrated or irritated.

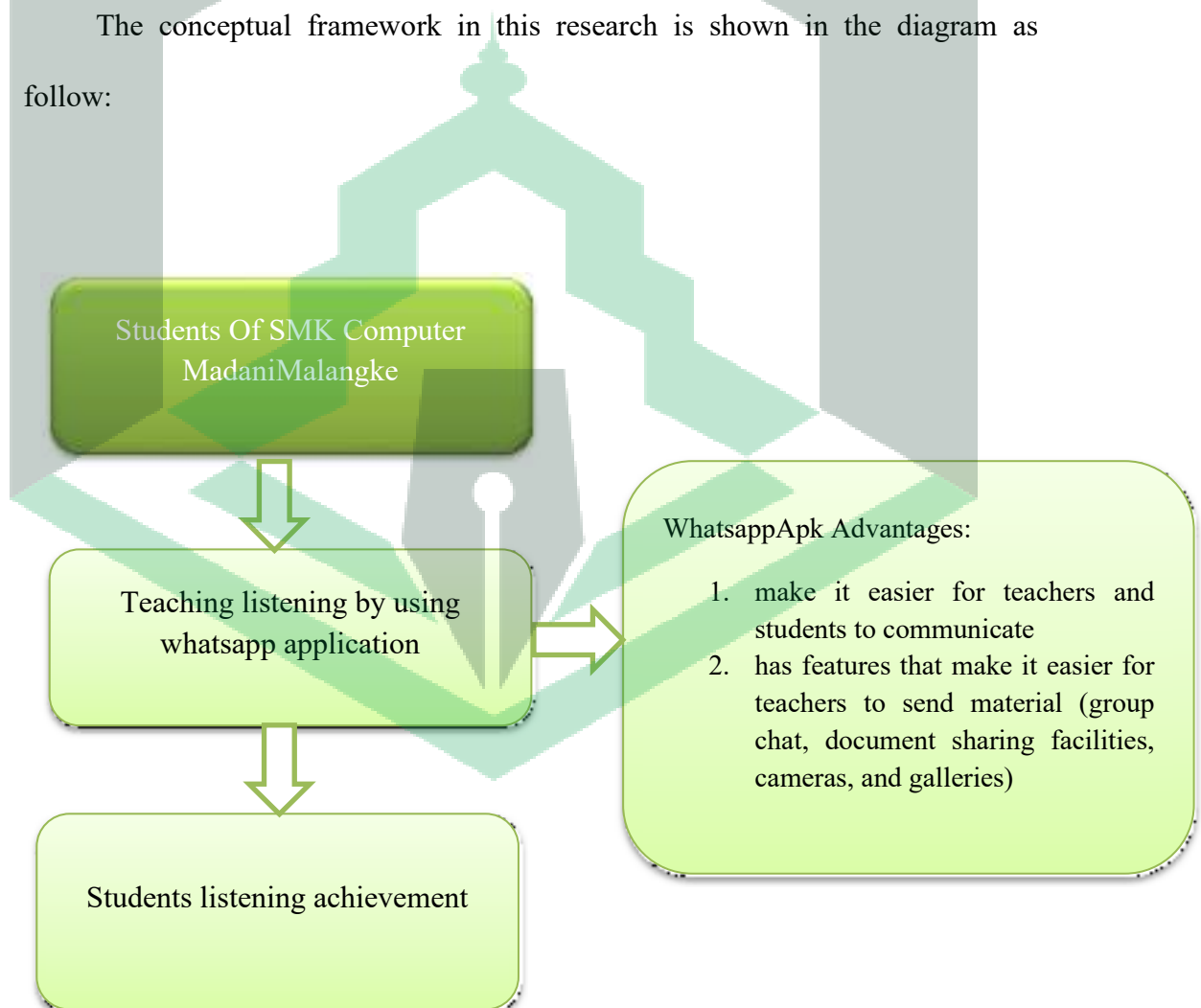
Media is all something which the sense the function as medium or instrument of the communication process of English teaching process. NEA

²⁰ Hariswan Putera Jaya, "What Should Be Done When Listening Comprehension Is Difficult?" 9, no. 17 (2018): 37–42, <https://doi.org/10.2991/ice-17.2018.16>

(National Education Association) stated the media is the matter of manipulated which sad seen, heard, read, and speech, then the instrument of used with fine into the language teaching process so it can influence the effective of instructional program. AECT (Association for education and communication technology) defines media is all the form of utilized to process of information channeling.²¹

Based on the statement above the focus of this research is the use of WhatsApp application to improve student listening skill during Covid 19 pandemic.

The conceptual framework in this research is shown in the diagram as follow:



²¹Rohani, ahmad, media instructional Education, (Jakarta:PT, Rineka Cipta, 1997), p. 3

E. Hypothesis

The null hypothesis (H_0): the use of WhatsApp application does not improve the students' listening skill significantly

The alternative hypothesis (H_1): the use of WhatsApp application improves the students' listening skill significantly



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher could like to collect, process, analyze data to obtain research conclusion. In this research experimental design was used with one group, pretest and posttest to be used. Pre-test is a test given to students before being given treatment. Post-test was given to students after being given treatment to determine student achievement.

This research was conducted pre-test, treatment, and post-test that is describe as follow:

$O_1 X O_2$

Where :

Pattern : Experiment

O_1 : Pre-Test

X : Treatment

O_2 : Post-Test

The design above mean the teacher gives a pretest, then gives a post test after teaching several times using listening skill through the WhatsApp application.

B. Population And Sample

1. Population

The population of this research was the 11th-grade students of computer engineering at SMK Komputer Madani Malangke. There is only 1 class. The total of the population was 14 students; 9 female and 5 male.

2. Sample

The researcher used the total sampling technique to choose the sample. This sampling technique was chosen because the number of students is small.

C. Instrument of the Research

The data were collected through tests. The test was in the form of a voice message through the WhatsApp application in the form of an objective test. The exam is arranged according to the material provided. There were 20 questions.

D. Procedure of Collecting Data

1. Pre-test

In the pre-test the researcher was given a short story. To collect data from this research sample, the researcher gave short stories through

the audio file feature on WhatsApp and asked students to listen and answer multiple choice questions consisting of 20 questions.

2. Treatment

After giving the pre-test to the students, the researcher gave the treatment. This research conducted treatment for the fourth meeting. Researchers used two skill namely, Listening for the Main Idea and listening for details . The steps are as follows:

1. The researcher introduces the topic to students through the whatsapp group and the researcher provides a list of vocabulary contained in the short story about "Mark Zuckerberg: The Social Revolutionist"

- Researcher provide short stories about "Mark Zuckerberg: the social revolutionist" through audio files. After that the researcher divided the students into 4 groups.
- Students are given 10 minutes to listen to audio.
- After the students listen to the audio, The researcher give the students some questions:

- *What application was created by Mark Zuckerberg?*
- *what is mark zuckerberg's father's name?*
- *where did mark zuckerberg study?*

- The researcher gave different questions to each group through voice notes.

- *why did zuckerberg drop out of harvard?*
- *what is the controversy surrounding Facebook?*
- *what year did Facebook have 1 million members?*
- *Where was Mark Zuckerberg born?*

- Each group can submit answers via text/voice notes,
- then the researcher check the students answer.

2. The researcher provides a vocabulary list on the topic "Facebook" through the whatsapp group, and provides material about "Facebook" through audio files.

- Students are given 10 minutes to listen to the short story.

- After the students listen to the audio, The researcher give the students some questions:

- *In what year did social networks first appear?*
- *what is the name of the first popular social networking site in the United States?*

- The researcher gives different questions to each group member through voice notes

- *who originally created facebook?*
- *when was Facebook created?*
- *what does a new facebook user need to create an Account?*
- *what was the first major social networking website?*
- *facebook is an example of?*
- *What are the latest social changes taking place in America and the world?*
- *before personal computers and the advent of the world wide web, what did people do before?*
- *how long does it take to develop social networks?*
- *what are the advantages of MySpace?*
- *Before it was developed, was the Facebook social network as easy as it is now?*
- *is the facebook website always the same?*
- *what are the conditions that must be had so that we can be added to facebook friendship?*
- *what is added regularly on facebook?*

- students are asked to submit answers via private chat
- The researcher gives the correct answer and then discusses with the students

3. Post-test

Post test was given to students after being given treatment.

Students listen to stories through the audio file feature on WhatsApp. This post-test was administered within 60 minutes. Post-test was conducted to

determine the students' listening skill. In the post-test, the writer gave multiple choice questions consisting of 20 questions.

E. Technique of Data Analysis

The data collected through the pre-test and post-test were analyzed with the following steps:

1. The students got 1 point for each correct answer and 0 points for incorrect answers. The writer calculated the students' score by using the following formula:

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

2. The researcher classified the students' score:

Excellent : 96 – 100

Very good : 86 – 95

Good : 76 – 85

Fairly good : 66 – 75

Fairly poor : 56 – 65

Poor : 36 – 55

Very poor : 0 – 35²²

3. The researcher calculated the average score, standard deviation and t-test value by using the SPSS program version.

²² Suharsimi Arikunto, *prosedur Penelitian: Suatu PendekatanPraktis*, (Jakarta: Rineka Cipt, 1998), P.185.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The result of this research shows of the data which has been analyzed and tabulated statistically. It comprised of students' scores from pre-test and post-test, classification of students' scores from pre-test and post-test, the mean score and standard deviation of the students' score in pre and post-test.

1. The Students' Score in Pretest

In this point, the researcher tabulated the students' listening scores that they got in their pretest and the rate percentage of pretest scores of students. The writer calculated the students' mean score and standard deviation.

Table 4.1
The result of students' scores in pre-test

No	Sample	Correct Answer	Score
1	R1	12	60
2	R2	10	50
3	R3	12	60
4	R4	8	40
5	R5	12	60
6	R6	14	70

7	R7	12	60
8	R8	10	50
9	R9	10	50
10	R10	14	70
11	R11	8	40
12	R12	12	60
13	R13	10	50
14	R14	12	60
TOTAL			780
Mean Score			55

The table above shows the students' scores, that from 14 students, no one student got a score between 0 – 35. Six students got a score among 36 – 55. Six students got a score among 56 – 65. Two Students got a score among 66 – 75. No one Student got a score among 76 – 85. No one student got a score between 86 – 95 and a score among 96 – 100.

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

Table 4.2

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score	14	40	70	780	55.00	9.405
Valid N (listwise)	14					

As the table shows that the highest score that students get is 70, the lowest score is 40. The table also indicates the mean score of the students' score in pre-test is 55. Besides that, the standard deviation is 9.405. After calculating the result of the students' score in the pre-test, the rate percentage of the students' score was presented in the following table:

Table 4.3
The rating percentage of students' scores in pre-test

No	Classification	Score	Rating	Pre-test	
				Frequency	Percentage
1	Excellent	96 – 100	7	0	0%
2	Very Good	86 – 95	6	0	0%
3	Good	76 – 85	5	0	0%
4	Fairly Good	66 – 75	4	2	14%
5	Fairly Poor	56 – 65	3	6	43%

6	Poor	36 – 55	2	6	43%
7	Very Poor	0 – 35	1	0	0%
Total				14	100%

The table above shows the rate percentage of the students' score that 0 (0%) out of 14 students were in very poor classification, 6(43%) students were in poor classification, 6 (43%) students were in fairly poor classification, there were 2(14%) were in fairly good classification, 0(0%) students were in good classification, 0 (0%) out of 14 students were in very good and excellent classification.

In this point, the researcher tabulated the students' listening scores that they got in their posttest and the rate percentage of posttest scores of students. The writer calculated the students' mean score and standard deviation.

2. The Students' Score in Post test

Table 4.4

The result of students' scores in post-test

No	Sample	Correct Answer	Score
1	R1	14	70
2	R2	12	70
3	R3	14	60
4	R4	12	60
5	R5	14	70

6	R6	14	70
7	R7	14	70
8	R8	12	60
9	R9	16	80
10	R10	14	70
11	R11	12	60
12	R12	14	70
13	R13	12	60
14	R14	16	80
TOTAL			950
MEAN SCORE			68

The table above shows the students' scores, that from 14 students, no one student got a score between 0 – 35 and 36 – 55. five students got a score among 56 – 65. seven students got a score among 66 – 75. two student got a score among 76 – 85, no one student got a score between 86 – 95 and 96 – 100. The mean score of the students' score was 68.

For looking at the mean and standard deviation of the students' scores in post-test, the writer used SPSS to calculate them. The descriptive statistics table is as follows:

Table 4.5**The mean score and the standard deviation of the students' post test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score	14	60	780	950	67.86	6.993
Valid N (listwise)	14					

The table above shows that the highest score that students get is 80, the lowest score is 60. The table also indicates the mean score of the students' score in post-test is 68. Besides that, the standard deviation is 6.993. After calculating the result of the students' score in the pre-test, the rate percentage of the students were presented in the following table:

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

No	Classification	Score	Rating	Pre-test	
				Frequency	Percentage
1	Excellent	96 – 100	7	0	0%
2	Very Good	86 – 95	6	0	0%
3	Good	76 – 85	5	2	14%
4	Fairly Good	66 – 75	4	7	50%
5	Fairly Poor	56 – 65	3	5	36%
6	Poor	36 – 55	2	0	0%

7	Very Poor	0 – 35	1	0	0%
Total				14	100%

The table above shows the rate percentage of the students' scores in post-test. There were 0 (0%) out of 14 students who were in very poor classification and poor classification, 5 (36%) students were in fairly poor classification, there were 7 (50%) students were in fairly good classification, and 2(14%) students were in good classification. 0.(0%) out of 14 students were very good and excellent classification.

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

Table 4.7

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	14	40	70	55.71	9.376
Post-test	14	60	80	67.86	7.993
Valid N (listwise)	14				

The table above showed the paired sample statistics of pre-test and post-test. The value of standard deviation in pre-test is 9.376 and 7.993 in post-test.

Table 4.8

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-Test	14	.553	.040

The table above showed the paired sample correlation of pre-test and post-test. It showed the correlation of students' skill before and after treatment. The correlation is significant at 0.553. it means that were significant improvement on the students' score.

Table 4.9

Paired Samples Test							T	Df	Sig. (2-tailed)
Paired Differences									
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest – Posttest	12.143	8.018	2.143	-16.772	-7.513	5.667	13	.000

The hypothesis in this research is as follow:

- H_0 : The use of whatsapp application does not improve the students' listening skill significantly for the students of SMK Komputer Madani Malangke.
- H_1 : The use of whatsapp application improves the students' listening skill significantly for the students of SMK Komputer Madani Malangke.

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

- If the sig value. (2 tailed) < 0.05 , so H_0 was rejected and H_1 was accepted.
- If the sig value. (2 tailed) > 0.05 , so H_1 was rejected, and H_0 was accepted²³

Based on the "paired sample test" output table above, the value of Sig is $0.00 < 0.05$, so H_0 was rejected, and H_1 is accepted. so it can be concluded that there is an average difference between the pre-test and the post-test learning outcomes, it means that there is an effect of using WhatsApp Application to improve students' listening skills at SMK Komputer Madani Malangke.

²³ Sahid Raharjo, "cara uji paired sample T-Test dan interprestasi dengan SPSS, "2021.<https://www.spssindonesia.com/2016/08/cara-uji-paired-sample-t-test-dan.html>

B. Discussions

Based on the research that had been conducted during the researcher did her research by using technology (mobile phone) especially of application (Whatsapp). In this research, the listening test was given to students of Komputer Engineering Eleventh grade at SMK Komputer Madani Malangke.

This research is in line with Iwan Fauzi and Putri Angkasawati (2019), which has written in their writing with the title “The Use Of Listening Logs Trough Whatsapp In Improving Listening Comprehension Of ELF Students” at Palangka Raya University. Based on the research, the writers said that Whatsapp succeeds to improve significantly students listening Comprehension. the features in the application made students easier to learn and help students to improve students’ listening Comprehension.²⁴

Based on some of the previous studies above, this research is in line with the author's research using media as a learning tool that is developing, especially media such as the WhatsApp Application. This Application can improve students listening skill. It can be seen the highest students’ score in the pre-test was 70 and just two student that gotten that score from 14 students, and the lowest was 40. On contrary, after got treatment, the highest students’ score was 80 and the lowest score was 60, which means, from the researchers’ experience in the teaching process of listening skill by WhatsApp application were improving. The learning/teaching process was attractive and the students have enjoyed it so

²⁴ Jurnal of applied linguistics and literature vol.4 No.1,2019 ISSN: 2502-7816;ISSN:2503-524X
 Availiable online at <https://ejournal.unib.ac.id/index.php/joall/index> doi:10.33369/joall.v4i1.6773

actively. The WhatsApp application made it easy for students got the material of listening to that suitable of their level or students' ability in listening. So, the WhatsApp application was effective to improve the students' listening in SMK Komputer Madani Malangke.

From the percentage level and frequency of pre-test and post-test, the researcher showed that before and after being given treatment, student achievement was poor. It was proven that there were 6 (43%) students who got a poor score and 6 (33%) students got a fairly poor score, there was 2 (14%) who got fairly good score. After giving treatment, the achievement of students in structure was categorized as good classification. It was proven that there were 2 (14%) students who got a good classification, there was 5 (36%) students fairly poor, and there were 7 (50%) students got fairly good score classification.

From the result of the statement, the researcher indicated that using a Whatsapp application could help the students to improve students' skill in listening.

However, the researcher got some difficulties during online research such as:

1. Students are usually late online and active in group classes (WhatsApp)
2. Students are very shy to answer.
4. For online classes, the time is very short.

Finally, from the value of the significance from the research, we can conclude that ($\text{sig } 0.000 < p \text{ } 0.05$). It means that there was a significant difference

between the result of the pre-test and post-test. According to descriptive statistics, the post-test was higher than the pre-test so, this study accepted H_1 where there is a significant difference between the students' listening skills before and after the treatment and rejected H_0 where there is no significant difference between the students' listening skills before and after the treatment.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the research, the researcher analysis in the previous chapter, the researcher concludes as follows::

Using the WhatsApp application in teaching listening is improving. this application could help students to improve listening skill after calculating students' scores using the SPSS program and students' scores reach the Minimum Mastery Criterion (KKM) standard. it can be seen from a mean score of the pre-test is (55) and post-test (68). This mean that there was significant difference between students' abilities before and after treatment. It can be concluded that H0 is rejected and H1 is accepted

B. Suggestions

Based on the research, the researcher gave some suggestions as follows:

1. The researcher advises teachers in general, especially for English teachers at SMK Computer Madani Malangke to apply other media besides whatsapp and other effective and interesting methods to help students improve their listening skill. For example, specifically for our current condition, there is a virus called Covid -19 that we should work and study for our homes. Teachers can use the whatsapp application and other applications that students can use on their smartphones.

2. Because we do online classes, the researcher advises students not to be shy about speaking and always be active in online group classes (WhatsApp groups).

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



BIBLIOGRAPHY

- Ahmad and Rohani, 1997. *Media Instructional Education*, Jakarta: PT, Rineka Cipta, p. 3
- Banou, N. S. and Pour, A. H. G. 2016. *English Language Teaching*, Vol. 9, No. 6
- Bhasin, H. 2020. Types Of Listening, July 27. <https://www.marketing91.com>
- Buck, G. (2001). *Assesing listening*, (Cambridge Language Assessment) Cambridge: Cambridge University Press
- Darmawati, 2008. "*Improving Listening Skill by Watching Movie at the Tenth Year Students of SMKN 1 Palopo*, (The State Collage for Islamic Studies STAIN Palopo), p.1
- Duangloy, M., & Thumawongsa, N. 2018. The Application of a Mobile App to Improve Listening Skill. In *ICES: The 1st International Conference on English Studies Organizing Committee* (p. 193).
- Dwi, S. Reni, R. and Yunita, U. D. 2018, *International Journal of Research Studies in Educational Technology*, Volume 7, Number 1, 29-35
- Fauzi, I. Angkasawati, P. 2019. *Jurnal of applied linguistics and literature* vol.4 No.1,2019 ISSN: 2502-7816; ISSN: 2503-524X Available online at <https://ejournal.unib.ac.id/index.php/joall/index> doi:10.33369/joall.v4i1.6773
- Furwana, D. & Syam, T. A. 2021. "Listening is Hard": The ADDIE Model on the

- Development of English Listening Worksheets. *Language Circle: Journal of Language and Literature*, 16(1). doi: <https://doi.org/10.15294/lc.v16i1.30355>
- Iwan, F. and Wati, A. P. 2019. *JOALL (Journal Of Applied Linguistics and Literature)*, 4 (1), 13-26
- J. Oliver, 2013. “Kemampuan Mendengar,” *Journal of Chemical Information and Modeling* 53, no. 9: 1689–99, http://eprints.walisongo.ac.id/4104/3/133911146_bab2.pdf.
- Jaya, H. P. “What Should Be Done When Listening Comprehension Is Difficult?” 9, no. 17 (2018): 37–42. <https://doi.org/10.2991/ice-17.2018.16>.
- Jaya. P. H, 2018. “What Should Be Done When Listening Comprehension Is Difficult?” 9, no. 17: 37–42, <https://doi.org/10.2991/ice-17.2018.16>.
- Lestari, A. J. 2019. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 6 (1), 35-45
- Melati and Safitri, T. 2019. *International Seminar and Annual Meeting*, Wilayah Barat 1, BKS-PTN, (1)
- Muhammad, W. S. and Miftahirizqi, P. 2019. *Varia Pendidikan*, Vol. 31, No. 1, juni: 52-57
- Putri. M.& Sinaga. B. J. 2020. *Jurnal Ilmiah et al.*, “THE EFFECT OF WATCHING ENGLISH MOVIE TO IMPROVE STUDENTS’ LISTENING SKILL” 11, no. 1 (2020): 110–17.

Raharjo, S. 2016. “cara uji paired sample T-Test dan interpretasi dengan SPSS, “2021.<https://www.spssindonesia.com/2016/08/cara-uji-paired-sample-t-test-dan.html>

Salehi, H. Y. and Md, M. 2012. *international journal of education and information technologies issue*, 1, volume 6

Setyawan, H. Wawan, Budiman, A. Wihara, S. D. & Setyarini, T. Rahim, N. R.

Wajdi, N. B. M. 2019. “*The Effect of an Android-Based Application on T-Mobile Learning Model to Improve Students’ Listening Competence.*”

Journal of Physics: Conference Series 1175, no. 1

<https://doi.org/10.1088/1742-6596/1175/1/012217>.

Siregar, R. M. 2014. *Upaya meningkatkan kemampuan*, FKIP, UMP

Sunini, A. and Komang. 2020. Jayapungus Press, ISSN 2615-0913, E. No. 2

Yulisetiawati, 2019. *Journal of Physics: Conf. Series*, 1179, Publishingdoi, 01205210P

APPENDICES



LESSON PLAN

Material	:	Listening
topic	:	Short story (Mark zuckerberg: the social revolution)
level	:	Intermediate
Activity type	:	introduce and give examples of short stories
Listening focus	:	listening for main idea and listening for specific information

Learning Objectives

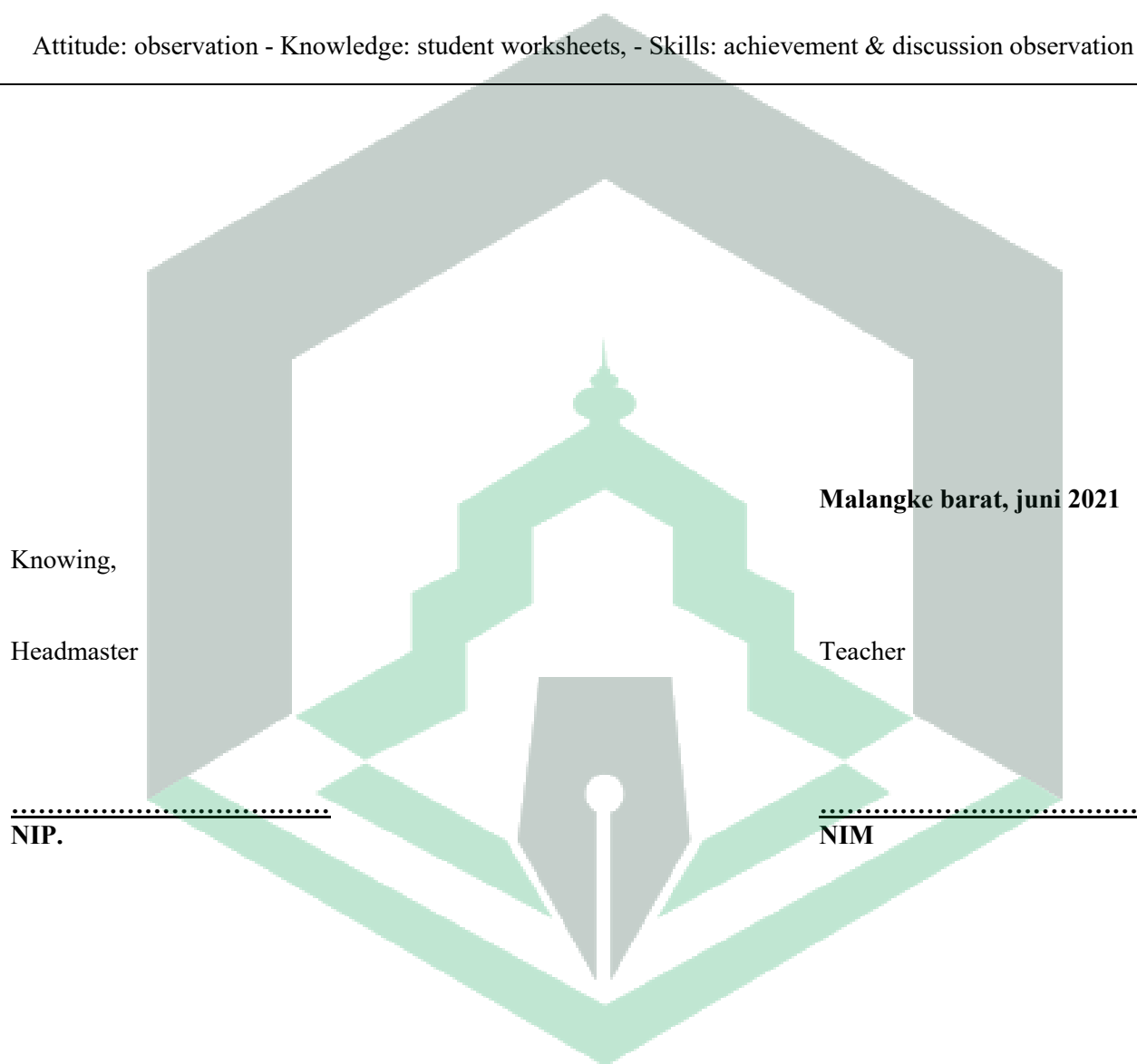
Following the learning process, students are expected to improve their listening skills through short story

Learning Steps

Introductory Activity (5 Minutes)	
Opening with greetings and praying to start learning, checking attendance students as a disciplined attitude	
Linking the material/theme/learning activities to be carried out with the experiences of students with material/theme/activity.	
Conveying motivation about what can be obtained (benefit objectives) by studying the material:	
Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken	
Core Activities (50 Minutes)	
Activities	Students are given motivation or stimulation to focus on the topic of the material Short story about "Mark Zuckerberg: The Social Revolutionist" by listening to the material sent via Whatsapp
Critical Thinking	the researcher introduced the topic and the researcher gave an example of a short story about "Mark Zuckerberg: The Social Revolutionist" through an audio file
Collaboration	the researcher divided the students into 4 groups
Communication	the researcher introduced the topic to students through the whatsapp group
Closing Activities (5 Minutes)	
<ul style="list-style-type: none"> Students and teachers reflect on learning activities. Students and teachers draw conclusions from the results of learning activities. Assigning students to continue looking for information anywhere related to the material/lesson that is being or will be studied. The teacher delivers the next learning material. The teacher closes the learning activities by saying greetings and prayers. 	

Assesment

Attitude: observation - Knowledge: student worksheets, - Skills: achievement & discussion observation



School : SMK Komputer Madani Malangke

Class/Semester : XI / Ganjil

Subject : Bahasa Inggris

Time allocation: 60 minute

Material	: Listening
topic	: Short story (Mark zuckerberg: the social revolution)
level	: Intermediate
Activity type	: given time to listen to the material and gave different questions to each group
Listening focus	: listening for main idea and listening for specific information
Key language	: Claim, communicate, dedicate, Enroll, generate, inappropriate, issue, literally, net, peer, profile, revenue, sophomore, suit.

LESSON PLAN

A. Learning Objectives

After following the learning process, students are expected to improve their listening skills through short story

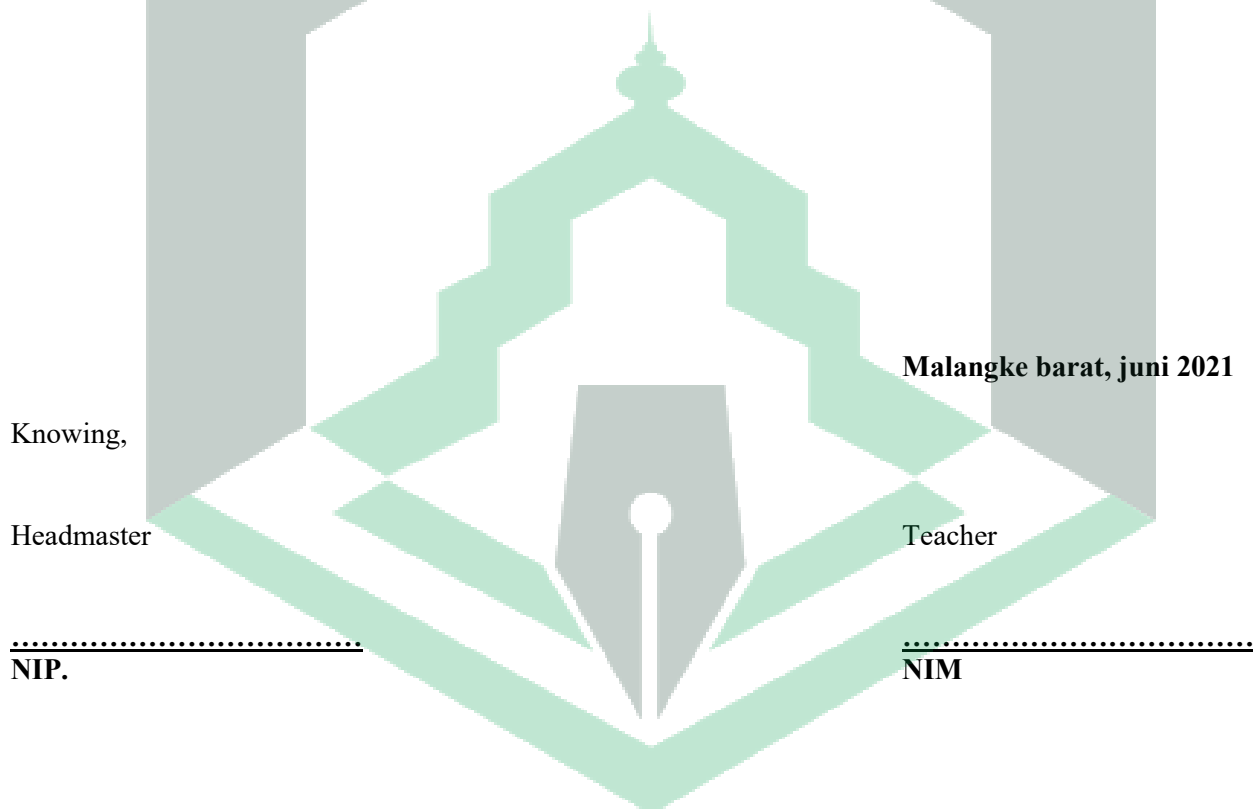
B. Learning Steps

Introductory Activity (5 Minutes)	
Opening with greetings and praying to start learning, checking attendance students as a disciplined attitude	
Linking the material/theme/learning activities to be carried out with the experiences of students with previous material/theme/activity and ask questions to remember and connect with the next material.	
Conveying motivation about what can be obtained (benefit objectives) by studying the material:	
Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken	
Core Activities (
Activities	Students are given motivation or stimulation to focus on the topic of the material Short story.
Critical Thinking	Students are given time to listen to the previous material "Mark Zuckerberg: The Social Revolutionist" through audio files.
Collaboration	The researcher gave different questions to each group through voice notes.
Communication	Each group can send answers via text/voice notes
	The researcher gave provide a list of vocabulary contained in the short story
Creativity	
Closing Activities (5 Minutes)	

- Students and teachers reflect on learning activities.
- Students and teachers draw conclusions from the results of learning activities.
- Teacher Gives awards (eg Praise or other relevant forms of appreciation to groups that perform well)
- Assigning students to continue looking for information anywhere related to the material/lesson that is being or will be studied.
- The teacher closes the learning activities by saying greetings and prayers.

C. Assesment

Attitude: observation - Knowledge: student worksheets, - Skills: achievement & discussion observation



LESSON PLAN

School	: SMK Komputer Madani Malangke	Class/Semester : XI / Ganjil
--------	--------------------------------	------------------------------

Subject : Bahasa Inggris		Time allocation: 60 minute
Material	:	Listening
topic	:	Facebook
level	:	Intermediate
Activity type	:	given time to listen to the material and give different questions to each group member
Listening focus	:	listening for main idea and listening for specific information
Key language	:	Advent, Allow, Appearance, Comfort, Comprehensive, Connect, Constant, Elaborate, Exchange, Expand, Faculty, Gather, Graduate, Graduate, Incredibly, Originally, Promote, Regularly, Revolutionize

A. Learning Objectives

After following the learning process, students are expected to improve their listening skills through short story

B. Learning Steps

Introductory Activity (5 Minutes)	
Opening with greetings and praying to start learning, checking attendance students as a disciplined attitude	
Linking the material/theme/learning activities to be carried out with the experiences of students with previous material/theme/activity and ask questions to remember and connect with the next material.	
Conveying motivation about what can be obtained (benefit objectives) by studying the material:	
Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken	
Core Activities (50 Minutes)	
Activities	Students are given motivation or stimulation to focus on the topic of the material Short story
Critical Thinking	The researcher gave the material "Facebook" through an audio file.
Collaboration	The researcher gives the results of each group's answers and gives the correct answer
Communication	The researcher gives different questions to each group member through voice notes and students are asked to send answers via personal chat

Creativity	Students are given time to listen to the material and the researcher gives the list of vocabulary in the short story
Closing Activities (15 Minutes)	
<ul style="list-style-type: none"> • Students and teachers reflect on learning activities. • Students and teachers draw conclusions from the results of learning activities. • Teacher Gives awards (eg Praise or other relevant forms of appreciation to groups that perform well) • Assigning students to continue looking for information anywhere related to the material/lesson that is being or will be studied. • The teacher closes the learning activities by saying greetings and prayers. 	

C. Assesment

Attitude: observation - Knowledge: student worksheets, - Skills: achievement & discussion observation

Knowing,

Headmaster

Malangke barat, juni 2021

Teacher

.....
NIP.

LESSON PLAN

.....
NIM

School : SMK Komputer Madani Malangke	Class/Semester : XI / Ganjil
--	-------------------------------------

Subject : Bahasa Inggris		Time allocation: 60 minute
Material	:	Listening
topic	:	Facebook
level	:	Intermediate
Activity type	:	announces the winner for the group
Listening focus	:	listening for main idea and listening for specific information

A. Learning Objectives

After following the learning process, students are expected to improve their listening skills through short story

B. Learning Steps

Introductory Activity (5 Minutes)	
Opening with greetings and praying to start learning, checking attendance students as a disciplined attitude	
Linking the material/theme/learning activities to be carried out with the experiences of students with previous material/theme/activity and ask questions to remember and connect with the next material.	
Conveying motivation about what can be obtained (benefit objectives) by studying the material:	
Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken	
Core Activities (50 Minutes)	
Activities	Students are given motivation or stimulation to focus on the topic of the material Short story.
Collaboration	The researcher gives the correct answer then discusses with the students
Communication	Researchers discuss with students via whatsapp group
Creativity	The researcher announces the winner for the group
Closing Activities (15 Minutes)	

- Students and teachers reflect on learning activities.
- Students and teachers draw conclusions from the results of learning activities.
- Teacher Gives awards (eg Praise or other relevant forms of appreciation to groups that perform well)
- The teacher closes the learning activities by saying greetings and prayers.

C. Assesment

Attitude: observation - Knowledge: student worksheets, - Skills: achievement & discussion observation

Knowing,

Headmaster

Malangke barat, juni 2021

Teacher

.....
NIP.

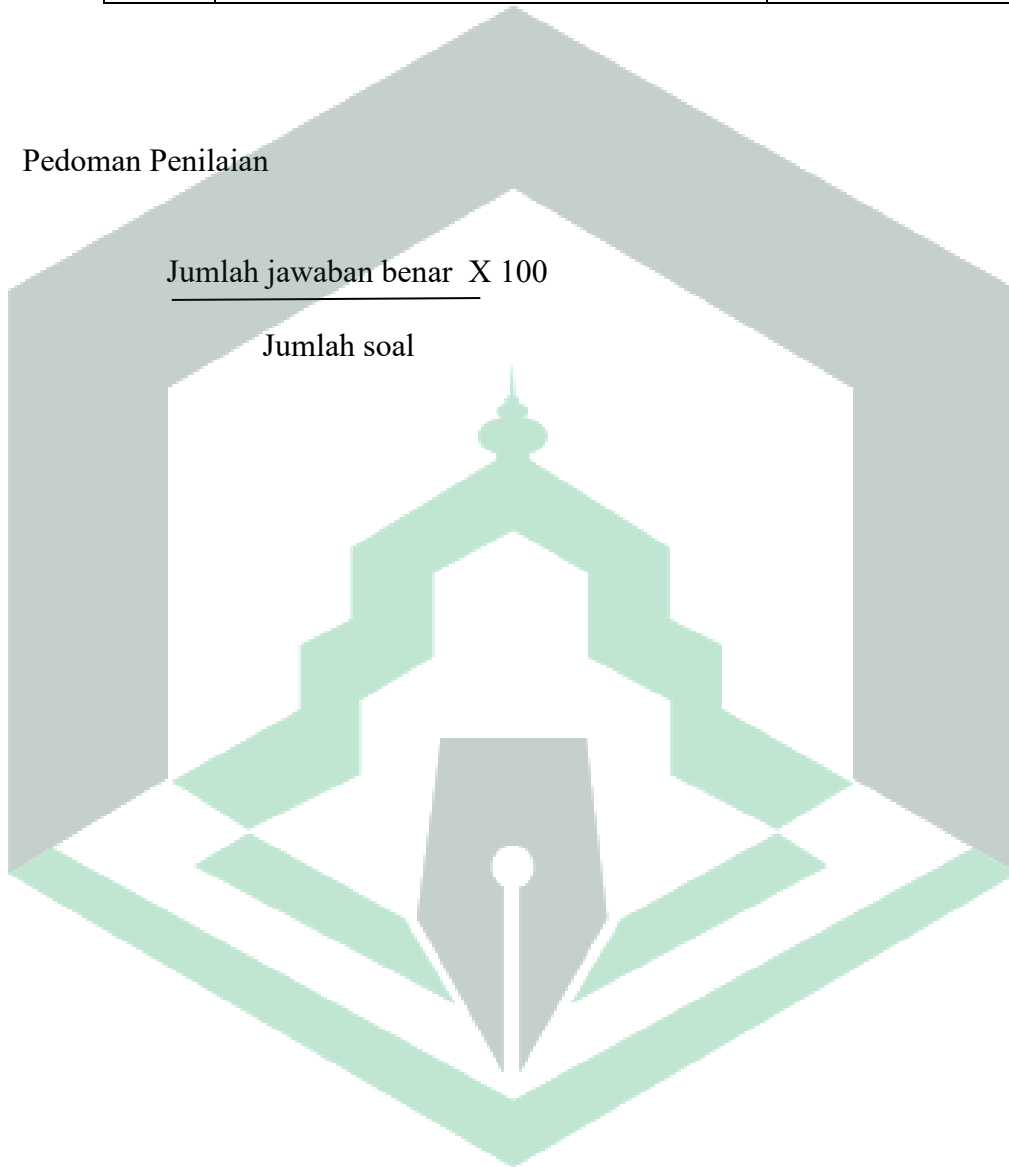
.....
NIM

Rubrik Penilaian

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

Pedoman Penilaian

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



PRE TEST

Education unit : SMK

Expertise Competence : Vocational Competence (TKJ)

Subjects : English
Class : XI
Time : 60 minutes

School Name : _____
Student's Name : _____
Attendee's Number : _____

Listening Section

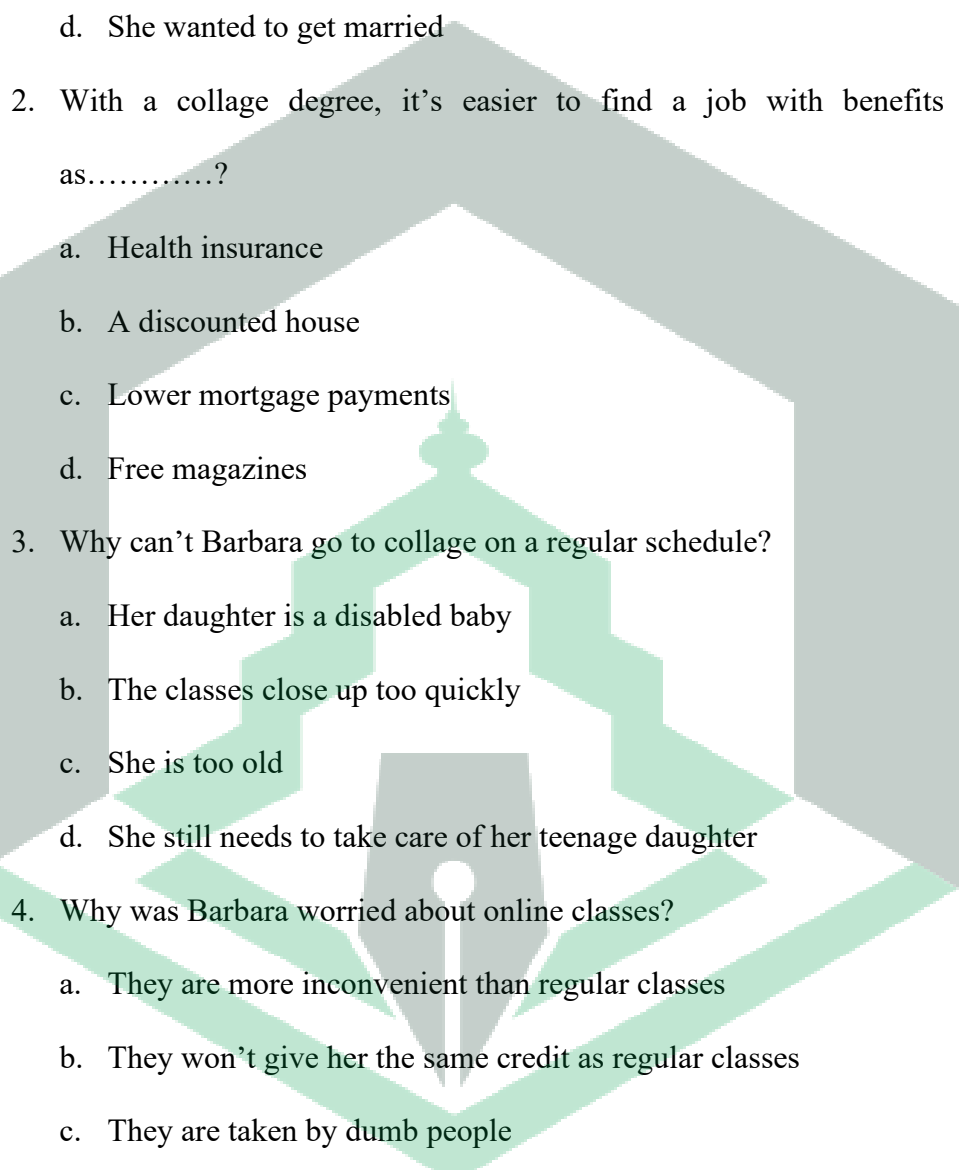
In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with same direction for each part.

Direction: In this part of the test, you will hear short essay and question spoken in English. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you listen , read the four possible answer, and decide which one would be the best answer to the question you have heard.

Part 1 : Question 1-5

1. Why did Barbara drop out of collage?

- 
- a. She received a great job offer.
 - b. The courses were too hard for her
 - c. She needed to find a job to support her daughter
 - d. She wanted to get married
2. With a collage degree, it's easier to find a job with benefits such as.....?
- a. Health insurance
 - b. A discounted house
 - c. Lower mortgage payments
 - d. Free magazines
3. Why can't Barbara go to collage on a regular schedule?
- a. Her daughter is a disabled baby
 - b. The classes close up too quickly
 - c. She is too old
 - d. She still needs to take care of her teenage daughter
4. Why was Barbara worried about online classes?
- a. They are more inconvenient than regular classes
 - b. They won't give her the same credit as regular classes
 - c. They are taken by dumb people
 - d. They cost a lot more that regular classes
5. Online classes are great for_____ students
- a. Non-traditional
 - b. traditional

- c. advanced
- d. remedial

Part II : Question 6-10

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

6. What is a famous New Year's Celebration that takes place in new york city time square?
 - a. A large new year parade
 - b. Drinking beers at restaurant
 - c. A huge crystal ball drop at midnight
 - d. Running in the cold
7. Why are places like banks and the post office closed on new year's day?
 - a. Nobody wants to work on new Year's Day
 - b. It is a national holiday
 - c. There is no business on new years day
 - d. People are all out of town
8. What is a new year's resolution?
 - a. Eat together
 - b. Something you drink on new year's eve
 - c. An answer to your first question in the new year

- d. A promise to change a lifestyle habit
9. What parade takes place in Pasadena on new years day?
- a. The rose parade
 - b. The California New Year's parade
 - c. New years march
 - d. A football parade
10. What is the rose bowl?
- a. A parade
 - b. A football game
 - c. A new Year's resolution
 - d. A famous garden of flowers

Part III : Question 11-15

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

11. What is the origin of mother's Day?
- a. Mothers wanted a day to get presents
 - b. To celebrate mother theresa's birthday
 - c. To honor mothers whose sons had died in war

d. Mothers wanted a similar day like Father's day.

12. What does it mean if people wear a red or white carnation?

- a. A red carnation means love, and a white carnation means friendship.
- b. A red carnation means friendship, and a white carnation means love
- c. A red carnation means your mother was dead, and a white means she is alive
- d. A red carnation means your mother is alive, and a white means she is dead

13. What was anna jarvis arrested for?

- a. She distributed the peace protesting mother's day
- b. She stole roses
- c. She commercialized mother's day
- d. She broke up a mother's day protest

14. What does the world' commercialized' mean?

- a. Making things look bigger than they actually are
- b. Commenting on an economical situation
- c. Making something popular enough to be sold
- d. Socializing with common people

15. When does mother's day occur?

- a. The second Sunday in march
- b. The first Sunday in December
- c. The first Sunday in April
- d. The second Sunday in May

Part IV: Question 16-20

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

16. Which event led to the creation of Father's Day?

- a. The beginning of world War II
- b. Mining accident in West Virginia
- c. The earthquake of 1882
- d. The ending of world war I

17. What was the problem with the invention of father's Day

- a. Mothers thought it was unfair
- b. People complained that fathers didn't deserve a holiday
- c. People didn't want another commercialized holiday
- d. There were already too many holiday

18. What types of gifts do fathers traditionally receive?

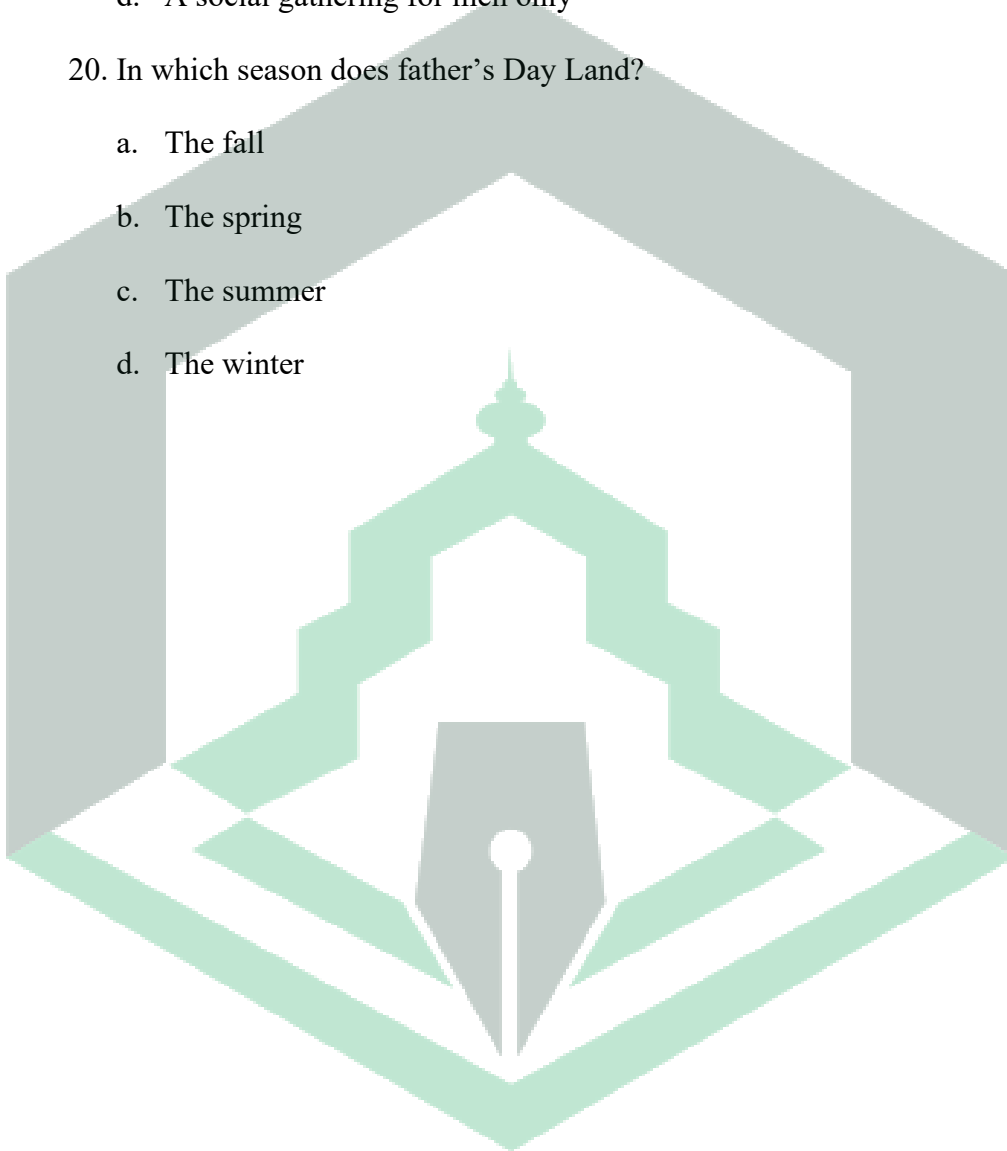
- a. Ties, tools, and electronics
- b. Whiskey, coats and car
- c. Electronics, newspapers, and beers
- d. Belts, smartphones, and pants

19. What is a barbecue?

- a. A social event where people sing song
- b. A social event where people cook stuff outside
- c. A traditional family union
- d. A social gathering for men only

20. In which season does father's Day Land?

- a. The fall
- b. The spring
- c. The summer
- d. The winter



POST TEST

Education unit : SMK

Expertise Competence : Vocational Competence (TKJ)

Subjects : English
Class : XI
Time : 60 minutes

School Name : _____
Student's Name : _____
Attendee's Number : _____

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with same direction for each part.

Direction: In this part of the test, you will hear short essay and question spoken in English. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you listen , read the four possible answer, and decide which one would be the best answer to the question you have heard.

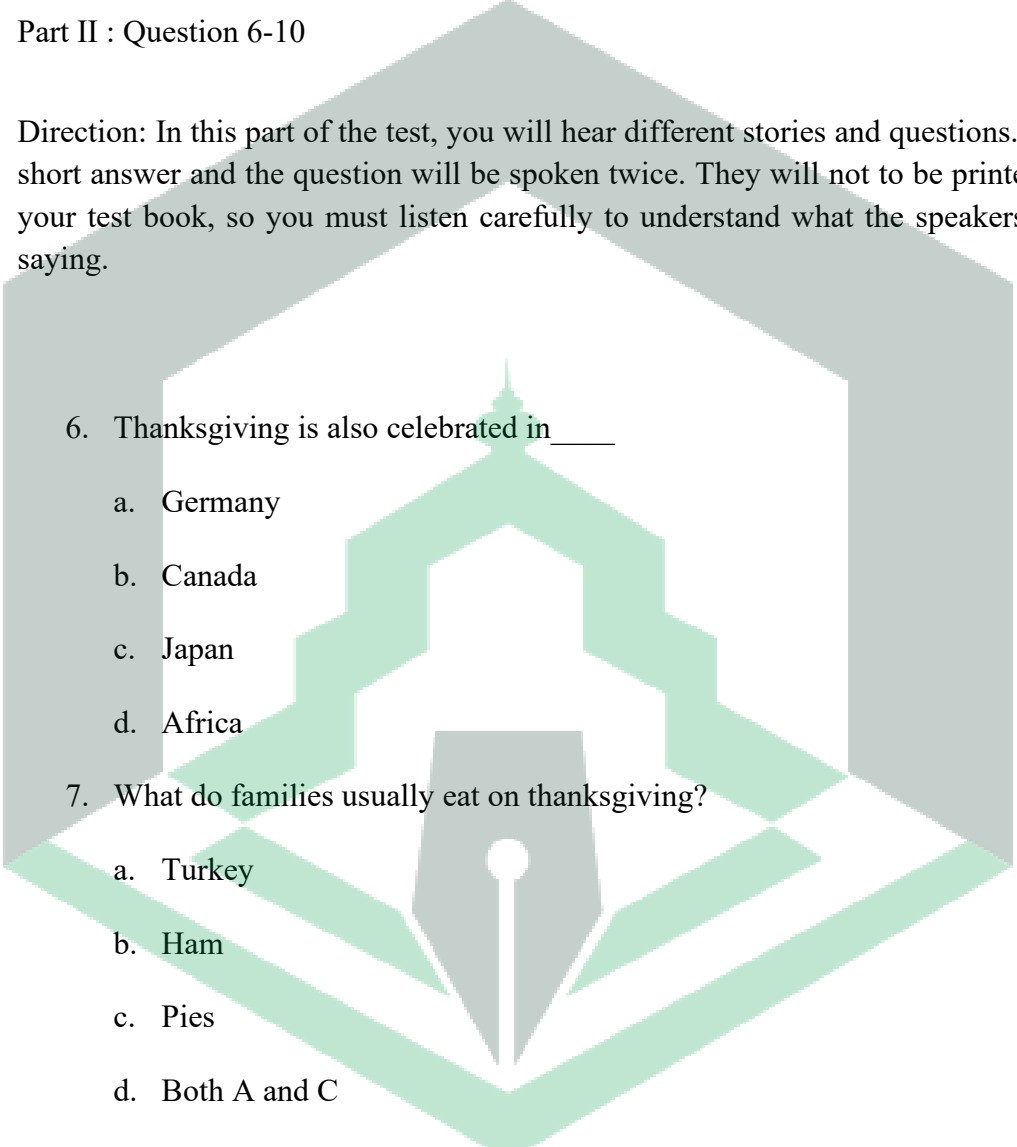
Part I : Question 1-5

1. What does camping involve?
 - a. Sleeping in your friends house
 - b. Sleeping on the train
 - c. Spending nights in the outdoors
 - d. Having a picnic in the backyard
 2. Where can people sleep when they camp?
 - a. In a hotel
 - b. In a tent
 - c. In a house
 - d. In a motel
 3. What are camping grounds?
 - a. A place for playing some sports.
 - b. A designated outdoor spot for campers
 - c. An area four outdoor activities
 - d. Any places where campers want to spend the night
 4. What are fire rings in camping grounds?
 - a. A ring that can start fire for you
 - b. A ring that was molded using fire
 - c. A hole in the ground where people can safely make a fire
 - d. A thing that represents evil
 5. What is an outdoor activity people like to do when camping?
 - a. Watching sports on tv
 - b. fishing
-

- c. climbing trees
- d. making phone calls

Part II : Question 6-10

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

- 
- 6. Thanksgiving is also celebrated in ____
 - a. Germany
 - b. Canada
 - c. Japan
 - d. Africa
 - 7. What do families usually eat on thanksgiving?
 - a. Turkey
 - b. Ham
 - c. Pies
 - d. Both A and C
 - 8. Thanksgiving is celebrated to remember ____
 - a. Christopher Columbus discovering America
 - b. The declaration of independence
 - c. The first harvest of the pilgrim and puritans

d. The American revolution

9. Most families celebrate thanksgiving by_____

- a. Eating as much food as possible
- b. Reflecting on what they're thankful for
- c. Remembering the pilgrims
- d. Making a lot of food

10. Thanksgiving is commonly referred to as '_____

Day';

- a. Ham
- b. Stuffing
- c. Turkey
- d. Wine

Part III: Questions 11-15

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.

11. Halloween is also called_____

- a. Day of the dead

- b. All hallows' Eve
 - c. All saint's eve
 - d. Both B and C
12. Halloween in America is mostly about what?
- a. Dressing up in scary costumes and asking for candy
 - b. Remember the dead
 - c. Being thankful
 - d. Giving gifts to your loved ones
13. What do children usually say when they knock on the doors of houses on Halloween?
- a. Marry Christmas
 - b. Trick or treat!
 - c. Happy new year!
 - d. Give me candy!
14. Homeowners on Halloween give children _____
- a. Turkey and gravy
 - b. Tooth paste
 - c. Fruits and vegetables
 - d. Candy and other food treats
15. Traditional Halloween decorations include _____
- a. Mistletoes
 - b. Stockings
 - c. Jack-o' lanterns

- d. Artificial trees

Part IV: Question 16-20

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

16. What is the percentage of students who are homeschooled in america?

- a. 1 percent
- b. 2 percent
- c. 3 percent
- d. 4 percent

17. Homeschooling is when parents have their children learn at.....

- a. motels
- b. a private school
- c. their home
- d. a school closer to home

18. some parents feel that homeschooling is better because?

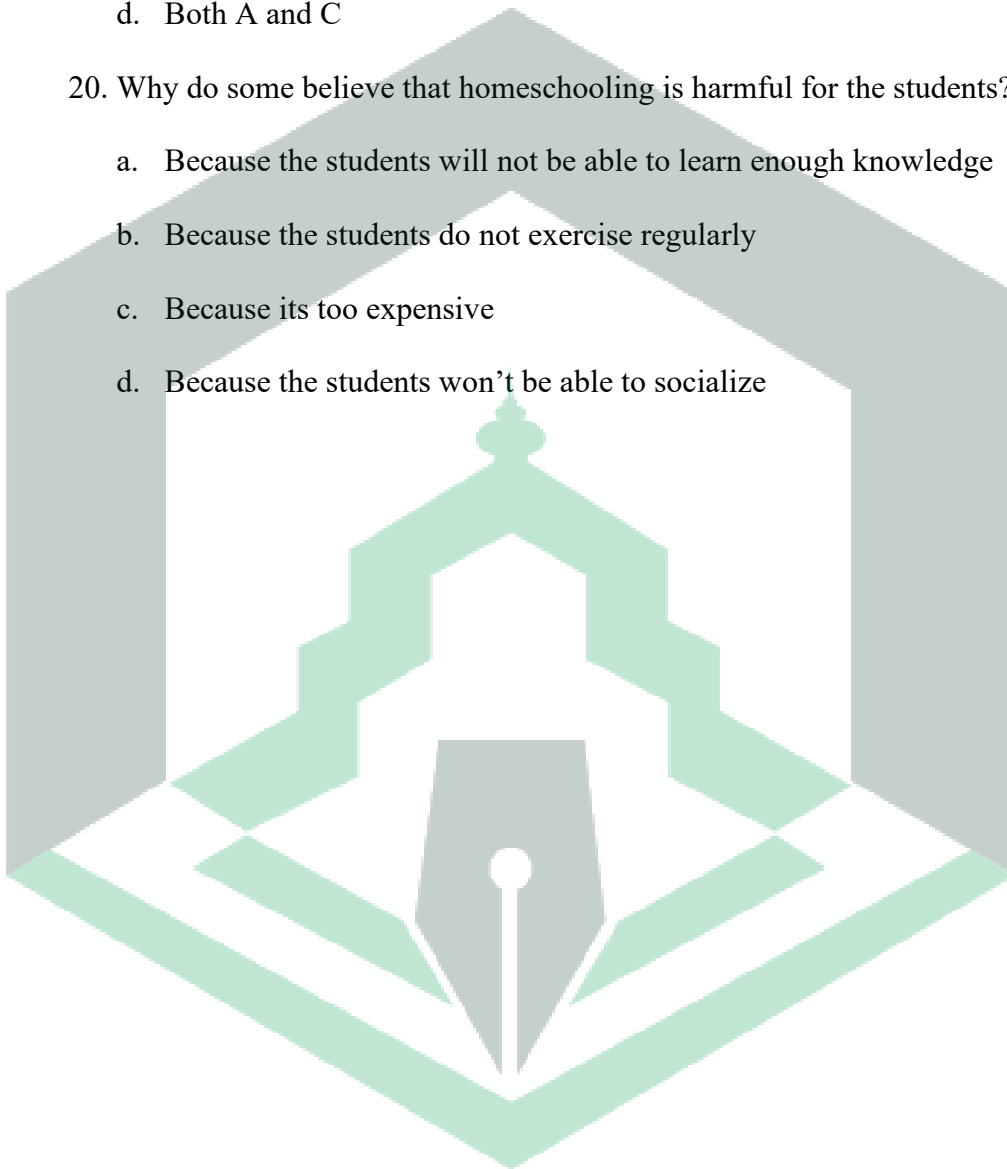
- a. High schools are not good enough
- b. Of religious beliefs
- c. Of morals beliefs
- d. All of the above

19. Homeschooled students can still?

- a. Go to collage
- b. Go to high school
- c. Be on a school baseball team
- d. Both A and C

20. Why do some believe that homeschooling is harmful for the students?

- a. Because the students will not be able to learn enough knowledge
- b. Because the students do not exercise regularly
- c. Because its too expensive
- d. Because the students won't be able to socialize



Lembar Validasi Instrumen Penelitian.

LEMBAR VALIDASI

Petunjuk:

1. Bapak/ibu diminta untuk memvalidasi beberapa item yang teruang dalam Aspek Tujuan Pembelajaran, Aspek pemilisan Materi, Aspek Penggunaan Soal Penugasan Latihan dan Tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda cek (✓) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:

1 = Sangat Kurang

3 = Baik

2 = Kurang Baik

4 = Sangat Baik

3. Bapak/ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No	Aspek yang dinilai	Penilaian			
		4	3	2	1
1.	Kejelasan tujuan belajar		✓		
2.	Langkah langkah pembelajaran		✓		
3.	Penilaian terhadap siswa		✓		

Komentar dan Saran

Detalkan setiap kegiatan mengajar berikut dgn durasi waktunya

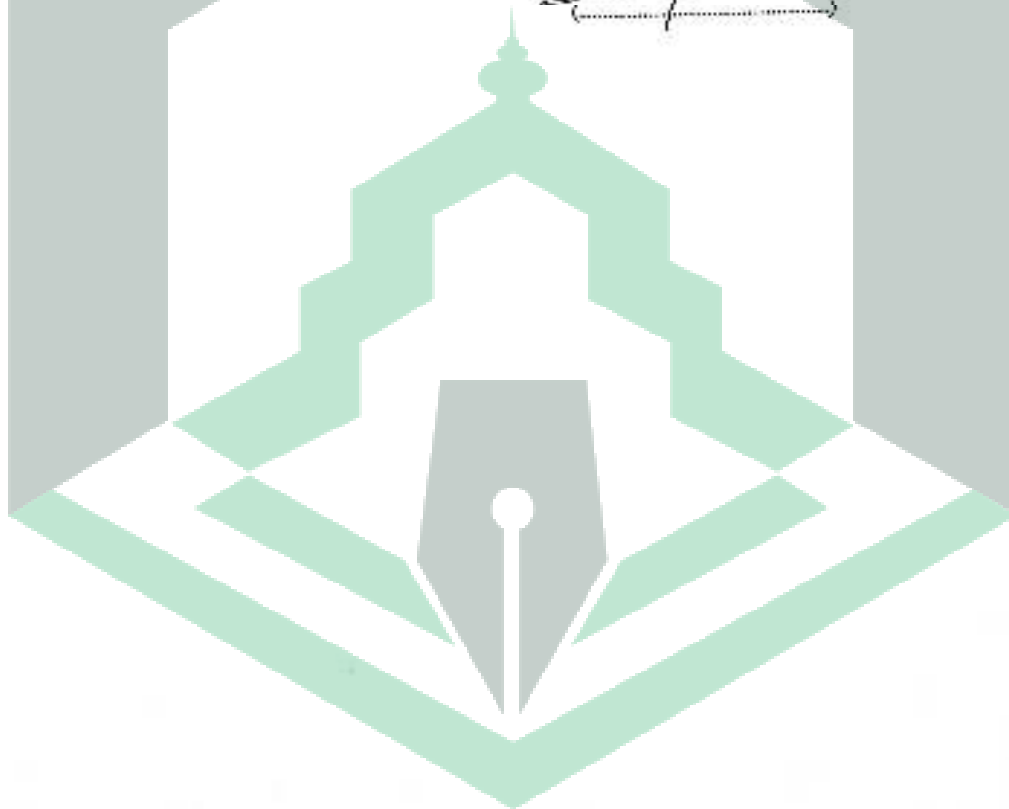
Kesimpulan

Berdasarkan penilaian di atas, tembus validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- ☒ b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo.....2021

Validator.



LEMBAR VALIDASI SOAL

PRE - TEST

Judul penelitian : The Use Of Whatsapp Application To Improve Student
Listening Skill During Covid-19 Pandemic At Smk
Komputer Madani Malangke

Peneliti : Dwi

NIM : 17 0202 0206

Prodi : Pendidikan Bahasa Inggris

Nama Validator :

Petunjuk:

Berilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian
Anda/You terhadap soal dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No	Aspek yang diamati	Nilai pengamatan				
		1	2	3	4	5
1.	Kesesuaian soal dengan indikator pencapaian hasil belajar			✓		
2.	Kejelasan petunjuk pengerjaan soal				✓	

3.	Kejelasan maksud dari soal				✓	
4.	Kemungkinan soal dapat terselesaikan				✓	
5.	Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris				✓	
6.	Kalimat soal tidak mengandung arti ganda				✓	
7.	Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami dan menggunakan bahasa yang dikenal siswa				✓	

Komentar dan Saran

Berikan sumber u/ tiap no. jika diambil dari buku & buat instruksi khusus untuk setiap part

Kesimpulan

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 2021

Validator,

(Desi Feryana, M.Pd.)

LEMBAR VALIDASI SOAL

POST - TEST

Judul penelitian : The Use Of Whatsapp Application To Improve Student
Listening Skill During Covid-19 Pandemic At Smk
Komputer Madani Malangke

Peneliti : Dewi

NIM : 17 0202 0206

Prodi : Pendidikan Bahasa Inggris

Nama Validator :

Petunjuk:

Berilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian
Bapak/Ibu terhadap soal dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No	Aspek yang diamati	Nilai pengamatan				
		1	2	3	4	5
1.	Kesesuaian soal dengan indikator pencapaian hasil belajar			✓		
2.	Kejelasan petunjuk pengerjaan soal				✓	

3.	Kejelasan maksud dari soal				✓	
4	Kemungkinan soal dapat terselesaikan				✓	
5	Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris				✓	
6	Kalimat soal tidak mengandung arti ganda				✓	
7	Rumusan kalimat soal menggunakan bahasa yang sederhana bagi siswa, mudah dipahami dan menggunakan bahasa yang dikenal siswa				✓	

Komentar dan Saran

.....

.....

Kesimpulan

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 2021

Validator,

(.....)

Lembar Validasi Instrumen Penelitian.

LEMBAR VALIDASI

Petunjuk:

1. Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam Aspek Tujuan Pembelajaran, Aspek pemilihan Materi, Aspek Penggunaan Soal Penugasan Latihan dan Tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda cek (√) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:
 1 = Sangat Kurang 3 = Baik
 2 = Kurang Baik 4 = Sangat Baik
3. Bapak/Ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No	Aspek yang dinilai	Penilaian			
		4	3	2	1
1.	Kejelasan tujuan belajar		✓		
2.	Langkah-langkah pembelajaran		✓		
3.	Penilaian terhadap siswa		✓		

Komentar dan Saran

LEMBAR VALIDASI SOAL

PRE - TEST

Judul penelitian : The Effectiveness Of Whatsapp Application To Improve Student Listening Skill During Covid-19 Pandemic For The Eleventh Grade At Smk Komputer Madani Malangke

Peneliti : Dewi

NIM : 17 0202 0206

Prodi : Pendidikan Bahasa Inggris

Nama Validator : *Karna Gpe*

Petunjuk:

Berilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap soal dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

3 : Cukup baik

No	Aspek yang diamati	Nilai pengamatan				
		1	2	3	4	5
1.	Kesesuaian soal dengan indikator pencapaian hasil belajar				✓	

LEMBAR VALIDASI SOAL

POST - TEST

Judul penelitian : The Effectiveness Of Whatsapp Application To Improve Student Listening Skill During Covid-19 Pandemic For The Eleventh Grade At Sink Komputer Madani Malangke

Peneliti : Dewi

NIM : 17 0202 0206

Prodi : Pendidikan Bahasa Inggris

Nama Validator : Kusma f.pd

Petunjuk:

Berilah tanda cek (✓) pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu terhadap soal dengan skala penilaian sebagai berikut:

1 : Tidak baik

4 : Baik

2 : Kurang baik

5 : Sangat baik

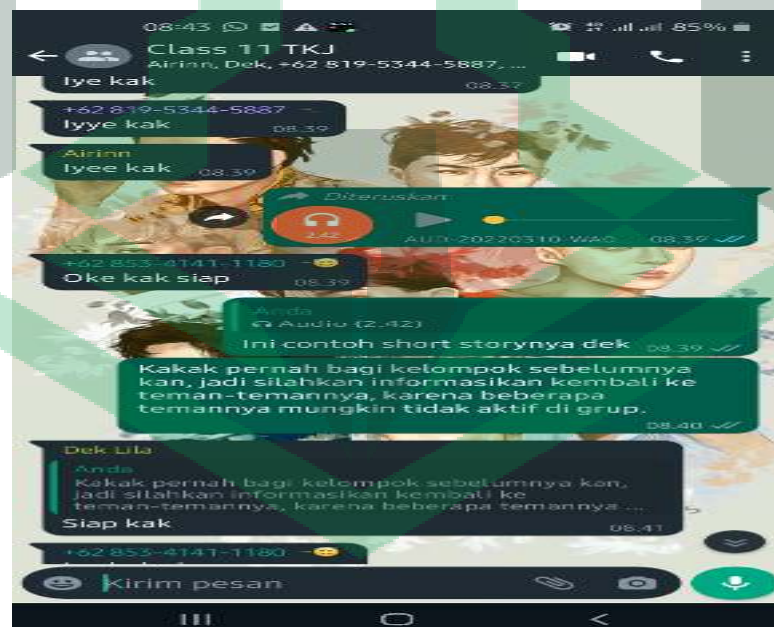
3 : Cukup baik

No	Aspek yang diamati	Nilai pengamatan				
		1	2	3	4	5
1.	Kesesuaian soal dengan indikator pencapaian hasil belajar				✓	
2.	Kejelasan petunjuk pengerjaan soal				✓	

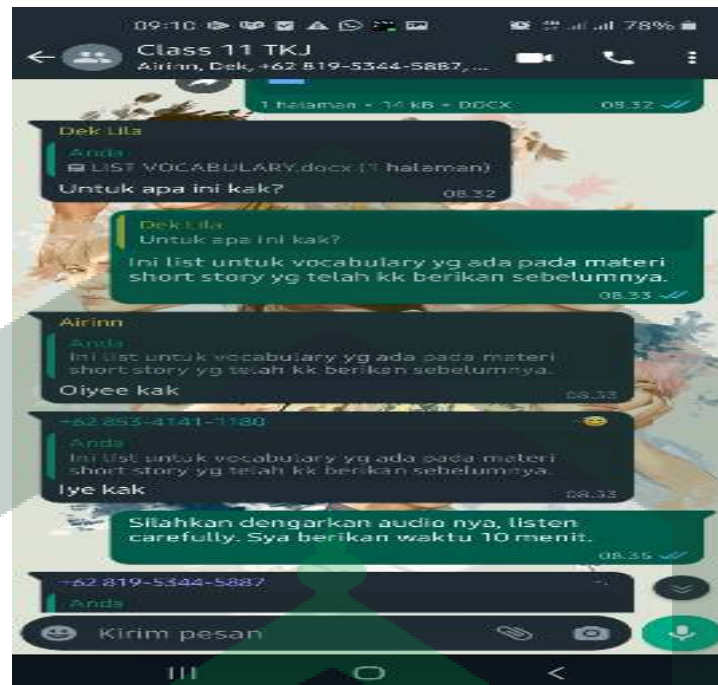
Pretest



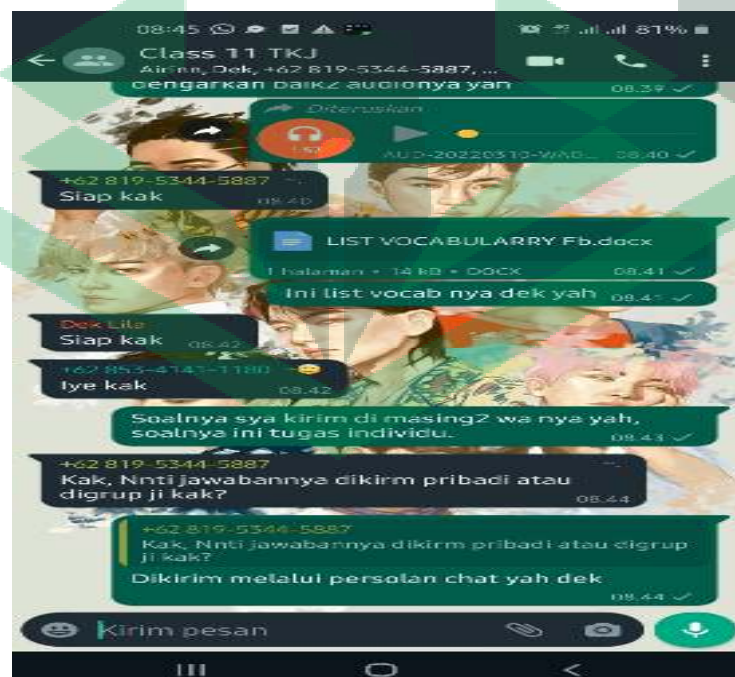
First meeting



Second meeting



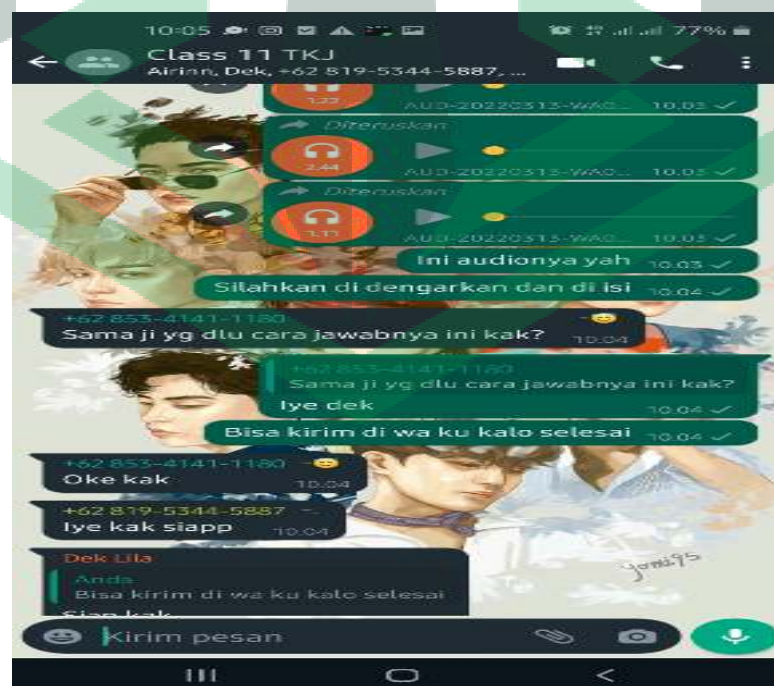
Third meeting



Fourth meeting



Post test



The Student's Pre-Test And Post-Test

PRE TEST

Education unit : SMK
 Expertise Competence : Vocational Competence (TKU)
 Subjects : English
 Class : XI
 Time : 60 minutes

School Name : SMK Komputer Madani
 Student's Name : Hardiyanti
 Attendance Number : 036

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with same direction for each part. Directions: In this part of the test, you will hear short essay and question spoken English. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speaker is saying. After you listen, read the four possible answer, and decide which one would be the answer to the question you have heard.

Part 1: Question 1-5

1. Why did Barbara drop out of collage?

a. She received a great job offer.
 b. The courses were too hard for her.
 c. She needed to find a job to support her daughter.
 d. She wanted to get married

2. With a collage degree, it's easier to find a job with benefits such as.....?

a. Health insurance
 b. A discounted house
 c. Lower mortgage payments
 d. Free magazines

3. Why can't Barbara go to collage on a regular schedule?

a. Her daughter is a disabled baby

3. Why can't Barbara go to college on a regular schedule?

- a. Her daughter is a disabled baby
- b. The classes close up too quickly
- c. She is too old
- d. She still needs to take care of her teenage daughter

4. Why was Barbara worried about online classes?

- a. They are more inconvenient than regular classes
- b. They won't give her the same credit as regular classes
- c. They are taken by dumb people
- d. They cost a lot more than regular classes

5. Online classes are great for _____ students

- a. Non-traditional
- b. traditional
- c. advanced
- d. remedial

Part II-Question 6-10

Direction: In this part of the test, you will hear different stories and questions. The answer and the question will be spoken twice. They will not be printed in your book, so you must listen carefully to understand what the speakers are saying.

6. What is a famous New Year's Celebration that takes place in New York City square?

- a. A large New Year parade
- b. Drinking beers at restaurant
- c. A huge crystal ball drop at midnight
- d. Running in the cold

7. Why are places like banks and the post office closed on new year's day?

- a. Nobody wants to work on new Year's Day
- b. It is a national holiday
- c. There is no business on new years day
- d. People are all out of town

8. What is a new year's resolution?

- a. Eat together

b. Something you drink on new year's eve

c. An answer to your first question in the new year

d. A promise to change a lifestyle habit

9. What parade takes place in Pasadena on new years day?

- a. The rose parade
- b. The California New Year's parade
- c. New years march
- d. A football parade

10. What is the rose bowl?

- a. A parade
- b. A football game
- c. A new Year's resolution
- d. A famous garden of flowers

Part III : Question 11-15

Direction: In this part of the test, you will hear different stories and questions. The answer and the question will be spoken twice. They will not to be printed in your book, so you must listen carefully to understand what the speakers are saying.

11. What is the origin of Mother's Day?

- a. Mothers wanted a day to get presents.
- b. To celebrate Mother Teresa's birthday.
- c. To honor mothers whose sons had died in war.
- d. Mothers wanted a similar day like Father's day.

12. What does it mean if people wear a red or white carnation?

- a. A red carnation means love, and a white carnation means friendship.
- b. A red carnation means friendship, and a white carnation means love.
- c. A red carnation means your mother was dead, and a white means she is alive.
- d. A red carnation means your mother is alive, and a white means she is dead.

13. What was Anna Jarvis arrested for?

- a. She distributed the peace protesting Mother's Day.
- b. She stole roses.
- c. She commercialized Mother's Day.
- d. She broke up a Mother's Day protest.

14. What does the word "commercialized" mean?

- a. Making things look bigger than they actually are.
- b. Commenting on an economical situation.

- c. Making something popular enough to be sold.
- d. Socializing with common people.

15. When does mothers day occur?

- a. The second Sunday in march
- b. The first Sunday in December
- c. The first Sunday in April
- d. The second Sunday in May

Part V: Question 16-20

Direction: In this part of the test, you will hear different stories and questions. The st answer and the question will be spoken twice. They will not to be printed in your book, so you must listen carefully to understand what the speakers are saying.

16. Which event led to the creation of Father's Day?

- a. The beginning of world War II
- b. Mining accident in West Virginia
- c. The earthquake of 1862
- d. The ending of world war I

17. What was the problem with the invention of father's Day

- a. Mothers thought it was unfair
- b. People complained that fathers didn't deserve a holiday
- c. People didn't want another commercialized holiday
- d. There were already too many holiday

18. What types of gifts do fathers traditionally receive?

- a. Ties, tools, and electronics
- b. Whiskey, coats and car
- c. Electronics, newspapers, and beers
- d. Dells, smartphones, and pens

18. What types of gifts do fathers traditionally receive?

- a. Ties, tools, and electronics
- b. Whiskey, coats and car
- c. Electronics, newspapers, and beers
- d. Belts, smartphones, and pants

19. What is a barbecue?

- a. A social event where people sing song
- b. A social event where people cook stuff outside
- c. A traditional family union
- d. A social gathering for men only

20. In which season does father's Day Land?

- a. The fall
- b. The spring
- c. The summer
- d. The winter

12 BENAR

8 SALAH

12:58  62%

SOAL PRE TEST POST TEST 1

00:00:00

Education unit : SMP
 Experiential Competence / Vocational Competence / DC/3
 Subjects : English
 Class : X
 Date :
 Time : 60 minutes

School Name : SMK Komputer Medan
 Student's Name : PUTRI
 Attendee's Number : 02

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with some directions for each part.

Directions: In this part of the test, you will hear short essays and questions spoken in English. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

When you listen, read the four choices in answer, and decide which one would be the best answer to the question you have heard.

Part 1: Questions 1-5

1. Why did Barbara drop out of college?

- She received a good job offer.
- The houses were too hard for her.
- She needed to find a job to support her daughter.
- She wanted to get married.

2. With a college degree, it's easier to find a job with benefits such as _____?

- Health insurance
- A 401(k) retirement plan
- Lower mortgage payments

3. Why can't Barbara go to college on a regular schedule?

- a. Her daughter is a disabled baby
- b. The classes close up too quickly
- c. She is too old
- d. She still needs to take care of her teenage daughter

4. Why was Barbara worried about online classes?

- a. They are more convenient than regular classes
- b. They won't give her the same month as regular classes
- c. They are taken by dumb people
- d. They cost a lot more than regular classes

5. Online classes are great for _____ students

- a. Not traditional
- b. traditional
- c. advanced
- d. remedial

Part II: Question 6-10

Directions: In this part of the test, you will hear different short stories and lectures. The short answer and the question will be spoken twice. They will not be printed in a test book, so you must listen carefully to understand what the speakers are saying.

6. What is a famo is New Year's Eve celebration that takes place in New York City?

- a. A large new year parade
- b. Drinking beer is important
- c. A large crystal ball drop in midtown

d. Running in the city

7. Why are classes like banks and the post office closed on New Year's day?

- a. Nobody wants to work on New Year's Day
- b. It is a national holiday

8. What is a new year's resolution?

- a. Eat together
- b. Something you think you will do in the new year
- c. An answer to your first question in the new year
- d. An excuse to change a lifestyle habit

9. What parade takes place in Rochester in the new year's day?

- a. The race parade
- b. The California New Year's parade
- c. New year's march
- d. A football parade

10. What is the case about?

- a. A parade
- b. A football game
- c. A new year's resolution
- d. A famous garden of flowers

Part II: Question 11-15

Directions: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

11. What is the origin of Mother's Day?

- a. Mothers wanted a day to get presents
- b. To celebrate mother Theresa's birthday
- c. To honor mothers whose sons had died in war
- d. Mother wanted a similar day like Father's day

12. What does it mean if people wear a red or white carnation?

- a. A red carnation means love, and a white carnation means friendship
- b. A red carnation means friendship, and a white carnation means love
- c. A red carnation means your mother has died, and a white means she is alive

3. And carnation means your mother is alive, and a white means she is dead.

25 What was Ann Jarvis arrested for?

- a. She distributed free peace pens during mother's day
- b. She stole roses
- c. She commented on mother's day
- d. She brought up a mother's day protest

26 What does the word "commercialized" mean?

- a. Making things look bigger than they actually are
- b. Commenting on an **economic situation**
- c. Making something popular enough to be sold
- d. Socializing with common people

27 When does mother's day occur?

- a. The second Sunday in March
- b. The first Sunday in December
- c. The first Sunday in April
- d. The second Sunday in May

Part IV Question 15-20

Directions: In this part of the test, you will hear different stories and questions. The short answer and the questions will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

15. What event led to the creation of Father's Day?

- a. The beginning of world war I
- b. Mining accidents in West Virginia
- c. The earthquake of 1883
- d. The ending of world war I

17 What was the problem with the invention of Father's Day?

- a. Mothers thought it was unfair
- b. People complained that fathers didn't deserve a holiday
- c. People didn't want another commercialized holiday
- d. There were already too many holidays

16. Which event led to the creation of Father's Day?

- a. The beginning of world War I
- b. Starting school in west Virginia
- c. The earthquake of 1882
- d. The ending of world war I

17. What was the problem with the invention of Father's Day?

- a. Mothers thought it was unfair
- b. People complained that fathers didn't deserve a holiday
- c. People didn't want a father commercialized holiday
- d. There were already too many holidays

18. Which types of gifts do fathers traditionally receive?

- a. Toys, tools, and electronics
- b. Whiskey, coats and cars
- c. Electronics, newspapers, and beer

19. What is a barbecue?

- a. A social event where people sing songs
- b. A social event where people cook stuff outside
- c. A meat and hardy drink
- d. A social gathering for the elderly

20. In which season does Father's Day Land?

- a. The fall
- b. The spring
- c. The summer
- d. The winter

10 SENAI

10 SALAH

PRE-TEST

Education unit : SMK
 Expertise Competence : Vocational Competence (OU)
 Subjects : English
 Class : XI
 Time : 60 minutes

School Name : SMK Komputer Madani
 Student's Name : Nia Aprilia
 Attendee's Number : 09

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with same direction for each part.
 Direction: In this part of the test, you will hear short essay and question spoken in English. The short answer and the question will be spoken twice. They will not to be printed in your test book, so you must listen carefully to understand what the speakers are saying.
 After you listen, read the four possible answer, and decide which one would be the best answer to the question you have heard.

Part 1: Question 1-5

1. Why did Barbara drop out of collage?

- a. She received a great job offer.
- b. The courses were too hard for her.
- c. She needed to find a job to support her daughter.
- d. She wanted to get married.

2. With a collage degree, it's easier to find a job with benefits such as.....?

- a. Health insurance
- b. A discounted house
- c. Lower mortgage payments
- d. Free magazines

3. Why can't Barbara go to collage on a regular schedule?

- a. Her daughter is a disabled baby
- b. The classes close up too quickly
- c. She is too old
- d. She still needs to take care of her teenage daughter

4. Why was Barbara worried about online classes?

4. Why was Barbara worried about online classes?

- a. They are more convenient than regular classes
 - b. They won't give her the same credit as regular classes
 - c. They are taken by dumb people
 - d. They only are more than regular classes
5. Online classes are great for _____ students
- a. Not too dumb
 - b. Not too smart

- a. advanced
- b. remedial

Part II: Question 6-10

Directions: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

6. What is a famous New Year's Celebration that takes place in New York City this year?

- a. A large new year parade
 - b. Drinking beer in a restaurant
 - c. A huge crystal ball drop at midnight
 - d. Running in the city
7. Why are places like banks and the post office closed on New Year's Day?
- a. Nobody wants to work on New Year's Day
 - b. It is a national holiday
 - c. There is no business on New Year's day
 - d. People are all out of town

8. What is a new year's resolution?

- a. An intention
- b. Something you drink on New Year's eve
- c. An answer to your first question in the new year

8. Something you drink on New Year's eve

a. An answer to your first question in the new year

b. A promise to change a lifestyle habit

9. What parade takes place in Pasadena on New Year's day?

a. The rose parade

b. The California New Year's parade

c. New year's march

d. A football parade

10. What is the use of a ball?

a. A game

b. A football game

c. A New Year's resolution

d. A game played at home

Part II: Questions 11-15

Directions: In this part of the book, you will have different stories and readings. The short answer and the questions will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

11. What is the origin of Mother's Day?

a. Mothers wanted a day to get presents

b. To celebrate mother Theresa's birthday

c. To honor mothers whose sons had died in war

d. Mothers wanted a special day to have a day

12. What does it mean if people wear a red or white carnation?

a. A red carnation means love, and a white carnation means friendship

b. A red carnation means friendship, and a white carnation means love

c. A red carnation means your mother can live, and a white means she is alive

d. A red carnation means your mother is alive, and a white means she is dead

13. What was Anna Jarvis created for?

a. She distributed the price promoting mother's day

b. She wrote books

*4. What does the word "comment" most mean?

- a. Making things look bigger than they actually are
- b. Commenting on an economic situation

- c. Making something possible enough to be sold
- d. Confronting other common people

*5. When does Mother's Day occur?

- a. The second Sunday in March
- b. The first Sunday in December
- c. The first Sunday in April
- d. The second Sunday in May

Part IV: Question 16-20

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

*6. Which event led to the creation of Father's Day?

- a. The beginning of World War I
- b. Mining and more in west Virginia
- c. The porting of 1882
- d. The ending of World War I

*7. What was the problem with the invention of Father's Day?

- a. Mothers thought it was unfair

- b. People complained that fathers didn't deserve a holiday
- c. People didn't want another commercialized holiday
- d. There were already too many holidays

*8. What types of goods fathers most usually receive?

- a. Cars, tools, and electronics
- b. Wine, coats and hats
- c. Electronics, newspapers, and tools



English Test

Institution/unit : SMPK
 Expertise Competence / Vocational Competence (DKP)
 Subjects : English
 Class : X
 Date : 01/11/2024

School Name : SMPK Komputer Modern
 Student's Name : Agatha
 Attendee's Number : 022

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with some direction for each part.

Direction: In this part of the test, you will hear short essays and question spoken in English. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you listen, read the four possible answers, and decide which one would be the best answer to the question you have heard.

Part 1: Question 1-5

1. What does camping involve?

1. Sleeping in your friend's house
 2. Sleeping on the train
 3. Spending nights in the outdoors
 4. Having a picnic in the backyard
2. Where can people sleep when they camp?
1. In a hotel

2. Where can people sleep when they camp?

- a. In a hotel
- b. In a tent
- c. In a house
- d. In a motel

3. What are camping grounds?

- a. A place for playing some sports
- b. A designated outdoor area for campers
- c. An area for outdoor activities
- d. Any place where someone want to spend the night

4. What are fire rings in camping grounds?

- a. A ring that was made for you
- b. A ring that was made using fire

- a. A hole in the ground where people can safely make a fire
- b. A ring that represents art

5. What is an outdoor activity people like to do when camping?

- a. Watching sports on tv
- b. Fishing
- c. climbing trees
- d. making more calls

Part II: Question 6-10

Direction: In this part of the test, you will hear different speakers and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

6. "Thanksgiving is also celebrated in

- a. Germany
- b. Canada
- c. Japan
- d. Africa

7. What do families usually eat on Thanksgiving?

a. Turkey

b. Ham

c. Pie

d. Both A and C

8. Thanksgiving is celebrated to remember

a. Christopher Columbus discovering America

b. The declaration of independence

c.

d. The first harvest of the pilgrims and puritans

e. The American Revolution

9. Most families celebrate Thanksgiving by

a. Eating as much food as possible

b. Referring on what they're thankful for

c. Remembering the pilgrims

d. Making a lot of noise

10. Thanksgiving is commonly referred to as Thanksgiving Day (Day #21110)

a. Ham

b. Stuffing

c. Turkey

d. Pie

Part III: Questions 11-15

Direction: In this part of the test, you will hear a speaker's question and questions. The short answer and the question will be spoken twice. They will not be printed in your test book so you must listen carefully to understand what the speakers are saying.

11. Halloween is also called _____

a. Day of the dead

b. All Hallow's Eve

c. All saints' eve

d. Both B and C

12. Halloween in America is mostly about what?

a. Dressing up in scary costumes and asking for candy

b. Remembering the dead

12. Halloween in America is mostly about what?

- a. Dressing up in scary costumes and needing for candy
- b. Remembering the dead
- c. Being thankful
- d. Giving gifts to your audience

13. What do children usually say when they knock on the doors of houses or

Halloween?

- a. Merry Christmas
- b. Trick or treat!
- c. Happy new year!
- d. Give me candy!

14. Homeowners in Halloween give children.....

- a. Juice and drink
- b. Tooth paste
- c. Fruits and vegetables
- d. Candy and other food items

15. Traditional Halloween decorations include.....

- a. Witches
- b. Skeletons
- c. Jack-o'-lanterns
- d. Artificial snow

Part II: Question 16-20

Direction: In the part of the test, you will hear different dialogues and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

16. What is the percentage of students who are homeschooled in America?

- a. 1 percent
- b. 2 percent

☒ 3 parents

☐ 4 parents

17. Homeschooling is when parents have their children learn at...

☐ a. none

☐ b. a private school

☒ c. their home

☐ d. a school closer to home

18. Some parents feel that homeschooling is better because:

☒ a. High schools are not good enough

☐ b. Of religious beliefs

☐ c. Of moral beliefs

☐ d. All of the above

19. Homeschooled students can still:

☐ a. Go to college

☐ b. Go to high school

☐ c. Be on a school's sports team

☒ d. Both A and C

20. Why do some believe that homeschooling is harmful for the students?

☐ a. Because the students will not be able to learn enough knowledge

☐ b. Because the students do not learn as regularly

☒ c. Because its too expensive

☐ d. Because the students won't have any social life

14 SENARAI

© SQA, 2011

POST TEST

Institution name : SMPK
 Expected Competencies: Vocational Competencies (TKA)
 Subjects : English
 Class : XI
 Time : 60 minutes

School Name : SMPK Kampar/Mekong
 Student's Name : HARDIYANTI
 Attendance Number : 06

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with same direction for each part.

Direction: In this part of the test, you will hear short essay and question spoken in

English. The short answer and the question will be spoken twice. They will not be printed in your test form, so you must listen carefully to understand what the speakers are saying.

After you listen, read the four possible answer, and decide which one would be the best answer to the question you have heard.

Part 1: Question 1-5

1. What does camping involve?

- a. Sleeping in your friend's house
- b. Sleeping on the train
- c. Spending nights in the outdoors
- d. Having a picnic in the backyard

2. Where can people sleep when they camp?

- a. In a hotel
- b. In a tent
- c. In a house
- d. In a motel

3. What are camping grounds?

- a. A place for playing some sports
- b. A designated outdoor spot for campers

4. Answer form number activities

- a. An area for outdoor activities
- b. Any places where campers want to spend the night

4. What are fire rings in camping grounds?

- a. A ring that can start a fire for you
- b. A ring that was molded using fire
- c. A hole in the ground where people casually make a fire
- d. A thought that represents a fire

5. What is an outdoor activity people like to do when camping?

- a. Watching sports on tv
- b. Fishing
- c. Climbing trees
- d. making phone calls

Part III: Question 6-10

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

6. Thanksgiving is also celebrated in.....

- a. Germany

b. Canada

c. Japan

d. Africa

7. What do farm lies usually eat on thanksgiving?

- a. Turkey
- b. Hen
- c. Pies
- d. Both A and C

8. Thanksgiving is celebrated to remember.....

- a. Christopher Columbus discovering America
- b. The declaration of independence

d. Having a lot of food.

10. Thanksgiving is commonly referred to as the _____ Day/Week/2010.

- a. Ham
- b. Stuffing
- c. Turkey
- d. Wine

Part II: Questions 11-13

Directions: In this part of the test you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

11. Halloween is also called _____.

- a. Day of the dead
- b. All halloves' Eve
- c. All saint's eve
- d. Both B and C

12. Halloween in America is mostly about what?

- a. Dressing up in scary costumes and asking for candy
- b. Remember the dead
- c. Being thankful
- d. Giving gifts to your loved ones

13. What do children usually say when they knock on the door of houses on Halloween?

- a. Merry Christmas
- b. Trick or treat
- c. Happy new year
- d. Give me candy

14. Homeowners on Halloween give children _____.

- a. Turkey and gravy
- b. Tooth paste

- c. Fruits and vegetables
- d. Candy and other food treats

15. Traditional Halloween decorah are include _____

- a. Mistletoes
- b. stockings
- c. Jack-o'-lanterns
- d. Artificial flowers

Part IV: Questions 16-20

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

16. What is the percentage of students who are homeschooled in America?

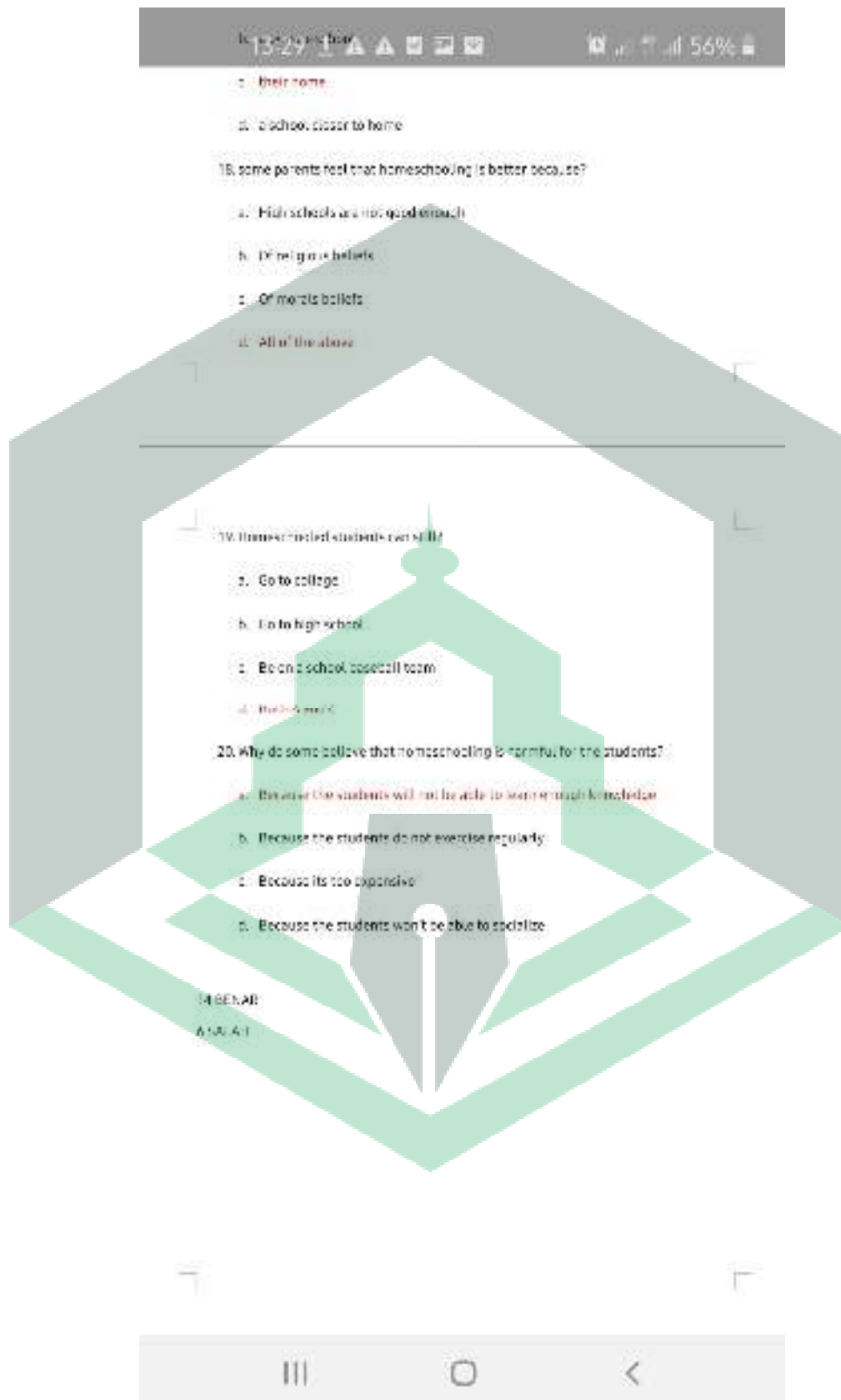
- a. 1 percent
- b. 2 percent
- c. 3 percent
- d. 4 percent

17. Homeschooling is when parents have their children learn at _____

- a. malls
- b. a private school
- c. their home
- d. a school chosen by them

18. Some parents feel that homeschooling is better because?

- a. High schools are not good enough
- b. Of religious beliefs
- c. Of moral beliefs
- d. All of the above



POST-TEST

Tempat dan tanggal : SMK
 Kompetensi : Nasional Kompetensi (DKB)
 Subjects : English
 Class : XI
 Time : 60 minutes
 School Name : SMK Komputar Madani
 Student's Name : Isha Aprilia
 Attendee's Number : 09

Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with some direction for each part. Direction: In this part of the test, you will hear short essay and question spoken in

English. The short answer and the question will be spoken twice. They will not be re-printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen, read the four possible answer, and decide which one would be the best answer to the question you have heard.

Part 1: Question 1-5

1. What does camping involve?
 - a. Sleeping in your friends' home
 - b. Sleeping on the street
 - c. Spending nights in the outdoors
 - d. Testing a picnic in the backyard
2. Where can people sleep when they camp?
 - a. In a hotel
 - b. In a tent
 - c. In a house
 - d. In a motel
3. What is a camping ground?
 - a. A place for playing some sports
 - b. A designated outdoor spot for campers
 - c. An area for outdoor activities
 - d. Any places where campers want to spend the night

4. What are fire rings or cooking grates?
- A ring that can start fire for you.
 - A ring that was made using fire.
 - A hole in the ground where people can safely make a fire.
 - Anything that represents evil.
5. What is an outdoor activity people like to do when camping?
- Watching sports on tv.
 - Fishing.
 - climbing trees.
 - making phone calls.

Part II: Question # 10

Direction: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

6. Thanksgiving is also celebrated in.....
- Germany
 - Canada
 - Japan
 - Africa
7. What do families usually eat on Thanksgiving?
- Turkey
 - Eggs
 - Pies
 - Both A and C
8. Thanksgiving is celebrated to remember.....
- Christopher Columbus discovering America
 - The declaration of independence
 - The first harvest of the pilgrim and natives
 - The American revolution
9. Most families celebrate Thanksgiving by.....
- Eating as much food as possible

9. Host families celebrate Thanksgiving by.....

- a. Eating as much food as possible
- b. Reflecting on what they're thankful for
- c. Remembering the pilgrims
- d. Making a lot of food

10. Thanksgiving is commonly referred to as *Ms2010* Day/Kay2010.

- a. Meat
- b. Stuffing
- c. Turkey
- d. Wine

Part II: Questions 11-15

Direction: In this part of the test, you will have 45 seconds to read the questions and guidelines. The correct answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

11. Halloween is also called

- a. Day of the dead
- b. All hallowes' Eve
- c. All saint's eve
- d. Both b and c

12. Halloween in America is mostly about what?

- a. Dressing up in scary costumes and asking for candy
- b. Remember the dead
- c. Being thankful
- d. Giving gifts to your loved ones

13. What do children usually say when they knock on the doors of houses on Halloween?

- a. Merry Christmas
- b. Trick or treat!

c. Happy new year!

d. Give me candy!

14. Homecoming on Halloween give children _____

a. Turkey and gravy

b. Bean pie

c. Fruits and vegetables

d. Candy and other food treats

15. Traditional Halloween decorations include _____

a. Halloweas

b. Hallowings

c. Jack-o'-lanterns

d. Art Halloweas

Part IV: Question 16-20

Directions: In this part of the test, you will hear different stories and questions. The short answer and the question will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speaker is saying.

16. What is the percentage of students who are homeschooled in America?

a. 1 percent

b. 2 percent

c. 3 percent

d. 4 percent

17. Homeschooling is when parents have their children learn at _____

a. a park

b. a private school

c. their home

d. a school closer to home

18. Some parents feel that homeschooling is better because:

a. High schools are not good enough

b. Of religious beliefs

c. Of morals beliefs

d. All of the above

d. At parent's

17. Homeschooling is when parents have their children learn at...

- a. mobile
- b. a private school
- c. their home
- d. a school closer to home

18. Some parents feel that homeschooling is better because?

- a. High schools are not good enough
- b. Of religious beliefs
- c. Of moral beliefs
- d. All of the above

19. Homeschooled students can still?

- a. Go to college
- b. Go to high school
- c. Join a school football team
- d. Both A and C

20. Why do some believe that homeschooling is harmful for the students?

- a. Because the students will not be able to learn enough knowledge
- b. Because the students do not exercise regularly
- c. Because they are overprotected
- d. Because the students won't be able to socialize

16 BENAR
4 SALAH



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
 Website: pbi.iainpalopo.ac.id E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

No. 1107/In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Dewi
 NIM : 17 0202 0206
 Semester : X (Sepuluh)
 Program Studi : Pendidikan Bahasa Inggris
 Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 21%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 Maret 2022

Mengetahui,
 Ketua Prodi,



Andika Yahya, S.E., M.Hum.
 NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
 NIP 198603272018011001