

**IMPROVING STUDENTS' LISTENING SKILL BY USING WE
SING KARAOKE APPLICATION AT THE ELEVENTH
GRADE OF MAN PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English
Language Education Study Program Tarbiyah and Teacher Training
Faculty State Islamic Institute of Palopo*



Submitted By:

Siti Nuriana Binti Kalling

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

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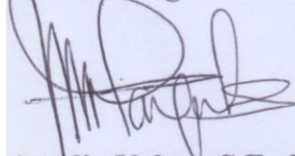
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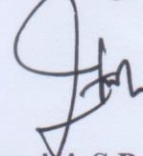
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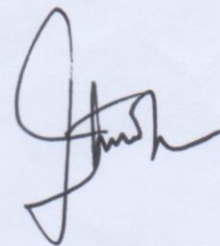
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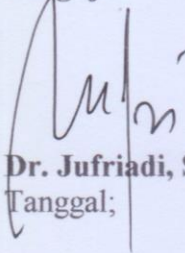
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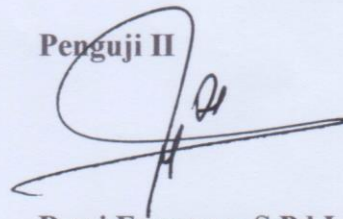
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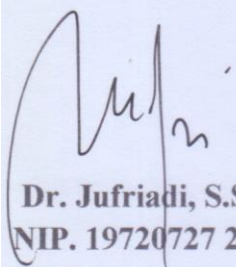
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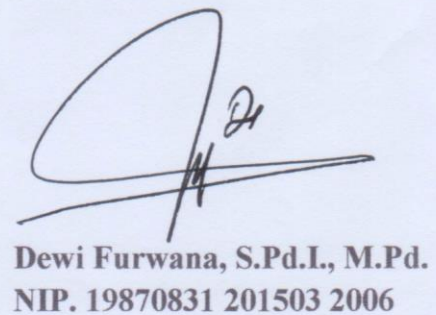
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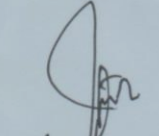
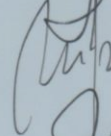
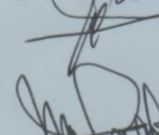


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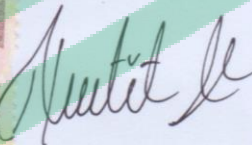
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سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ

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The Researcher realizes well that this thesis is far from perfect. I invite constructive comments and suggestions from the readers to improve this proposal thesis. Hopefully, this proposal thesis will be useful for material experimenters.

Palopo,, 2023

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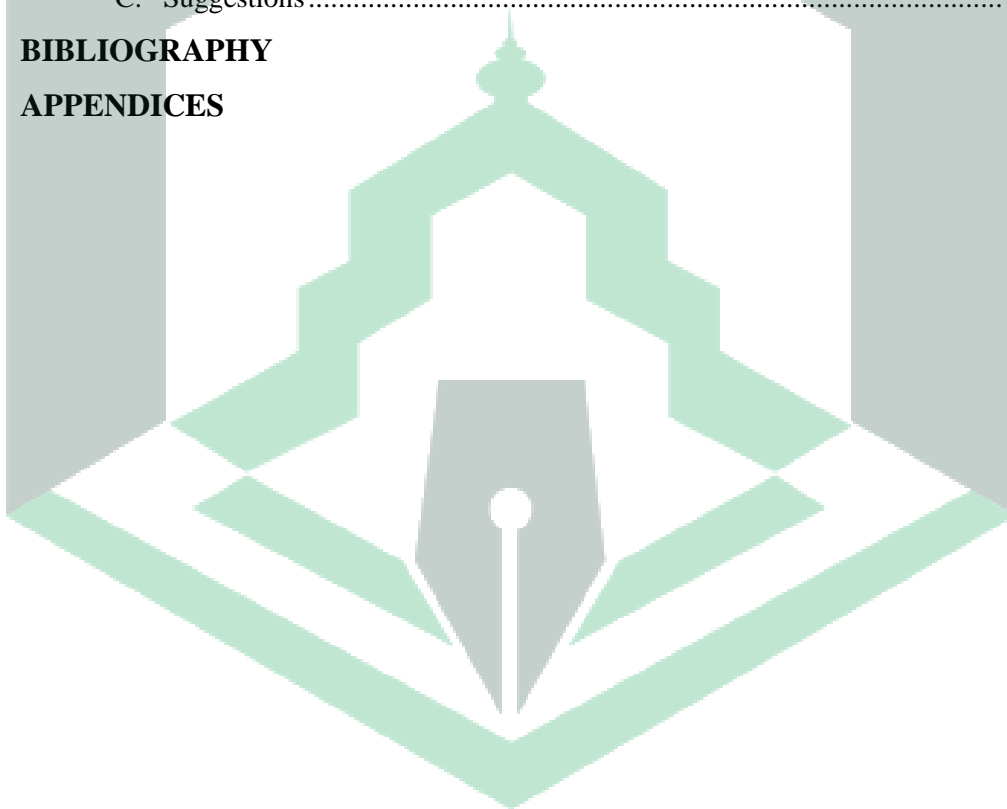
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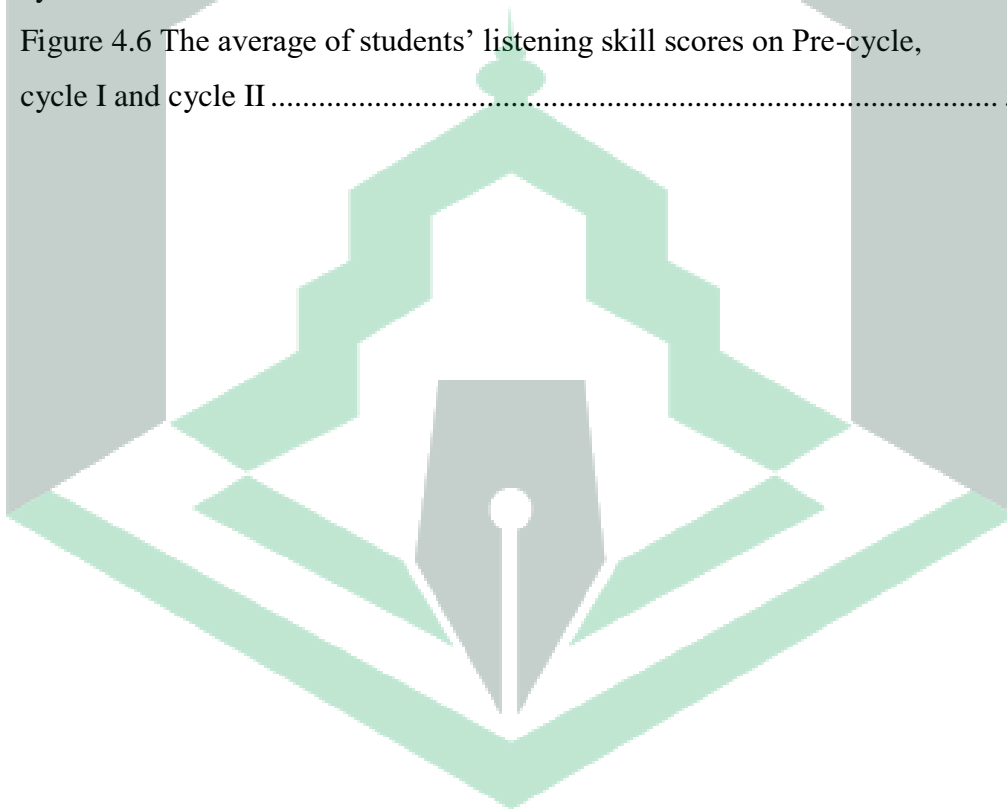
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ABSTRACT

Siti Nuriana Binti Kalling, 2023, “Improving Students’ Listening Skill by Using We Sing Karaoke Application at the Eleventh Grade of MAN Palopo”
Thesis English Study Program Educational Department In the State Islamic Institute of Palopo, Supervised by Amalia Yahya and Husnaini

This research aimed to find out the improvement of the student’s listening skills by using the We Sing Karaoke Application as a media in teaching English that focused on Listen for Information. The researcher conducted classroom action research (CAR) in two cycles in this research. Each cycle consisted of planning, acting, observing, and reflecting. The subjects of this research were 30 students in eleventh grade at Madrasah Aliyah Negeri (MAN) Palopo. The sample was taken by using a purposive sampling technique. The researcher used observation and measurement test as techniques for collecting the data. The instrument in this research was observation, evaluation tests, questionnaires and documentation to manage data to get the research findings the effective ways in teaching listening by using We Sing Karaoke Application. The research was conducted collaborative with the English Teacher of Madrasah Aliyah Negeri Palopo. The result showed that using the We Sing Karaoke Application as a teaching medium in the teaching-learning process can improve students’ listening skills.

Keyword: CAR, Listening Skill, We Sing Karaoke Application.

CHAPTER 1

INTRODUCTION

A. Background

One of the foreign languages spoken in Indonesia is English. The 12 December 1967 decree of the Minister of Education and Culture No. 096/1967 designated English as the first foreign language (Kartono, 1980: 126)¹. English is a global language that has dominated international communication. Awareness of the significance of English proficiency in the information age has prompted efforts to learn and master the language as quickly as possible.²

Listening is an important skill for those who intend to improve their English, as we cannot communicate with one another without first listening to and comprehending the speaker's speech. It cannot be denied that the ability to listen is one of the most difficult skills to acquire in English. Furthermore, listening is not the same as hearing³. Hearing is the reception of sound through the ear. It happens automatically and is processed in real-time. Listening requires attention not only to the story being listened to but also to the storyteller's language, intonation, voice, and body language. Teachers can also employ a variety of media to teach listening. As Andrianis' discovered, using Spotify can increase student motivation

¹ Idham Syahputra, "Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa" *Kutubkhana* 17, No. 1 (2006): 127–145. <http://ejournal.uin-suska.ac.id/index.php/Kutubkhanah/article/view/813> Accessed : 15 July 2022

² Astien Liyana and Mozes Kurniawan, "Speaking Pyramid Sebagai Media Pembelajaran Kosa Kata Bahasa Inggris Anak Usia 5 – 6 Tahun" *Jurnal Obsesi* 3, no. 1 (2019): 225–232. <https://www.obsesi.or.id/index.php/obsesi/article/view/178> Accessed: 15 July 2022

³ Lidya Maldini Putri and Aulia Islamiati, "Teaching Listening Using Duolingo Application" 1, no. 4 (2018): 460–465. Accessed : 24 March 2022

to study English⁴. Songs can be a beneficial pedagogical tool to help enhance the student's language skills because music and language have many specific features. It will support students quickly to achieve their goals in learning English, especially in learning listening skill. Several studies have investigated using English songs against students in the classroom. One of them instructed the students to listen to the songs and then sing them in class⁵. Then she found the students' positive view of English songs. They are also aware of the significance of English songs in enhancing students' listening skills and training their pronunciation.

Before teaching students to listen, teachers must create the appropriate lesson plans. Teachers must initially prepare technical devices and alter materials. Additionally, materials and tools must be entirely adapted to students' abilities. When the teacher establishes exciting material, the students will become ecstatic and be motivated to listen to the audio and answer the teacher's questions.

Listening exercises have benefits for language acquisition. First, listening provides a model of correct English pronunciation for students. It also facilitates the development of their other skills. Second, by developing their listening skills, students can indirectly study certain language elements. These components may include word pronunciation, language pace, language accent, and language

⁴ Erwin Akib And Amar Ma, "The Use Of Spotify Application To Improve Students Ability In Listening Through English Song: A Pre-Experimental Research," *Journal Of Computer Interaction In Education* 1, No. 2 (2018): 1–8, <https://ojs.fkip.unismuh.ac.id/index.php/jcie/index>. Accessed: 7 August 2022

⁵ Tri Listyaningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," *Academica : Journal of Multidisciplinary Studies* 1, no. 1 (2017): 35–49. <https://ejournal.uinsaid.ac.id/index.php/academica/article/view/601>. Accessed: 19 Januari 2023

intonation. These elements will be beneficial in enhancing the English communication skills of learners.⁶

Songs provide statements and elements of language for students to explore their language abilities. Additionally, it can encourage students to learn a foreign language more casually. Songs are also appropriate for relaxing students and making them enjoy learning and listening⁷. Using songs in the teaching-learning process will motivate students to acquire the material and pay attention. Additionally, the students will not get bored.

Based on the pre-observation research, the researcher found out the problem of the students in MAN Palopo in mastering English. It has been observed when teachers explain in English, some students cannot capture the message conveyed. They also have difficulty with spelling. In addition, most students, when listening to English songs, cannot clearly understand the songs' message. One of the steps to solve the problem is to use electronic devices that most MAN Palopo students have, namely smartphones. With that phone, they can download one application that makes it easy to listen to English songs while learning. The application is called We sing Karaoke; with this application, they can hear English songs, record their voices, and hear the singers' original voice while recording their voice, so they can also practice their pronunciation. In the

⁶ 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). <https://journal.unnes.ac.id/nju/index.php/LC/article/view/30355> Accessed: 26 August 2023

⁷ Syahrullah, "Developing The English Vocabulary of The School Year Students' of MTS Batusitanduk Through English Song" Thesis S.1, (Palopo: STAIN PALOPO, 2007)P. 5.

new curriculum, songs are made part of the subject matter. It means that the existence of songs was important for students to understand.

Therefore, the researcher conducted the research entitled "Improving Students' Listening Skill By Using We Sing Karaoke Application Through English At The Eleventh Grade of MAN Palopo".

B. Research Questions

Based on the background study of the problem described, the researcher formulates the research questions are:

1. What are the effective ways to apply We Sing Karaoke Application in teaching listening skill to the students at the eleventh grade of MAN Palopo?
2. Does the use of We Sing Karaoke Application improve students' listening skills in the eleventh grade of MAN Palopo?
3. How is the students' perception on the use of We Sing Karaoke Application in improving students' listening skill at the eleventh grade of MAN Palopo?

C. The Objective of the Research

Relevant to the problem statement above, the research objective are:

1. To find out the effective ways to apply We Sing Karaoke Application in teaching listening skill to the students at the eleventh grade of MAN Palopo.
2. To identify whether or not the We Sing Karaoke application improve students' listening skills in the eleventh grade of MAN Palopo.
3. To find out students' perceptions on the use of We Sing Karaoke Application in improving students' listening skill at the eleventh grade of MAN Palopo.

D. Significances of the Research

There are significances of this research:

1. Theoretically

The results of this study are expected to provide a meaningful contribution to the readers. The research results can be useful information for students to improve their listening ability by listening to English songs. This research also can give some advantages to the respondents, especially to all the students regarding their listening skill.

2. Practically

The study results expect useful information for English teachers who face almost the same problems in improving students' listening skills. The teacher also hopes students do not get bored learning English using the We Sing Karaoke Application. The result of the study can be used as a reference for those who want to research the process of learning to teach English, especially to teach a listening skill by using the application.

E. Scope of the Research

This research focuses on improving students' listening skills in comprehending english song at MAN Palopo using the We Sing Karaoke Application, especially listen for information.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

In this study, the researcher gathered some relevant opinions from previous studies on the need for applications to improve students' ability to teach listening skills.

The first,

Lidya Maldini Putri, Aulia Islamiati (2018), "Teaching Listening Using Duolingo Application"⁸. This research used quantitative research design because there are or related to data collection using numerals and statistics. The researcher used a pre-experimental method. The population of this research was the first graders, which consisted of 24 classes and 799 students. The class chosen by the researcher was X tataboga-3. The total of the students were 36 students. The researcher concluded using the Duolingo Application can improve students' listening skills. It can be seen from this research that using E-learning, in this case using Duolingo Application for teaching English, is an excellent way to improve students' listening skills.

The similarity of these two research lies in using the application as a learning media in improving listening skill. The difference lies in the research type, data collecting method and data analysis technique.

⁸ Lidya Maldini Putri and Aulia Islamiati, "Teaching Listening Using Duolingo Application" 1, no. 4 (2018): 460-465.

The second is Janejai Nipattamanon (2018), "Utilizing English Pop Songs with Karaoke Application among Young Adults to Enhance Connected Speech Production"⁹. This research aimed to investigate the use of English pop songs with a karaoke application in an EFL classroom. The method of this research was divided into two groups. The first group was the control group, engaged in listening and speaking instruction for four months, based on the EFL textbook without using English songs or karaoke application. Whereas the second group (experimental group). They practised the English pop songs in the classroom and incorporated learning English through their smartphones. This research was conducted in a renowned University in Southern Thailand, first students in the Faculty of Commerce and Management.

The result of the research showed that the connected speech production after using songs with karaoke applications improved significantly. The researcher analyzed the post-test independent sample T-test. The researcher found that learning English through songs and karaoke applications was claimed as a fun and relaxed activity.

The third, Dewi Mayang Setyobudi and Irham Miftakhul Jannah (2022), in their thesis "The Effectiveness of Spotify Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto"¹⁰. This

⁹ Janejai Nipattamanon, "Utilizing English Pop Songs With Karaoke Application Among Young Adult To Enhance Connected Speech Production" *The New English Teacher* 1, No. 2 (2018), <http://www.assumptionjournal.au.edu/index.php/newenglishteacher/article/view/2959>. Accessed: 19 March 2022

¹⁰ Dewi Mayang Sari Setyobudi and Irham Miftakhul Jannah, "The Effectiveness of Spotify Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto Academic Year 2021/2022" *Edu Lingui* 2.1 (2022): 13–20. <https://journal.unimas.ac.id/index.php/eduli/article/view/164>. Accessed: 25 January 2023

research was conducted to know further results about teaching listening skills using English songs. The researcher used the Spotify Application to teach listening to English songs. The researcher used pre-test and post-tests to collect the data and pre-experimental to conduct this research. This research used descriptive analysis to analyse the data.

The researcher calculated the data using the mean gain formula to find the t-test. This research shows that the pre-test and post-test scores have significant differences. It can be seen that the t-test value was more significant than the t-table ($6.59 > 1,69$). The main score increased from 60,15 to 60,84 in the post-test. The researcher concluded that learning using the Spotify Application can make the students more interested and motivated to learn.

The fourth, Renita Rizky Anggraini, Maulida Arum Fauzi (2019) "Students' perceptions: The use of Joox to Enhance Vocabulary and Listening Skill"¹¹. This research focuses on the students' perceptions. The participants in this research were 25 students from the second to sixth semester of Tidar University. The research was mainly qualitative design by questioning 25 respondents with nine statements. The questionnaires were adopted from Tryanti R. Abdulrahman, Nonny Basalama and Moh. Rizki Widodos' research. The researcher analyzed the questionnaire by likert scale.

This research conducted in five meetings to show how they can listen to the song and improve their vocabulary. Based on the students' perception from

¹¹ Renita Rizky Anggraini and Maulida Arum Fauzi, "Students' Perceptions: The Use of Joox to Enhance Vocabulary and Listening Skill." *Proceeding of 1st Conference of English Language and Literature (CELL)*. Vol. 11. 2019
<https://semnas.untidar.ac.id/wp-content/uploads/2019/07/Renita-Rizky-Anggraini-Maulida-Arum-Fauzi.pdf> Accessed: 2 September 2023

the questionnaire, the students responses toward the use of Joox in listening practice were positive. So, the research result showed that the students agree that listening through Joox can enhance their vocabulary.

The fifth, Ayu Puspita Sari (2019), "The Use of English Song as the Media to Teach Listening to Tenth Graders in SMA 1 Jombang"¹². This research used qualitative as the design study. The participants of this research were the students of XI-IPA 1 SMA 1 Jombang. The students were selected with consideration that they were sama level. This research conducted descriptive research and used qualitative approach. In this research, the researcher used observation checklist, students work and questionnaire to collect the data.

The result if the research shows that the use of songs as the media in teaching listening conducted well. The way the teacher assess the students comprehension in listening songs is by using those assignments that were taken from the songs' lyrics. The researcher found that the students were easier to find the content and context of the songs while listening.

Based on the previous research, this research has both similarities and distinctions. This research was identical to four previous studies in that they all teaching listening. While the second research examined about English Pop Song using Karaoke Application which this two research have in common. The researcher also demonstrate the application's English-learning utility. The differences between this study and the five preceding ones are the research subject and the applications used by the university, senior high school, and junior high

¹² Ayu Puspita Sari, "The Use of English Song as the Media to Teach Listening to Tenth Graders in SMA 1 Jombang," *Retain* 7, no. 2 (2019): 140–148. <https://jurnalmahasiswa.unesa.ac.id/index.php/43/article/view/29299> Accessed: 19 March 2022

school students from various institutions in the village. Most previous studies also employed qualitative methods, whereas this study will employ quantitative and qualitative methods.

B. Some Pertinent Ideas

1. Theory of Listening

a. Definition of Listening

Listening is more than just hearing. Listening is the mental transformation of spoken language into meaning. Numerous definitions of the term "listening" have been summarised by researchers in language acquisition. According to Anderson and Lynch (1988), According to them, successful listening and comprehension are not the result of what the speaker says; rather, the listener plays a crucial role by activating different types of knowledge, applying what he knows to what he hears, and attempting to comprehend what the speaker means¹³. Rost (2002) states that listening is a process of accepting what the speaker says, constructing and presenting meaning, to negotiating by speaking and understanding through commitment, imagination, and empathy¹⁴.

b. Indicator of Listening

There are six main listening abilities necessary for comprehension.¹⁵

1) Listening for details

Involve listening for specific information such as keywords, numbers, names, characters, people, places, feelings, time and where etc.

¹³ A. Anderson & T. Lynch , *Listening*, (New York: Oxford University Press, 2008)

¹⁴ Rost M, *Teaching and Researching Listening*, (London, UK: Longman, 2002)

¹⁵ Vandergrift and Goh, *Teaching and Learning Second Language Listening*. New York and UK: Routledge (2012) p. 168-169.

2) Listening for understanding

Understand the general idea in a text, example theme, or overall view of the speaker.

3) Listening to the main ideas

It is the activity to catch up on the main point; what the text tells about it is based on the speaker's meaning. Understand the key or propositions in a text example: points supporting an argument or parts of an explanation.

4) Listen to inference

It is the ability to fill in gaps in the input. Sometimes the speakers leave out information or are deliberately ambiguous because they assume the listeners already know it.

5) Listen for predict

Anticipate what the speaker will say before and during listening to what the speaker means.

6) Listen selectively

The activity only listened to specific parts of the input.

On the other hand, there are three theories of teaching listening by Brown. It consists of:¹⁶

1) Listening to the main ideas

Understand the key points or propositions supporting an argument or part of an explanation.

2) Listening for details

¹⁶ Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006),p.6

We need the details when getting directions to someplace like a friend's home. Listening for detail asks the listener about specific information stated in a passage.

3) Listening and making inferences

It means the information or meaning is sometimes implied rather than stated. Listeners have to listen between the lines to determine what the conclusion means.

c. Types of Listening

Brown had a thoughtful way of classifying listening. There are four basic that should know as the learners; the writer divides into four categories:¹⁷

- 1) Intensive is listening for the perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
- 2) Responsive is listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) to make an equally short response.
- 3) Selective is processing stretches of discourse, such as short monologues for several minutes, to "scan" for certain information.
- 4) Extensive is listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to conversations and deriving a comprehensive message or purpose.

¹⁷ Brown, H. D, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education Inc, 2004), p.120

d. The Process of Listening

Good listening can succeed depending on activities before, during and after listening. According to Underwood in Idham's thesis (1989), there are three stages in listening:¹⁸

1) Pre-listening

It is a very important stage for listening class. Before listening, students should be turned in so that they know what to expect. This stage can help students to build their prior knowledge. The listeners should be allowed to learn new vocabulary or sentence structures used in the listening material and have a chance to activate their prior knowledge.

2) While listening

While listening is usually designed to help learners develop the skill of eliciting messages from spoken language. During the listening stage, the listeners must pay attention and process the information actively. Use visual clues to help them understand: the setting, the interaction, facial expressions, and gestures. In addition, the listeners must focus on the speaker's voice, such as listening for changes in their intonation: loud and high sounds often indicate importance because they will tell when they are starting a new point.

3) Post listening

After the listening process completed, post-listening activities embraced all the work related to a particular listening text. After listening, these strategies might help you synthesize, interpret and evaluate what you have heard after

¹⁸ Underwood, M, *Teaching Listening*. (New York: Longman Inc, 1989).

listening. By trying to remember what you have heard, you will increase your chances of placing it later. A post-listening activity represents a follow-up to the listening activity and aims to utilize the knowledge gained from listening to develop other skills, such as speaking or writing.

e. Things That Must Be Considered in Learning Listening

Several things need to be considered in teaching listening, as follows:

- 1) The technique must be in accordance with the students' ability so that it can motivate students to listen.
- 2) Teachers prioritise the development of students' listening skills.
- 3) It was better for students to carry out learning in groups.
- 4) Preparation was crucial. Careful preparation will result in good learning as well.
- 5) At lower levels, repetition is necessary.
- 6) Do not expect students to answer correctly the first time they listen.
- 7) Help students who have difficulty if they do not understand the answer.

f. The Strategy Used in Teaching Listening

Listening strategy was a technique or activities that can help students in develop their listening ability. So, these were some strategy that can developing students' ability in listening skill according to J. Ricard (2008) theory in Nazla Ainun Kasim and Sri Rumiyaningsih Luwiti (2019)¹⁹:

¹⁹ Nazla Ainun Kasim and Sri Rumiyaningsih Luwiti, An Analysis of Teachers' Strategy in Teaching Listening, no. 1 (2019) : p 3 (PDF) *An Analysis of Teachers' Strategy in Teaching Listening (researchgate.net)* Accessed : 5 September 2023

1) Top-Down Strategies

Top-down strategies as Richard (2008) stated that refers to the use of background in understanding the meaning of a message. It also supported by Gebhard (2000) in Mandarani (2016, p.192) stated that top-down process refers to the prior knowledge to understand the information received. In the other word top-down processing focus on “big” pictures, big pictures here mean the general meaning of a listening text. Topdown strategies rely on students knowing something about the topic and either knowing how particular exchanges in certain social situation. Whereas bottom-up processing goes from language to meaning, while top-down processing goes from meaning to language. Here are some exercises that require top-down processing develop the learner’s ability in listening according to Richard (2008):

- a) Listening for the main idea
- b) Predicting
- c) Drawing inferences
- d) Summarizing

2) Bottom-Up Strategies

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include :

- a) Listening for specific details
- b) Recognizing cognates
- c) Recognizing word-order patterns

g. The factor that Causes Difficulties in Listening Skill

If someone wants to improve their listening skill, it is worth considering some unique characteristics of the spoken language. Second language learners need to pay special attention to such factors because they highly influence speech processing and can often block comprehension if they attend to them. As we have said, listening can cause problems. Students often panic when they see the recorder because they know they face a challenging task. Skills can be honed when skills become our activity at all times.

1) Clustering

Clustering means the listener does not understand what the speaker is saying because they cannot catch the words so quickly. So, the listener can only capture what the speaker is saying to them when speaking quietly.

2) Redundancy

Unlike most written language, Spoken language has a good deal of redundancy. Elaborations and little insertions of "I mean" and "you", such redundancies help the hearer process meaning by offering more time and extra information.

3) Stress, Rhythm, and intonation

The prosodic features of the English Language are significant for comprehension. As a stress-timed language, speech could be an error from some learners as mouthfuls and syllables, some appalling out between stress points.

2. Media

Media is a form of communication channel. The term media derives from the Latin word medium in the plural form. Strictly speaking, media refers to an intermediary between the source of the message and the recipient of the message.²⁰ In instructional processes, media are typically interpreted as physical, photographic, or electronic tools used to capture, process, and rearrange visual or verbal information.²¹

In the context of educational activities, media can be defined as anything that can be used to channel communication and messages. In teaching and learning activities, media can serve as a conduit for teacher-student communication. Also, media can be defined as something that can facilitate an ongoing exchange of information and knowledge between educators and students.²²

3. Multimedia

a. Interactive Multimedia in Teaching

The development and use of multimedia, especially in education, is no longer foreign in Indonesia. Education in developed countries is now increasingly challenging in line with the rapid development of technology. As an insightful country, education is a vital asset to give birth to experts in an area in the direction

²⁰ Dian Indriana, *Ragam Alat Bantu Pengajaran*, cet pertama. (Jogjakarta: DIVA Press, 2011), hal 13

²¹ Azhar Arsyad, *Media Pembelajaran*, cet 14. (Jakarta: PT Grafindo Persada, 2011), hal 3

²² Pupuh Fathurrohman and Sobry Sutikno, *Strategi Belajar Mengajar "Strategi Mewujudkan Pembelajaran Bermakna Melalui Penanaman Konsep Umum & Konsep Islami,"* (Bandung: PT Refika Aditama, 2007), hal 67. Accessed: 3 September 2023

of a high-tech country. One of the latest developments in this field is multimedia technology. Multimedia technology can make a significant and deep impression in communication and education. In other words, multimedia is a blend of various digital media, which becomes an application for conveying information to the audience²³. Multimedia technology can accelerate and understand something appropriately, interestingly, effectively, and efficiently. Multimedia-based learning has many advantages over whiteboards and chalk. Multimedia-based learning involves almost all the elements of the senses. The use of multimedia can make it easier for students to learn, as well as time spent more effectively and efficiently. In addition, learning using multimedia will significantly increase students' learning motivation. Where increased motivation, students will achieve achievements more optimally. Using multimedia in learning will also introduce students as early as possible to technology. Kinds of media generally, media consist of three:

- 1) Visual: Visuals can be seen, such as film, strips, transparencies, micro projection, blackboard, pictures, etc.
- 2) Audio: Audio just can be listened such as photographs, recorders, tramples, electronic, radio, etc.
- 3) Audiovisual: Audiovisuals can be listened to and sighted, such as in film, TV, video, etc.

²³ N.S. Kurbonova and M. Makhmudova, "Innovative Methods of Teaching German," *Экономика И Социум*, no. 12–1 (2021): 294–298. Accessed: 18 July 2022

b. Advantages of Multimedia in the Teaching-Learning Process

Multimedia has a huge role that is very important when educators have considerable scope in teaching students. The teacher, a direct message delivery person to students, sometimes does not successfully convey verbal (words) and non-verbal (symbols) messages to students. Suitable media is needed to connect information so it is not too vocal. Siti Namiroh, M.Syarif Sumantri, and Robinson Situmorang state there are several advantages of multimedia in the teaching-learning process, as follows²⁴:

- 1) Close interaction between students and the material to be taught.
- 2) The learning process is more focused on student abilities.
- 3) There is feedback provided directly by students.
- 4) The establishment of interconnected teaching and learning processes, etc.

Silverman & Hines (2009) say that multimedia is very suitable for language learning to optimize all students' senses and increase their interest in learning so that it can produce good learning outcomes.²⁵

In conclusion, multimedia is very helpful in teaching and learning for students and teachers. First, for teachers, multimedia is the right tool to use in delivering material to students so that teachers can maximize the material delivery. In addition, using multimedia, learning materials can be uniform and attract students' interest. Second, for the students, the media can help students

²⁴ Siti Namiroh, M. Syarif Sumantri, and Robinson Situmorang, "Peran Multimedia Dalam Pembelajaran," *Prosiding Seminar dan Diskusi Nasional Pendidikan Dasar* (2018): 352–357. <http://journal.unj.ac.id/unj/index.php/psdpd/article/view/10161> Accessed: 29 July 2022

²⁵ Rebecca Silverman and Sara Hines, "The Effects of Multimedia-Enhanced Instruction on the Vocabulary of English-Language Learners and Non-English-Language Learners in Pre-Kindergarten Through Second Grade," *Journal of Educational Psychology* 101, no. 2 (2009): 305–314. <https://psycnet.apa.org/doiLanding?doi=10.1037%2Fa0014217> Accessed: 29 July 2022

understand the material quickly with the help of explanations from the teacher. Therefore students are more enthusiastic about participating in learning and more active in the classroom.

4. Song

a. Definition of Song

A song is a short piece of music with words that we sing. Song, in general, is music for singing²⁶. Songs are medium that can improve listening skills. We can find songs anywhere and will train our ears to listen.

b. Benefit of song

Songs have benefits in the process of learning English. The other benefits of songs such as:

- 1) Concentration development
- 2) Soothing and energizing ability
- 3) Exploring new things
- 4) Intellectual opportunities
- 5) Increase motivation²⁷

c. The Criteria of Song Selection

The important thing in choosing a song to use in class is to ensure the lyrics are explicit. There are three criteria for song selection:

²⁶ Victoria, *Oxford Learner's Pocket Dictionary* (New York : Oxford University Press 2008)

²⁷ Dewiani, "*Exploring English Song to Improve Students Listening Comprehension at the Eleventh Grade Students of SMA Negeri 2 Palopo*", A Thesis s.1, (Palopo: IAIN Palopo, 2016)p.8

1) Use popular songs that students usually listen to. If the songs they often hear are used as a medium to learn English, they will be more relaxed and more interested in learning to listen.

2) The selected song must have explicit lyrics and easily understood vocabulary. The teacher must change the song if the student struggles to understand the lyrics.

3) The selected song must have meaning. Avoid songs with negative themes. There are many cheerful, optimistic, and even inspiring songs available²⁸.

5. We Sing Karaoke Application

a. Concept of We Sing Karaoke Application

The We Sing application is a karaoke application that can be installed on Android or iOS, where users can sing various of their favorite songs and record their voices when singing. Apart from singing, users can also show videos when they sing live. They can choose the songs they want to sing, such as English songs, Indonesian, Malaysian, and other languages. They can also duet with friends and singers.

b. How to Use We Sing Karaoke Application

Step 1: Search for the app on Google Play

Step 2: Click Install the application

Step 3: Open the app, then enter your email or Facebook account

Step 4: We can directly select a song on the first page

Step 5: Select the singing mode

Step 6: The application displays the lyrics and plays the selected music.

²⁸ Dewiani, "Exploring English Song to Improve Students Listening Comprehension at the Eleventh Grade Students of SMA Negeri 2 Palopo"

c. Advantages and Disadvantages of the We Sing Karaoke Application

The Advantage of the We Sing Karaoke Application in teaching is that the application has several interesting features, such as the original singer's voice being removed, disguised, and displayed so users can learn how to pronounce the words in song lyrics, of course, can be used for karaoke. This application also provides voice and video recording features. Users can also duet with people from different countries by inviting them to be friends in the We Sing Karaoke Application²⁹.

The disadvantage of this application is its enormous capacity, requiring ample space to install it. It takes several explanations to use this application because the menu is unclear and sometimes makes mistakes.

C. Conceptual Framework

This conceptual framework represents the researcher's use of the We Sing Karaoke Application as a teaching medium to improve students' listening skills. The teacher uses the Classroom Action Research (CAR) method. This study will direct on the use of a mobile phone. It aims to improve students' listening skills using the We Sing Karaoke Application. The application can increase students' learning interest, especially in improving listening skills.

²⁹ "We Sing Karaoke," <https://hybrid.co.id/post/review-aplikasi-karaoke-android-wesing>, Accessed: 3 September 2023

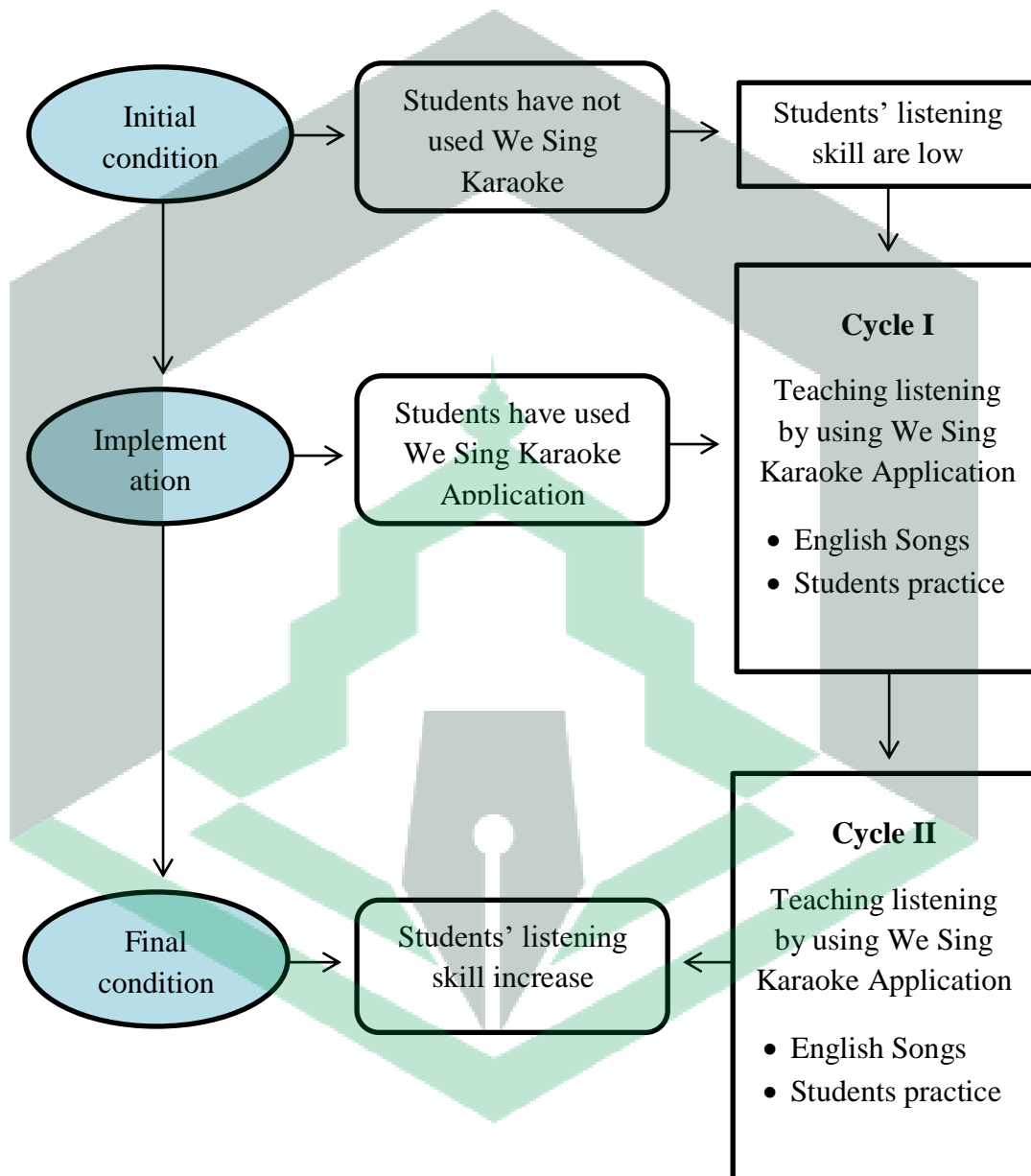


Figure 2.1 Conceptual Framework

D. Hypothesis

To test the hypothesis, this research used a statistical hypothesis is formulate as follows:

H_0 : We Sing Karaoke Application is ineffective in improving students' listening skills through English songs in the eleventh grade of MAN Palopo.

H_1 : The We Sing Karaoke application improves students' listening skills through English songs in the eleventh grade of Man Palopo effectively.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research is Classroom Action Research. According to Arikunto, in Aviya Lisana's research, class action research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a class together. According to Supardi, also in Aviya Lisana's research, action research classes can offer new ways and procedures to improve and improve the professionalism of educators in the teaching and learning process in the classroom by looking at the condition of the learners.

Widayati, in Lisana's research, adds that Classroom action research is the need for the teachers to improve their professionalism as a teacher. CAR makes the teacher sensitive and responsive to the dynamics of learning in the classroom. Teachers are reflective and critical of what was done. CAR improves teacher performance, thus becoming a professional. Teachers were no longer practitioners who already feel satisfied with what he has been working on for years without any attempt at improvement. Teachers can also improve the learning process through in-depth research into what is happening in the classroom³⁰.

The CAR modela come in various designs, including Kurt Lewin, Kemmis and Mc. Taggart, and Elliot. The CAR model, developed by Kemmis and Mc.

³⁰ Aviya Lisana, "Penerapan Model Pembelajaran Problem Based Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Dalam Pembelajaran Blended Learning" *Penelitian Tindakan Kelas* (2020). 23-25
http://smaitnurhidayah.sch.id/media_library/files/ed3bfa534dd2added42545adb2a845ae.pdf#page=28 Accessed: 2 August 2022

Taggart was used in this research since the study design was straightforward in its sequential steps. CAR seeks to enhance both students conduct and instructional technique in the classroom. In general, four steps must be taken to conduct research using action research methods in the classroom, namely (1) planning, (2) implementing, (3) observing, and (4) reflecting.

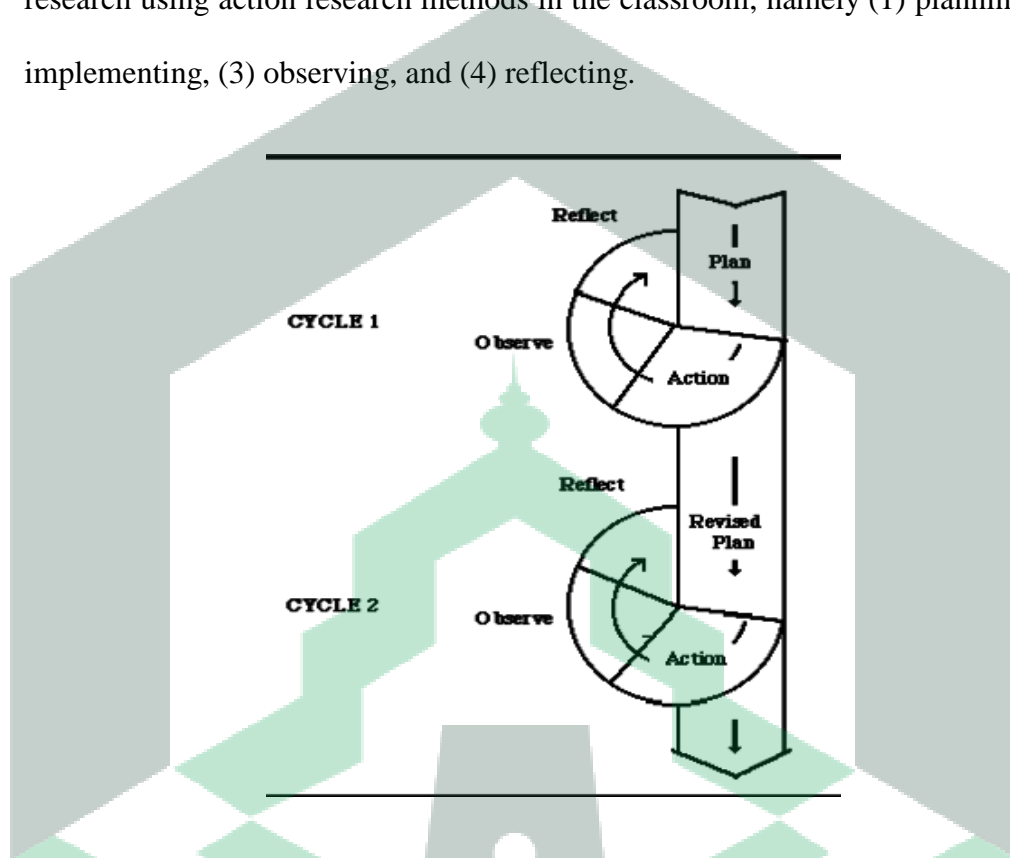


Figure 3.1 CAR Model Developed by Kemmis & McTaggart (1998)

B. Research Procedure

1. The Subject of the Research

The research subject of this Class Action Research (CAR) is the eleventh grade of MAN Palopo. The total of students in class XII PK 3 is 30, consisting of 15 female and 15 male students. The research sample selects by using the purposive sampling technique. The teacher chose PK 3 as the research subject because the class still had trouble listening. According to the English teacher, the students still had low listening skills and were uninterested.

2. Time of the Research

This research was conducted from February until May 2023. It consisted of the researchers' schedule from pre-cycle until cycle 2 result. The detail of the schedule was presented as follows:

Table 3.1 The schedule from pre-cycle until cycle 2 result

| No. | Day/Date | Material |
|-----|--------------------------|---------------------------|
| 1. | Monday, 20 February 2023 | Pre-cyle |
| 2. | Monday, 27 February 2023 | Cycle I (first meeting) |
| 3. | Monday, 6 March 2023 | Cycle I (second meeting) |
| 4. | Thursday, 9 March 2023 | Cyle I test |
| 5. | Monday, 13 March 2023 | Cycle II (first meeting) |
| 6. | Wednesday, 15 March 2023 | Cycle II (second meeting) |
| 7. | Monday, 8 May 2023 | Cycle II test |

3. Location of the Research

The research location is significant to support the success of a study. Classroom action research (CAR) did at MAN Palopo. The teacher choose MAN Palopo as a research place to help students who want to improve their listening skill and invite students to be more active in the learning process. It can be seen from the lack of student response in asking and answering questions by the teacher.

a. The Description of Madrasah Aliyah Negeri Palopo

- 1) A brief History of Its Establishment Madrasah Aliyah Negeri Palopo

Madrasah Aliyah is one of the formal institutions managed by the Ministry of Religion. The Palopo State Aliyah Madrasah (MAN Palopo) transfers functions from the Palopo State Religious Teacher Education (PGAN Palopo). PGAN was first established in 1960. Its name was PGAN 4 years (junior high school level), then the study period was increased by two years to become PGAN 6 years (high school level); in 1968. Then from 1986 to 1993, the learning period changed to three years after MTs changed from 4 years PGAN at The Teacher Education School (SPG) level. PGAN Palopo, which studied for three years, ended in 1993. Two years before the study period, PGAN Palopo, namely in 1990, was converted into Madrasah Aliyah Negeri Palopo (MAN Palopo). It is based on the Decree of the Minister of Religion of the Republic of Indonesia, number 64 of 1990, on April 25, 1990³¹.

During the time from 1990 to the end of 2021, from PGAN Palopo and then changing its function to MAN Palopo, there have been several changes to the Principal, namely as follows:

Table 3.2 The Condition of Teacher and Official Employers in MAN Palopo in the Academic Year of 2022/2023

| No. | NAMA KEPALA MADRASAH | PERIODE | KETERANGAN |
|-----|----------------------|--|----------------|
| 1. | H. Abd. Latip P., BA | Peralihan dari PGA ke MAN Palopo tahun 1990-1996 | Data 2019-2022 |
| 2. | Drs. M. Jahja Hamid | 1996-2001 | |

³¹ Staff TU Madrasah Aliyah Palopo, *Profil Sekolah*

| | | | |
|----|--------------------------|----------------------|--|
| 3. | Drs. Somba | 2001-2003 | |
| 4. | Drs. H. Mustafa Abdullah | 2003-Januari 2005 | |
| 5. | Nurjan Baso, S.Pd. | 2005-2007 | |
| 6. | Dra. Maida Hawa, M.Pd.I. | 2007-2019 | |
| 7. | Dra. H. Jumrah, M.Pd.I. | 2019-Now | |

2) Madrasah Aliyah Negeri Palopo Vision and Mission

a) Vision

The realization of students who are faithful, devoted, intelligent, skilled, and have noble character and master science and technology that are competitive in the era of the industrial revolution 4.0.

b) Mission

- (1) Foster appreciation of the values of sincerity and practice in everyday life.
- (2) Implement learning and guidance effectively and efficiently so students can develop optimally according to their potential.
- (3) Increase motivation and confidence in learning both individually and in groups.
- (4) Cultivate discipline and a productive work ethic.
- (5) Develop an ICT-based learning system (Information and Communication Technology) that is ready to compete in the Industrial Revolution 4.0
- (6) Develop skills/skills that characterize Madrasah.

3) Students' condition

Students are one of the determinants of the efficiency of the learning process. Based on the research findings and the number of students at Madrasah Aliyah Negeri Palopo, the information is as follows:

**Table 3.3 Total of the Students at Madrasah Aliyah Negeri Palopo
on Academic Year of 2022/2023**

| Grade | Male | Female | |
|-------------------|-------------|---------------|------------|
| Tingkat Kelas X | 78 | 138 | |
| Tingkat Kelas XI | 87 | 162 | |
| Tingkat Kelas XII | 94 | 208 | |
| Total | 259 | 508 | 767 |

4. Research Procedure in CAR

This research used Classroom Action Research (CAR) by using Kemmis and Mc. Taggart model in doing this research. The model of Kemmis and Mc. Taggart can be seen as follows³²:

a. Planning

Planning entails creating a crucial action plan to enhance what has already occurred. The CAR plan needs to be adaptable enough to account for unanticipated consequences and hidden limitations. The CAR plan should be prepared based on the results of the first reflected observations. Researchers

³² Kunandar, Langkah Mudah Penelitian Tindakan Kelas, (Jakarta: Rajawali Pers), p.71-

should make initial observations of classroom situations in the context of the overall school situation. From there, the researcher will get an overview of the remaining problems. Then, collaborators or research partners observe classroom learning, paying particular attention to teacher behavior, efforts to help students learn, and student behavior born in the learning process. The results of initial observations of the processes occurring in the situation you want to improve are presented as comprehensive field notes that clearly describe the images or stages of learning in the condition to be improved or enhanced.

b. Action

The action spoken here is conscious and controlled, a careful and wise variation of practice. The recognized method is an idea in action. This action is used as the basis for further actions, namely those accompanied by the intention of improving the situation. CAR is based on theoretical and experimental considerations so that the result is an optimal increase in the teaching and learning process.

c. Observing

The outcomes of the undertaken acts are recorded through observations. Observations should be organized and built on receptivity and openness. The whole course of the actions involved, their impacts (both intended and unintended), the circumstances and limitations of the planned activity and its effects, and any additional issues that develop in the proper context, are the object of observation. Observations in CAR are data collection activities in the form of teaching and learning process implementation procedures.

d. Reflection

Reflection is remembering and contemplating an action precisely as recorded in observation. Reflection seeks to understand a strategic move's current processes, problems, issues, and constraints. Reflection is often supported by discussion between researchers and collaborators. Through forums, reflection provides the basis for improving the plan. Reflection is analyzing, interpreting, and interpreting (interpreting) all the information obtained from observations about the performance of actions.

C. Research Target

In this research, the teacher determines the criteria for successful action. The action's success is based on observation. If the observation result shows 70% of the students' activeness in the teaching and learning process and improvement scores from the pre-test until the second post-test in cycle two, they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must be fulfilled considering the listening subject is 77 (Seventy-seven), adapted from the school agreement (MAN Palopo). If the criterion of the action success is reached, it means that the next action of the classroom action research would be stopped, but if the criteria have not been achieved yet, the alternative action would be done in the next cycle.

D. Instrument of the Research

1. Observation Sheet

In this classroom action research, student participation in teaching and learning activities using We Sing Karaoke Application tracked using the teacher's observation sheet.

2. Questionnaire

The survey determined how students respond on the use of the We Sing Karaoke Application.

3. Study Result Test

The test is the instrument to measure the student's progress in every step during the research. As stated by Brown in Ginoga's research, a test measures a person's ability, knowledge, or performance in a given domain.³³ The test instruments used in this study were pre-test and post-test. Pre-tests will be given at the beginning of the study to determine student responses about the learning process before getting treatment. The purpose of this test is to measure students' listening skill about the use of English songs in class.

In contrast, the post-test will be given at the end of the study to see whether students' listening abilities have improved significantly or need treatment. This test will assist the researcher in measuring student improvement. The test was used to fill in the gaps in the lyrics. Where teacher provides songs and song lyrics that have been emptied some of the lyrics, then students listen to the song and complete the lyrics are emptied.

³³ Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy.2ndEd.*(A Person Education Company: Longman,2001),p. 384

E. The technique of Data Collection

1. Pre-Test

For the pre-test, the researcher administered listening test. A pre-test will be issued during a meeting and given beforehand to compare students' listening skill before and after the treatment.

2. Cycle I

a. Planning

In this stage the researcher developed a learning implementation plan following the indicators. The researcher prepared the learning material with using We Sing Karaoke Application. The researcher prepared the research instruments. And then, the researcher prepared observation sheets to observe teachers and listening test to find students learning outcomes and students activities during the learning process. The researcher identifies issues that have been addressed by designing lesson plans, choosing the right learning techniques, and determining criteria for student success. This learning design includes the purpose of learning, effective media, learning materials, learning steps, presentation methods, and assessment procedures. Furthermore, learning techniques should be adjusted to the problems students face.

b. Implementation

Carry out activities that have been planned at the planning stage.

1) Pre Listening

At the beginning of the learning, researcher greeting the students and invite all the students to pray together. After that the researcher checking attendance and students condition.

2) While Listening

The researcher introduced the We Sing Karaoke application and demonstrated how to use it before explaining the material about listening for details information. Additionally, the researcher described the song arrangement that will be played. After concluding her explanation, the researcher allowed the students to ask questions.

3) Post Listening

The researcher gave each student a piece of paper with a question about the song they had just listened to. After the students received the question paper, the researcher instructed them to access the We Sing Karaoke application on their mobile devices. The researcher instructs the students to play the song again while answering the question.

4) Produce

After students had completed listening, the researcher collected their answer sheets. The researcher distributed answer papers at random to check them together. One student will read it aloud for every answer, and for every wrong

answer, they will discuss how to find the correct response. The researcher concluded the meeting with a greeting and then prayed together.

c. Observation

In this step, the teacher observed all events or activities during the research. The teacher observed the learning and teaching process and the student's participation and evaluation during the learning process.

d. Reflection

Reflection activities are carried out when the teaching and learning process has been completed. At this stage, the data is discussed based on the learning outcomes and observations regarding the weaknesses and strengths. The failings are given solutions for improvement in the next cycle.

3. Cycle II

a. Planning

In the planning phase of the second cycle, the teacher would do several activities that would be presented as follows.

- 1) Revising the lesson plan based on the problem faced by students within the first cycle.
- 2) Reselecting the material with and reforming the evaluation and the teaching instrument to improve indicators that have not yet been reached.

b. Implementation

It is similar to the acting phase in the first cycle. These activities included:

1) Pre Listening

At the beginning of the learning, researcher greeting the students and invite all the students to pray together. After that the researcher checking attendance and students condition.

2) While Listening

The researcher introduced the We Sing Karaoke application and demonstrated how to use it before explaining the material about listening for details information. Additionally, the researcher described the song arrangement that will be played. After concluding her explanation, the researcher allowed the students to ask questions.

3) Post Listening

The researcher gave each student a piece of paper with a question about the song they had just listened to. After the students received the question paper, the researcher instructed them to access the We Sing Karaoke application on their mobile devices. The researcher instructs the students to play the song again while answering the question.

4) Produce

After students had completed listening, the researcher collected their answer sheets. The researcher distributed answer papers at random to check them together. One student will read it aloud for every answer, and for every wrong

answer, they will discuss how to find the correct response. The researcher concluded the meeting with a greeting and then prayed together.

c. Observation

In this step, the teacher observed all events or activities during the research. The teacher observed the learning and teaching process and the student's participation and evaluation during the learning process.

d. Reflection

Reflection activities are carried out when the teaching and learning process has been completed. At this stage, the data is discussed based on the learning outcomes and observations regarding the weaknesses and strengths. The failings are given solutions for improvement in the next cycle. If in cycle II students learning outcomes or students assignment scores increase significantly. There was no needed to add another process.

4. Post-Test

The teacher also given the students a post-test to know their listening skill. After the treatment, a meeting will be organized to allocate a post-test to see if the students' listening skill have improved.

5. Questionnaire

The questionnaire was to measure whether the application like by students. This questionnaire was given to students after all the material has been given to students or given at the end of cycle 2.

F. Technique of Data Analysis

To analyze students' results using the tests provided with song pieces in this study, use descriptive statistical analysis of the data.

1. Converts a score to a student's grade

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

2. Classifying students' results on the test into the following criteria³⁴

Table 3.4 Scoring Classification

| No. | Score | Classification |
|-----|--------|----------------|
| 1. | 90-100 | Excellent |
| 2. | 80-89 | Very good |
| 3. | 70-79 | Good |
| 4. | 60-69 | Fair |
| 5. | 0-59 | Low |

(source: Goodrich H,2010.)

3. Calculating the test result

In determining students' mean and percentage scores in the pre-test and post-test, the teacher calculated them using SPSS 20.

³⁴ Luis Villabos, "Rubrics Presentation," <https://www.slideshare.net/lavilla/rubrics-presentation>. Accessed: 28 January 2023

4. Measuring the evaluation of the questionnaire using the Likert Scale

Table 3.2 Likert Scale

| | | | | |
|-------------------|----------|----------|-------|----------------|
| Strongly Disagree | Disagree | Hesitate | Agree | Strongly Agree |
| 1 | 2 | 3 | 4 | 5 |

The following formula uses to calculate the questionnaire:³⁵

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Number of each indicator of students' participation

N = Total number of students

³⁵ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D.," <https://www.scribd.com/document/391327717/Buku-MetodePenelitian-Sugiyono>. Accessed: 28 January 2023

CHAPTER IV

FINDINGS AND DISCUSSION

This Research deals with the research findings and the discussion. The findings in this section are comprised of data gathered to determine the effect of teaching English by improving students' listening skills using the We Sing Karaoke application. The findings that the researcher reported in this chapter are based on the analysis of the data collected. The discussion deals with the description, arguments, and further interpretation of the findings in the Research.

A. Research Findings

The researcher determines the Pre-test and Post-test scores for the XI PK/3 class based on the auditory achievement results of the students. In this section, the researcher described the effect of XI PK/3 as measured by pre and post-tests.

1. Pre-Cycle Result

In this Research, before cycle one, the Research conducted the pre-test on February 20, 2023. The result of the students' pre-test scores can be seen in the following table:

Table 4.1 Frequency of Students' Score Pre-test

| Classification | Score | Frequency | Percentage |
|-----------------------|--------------|------------------|-------------------|
| Excellent | 90-100 | 0 | 0% |
| Very Good | 80-89 | 0 | 0% |
| Good | 70-79 | 2 | 7% |
| Fair | 60-69 | 5 | 17% |
| Low | 0-59 | 23 | 77% |
| Total | | 30 | 100% |

According to the data in the table above, the highest pre-test score was 77%, or 22 instances of correct classification. In comparison, the worst score was 0%, or none of the students' excellent categories. It indicates that students began with low scores on the pre-test, with a high proportion of the 30 students demonstrating excellent classification.

Table: 4.2 The Students' Pre-test Result

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| PretestCA | 30 | 4 | 15 | 7,60 | 3,359 |
| Score | 30 | 20 | 75 | 38,00 | 16,795 |
| Valid N (listwise) | 30 | | | | |

The table indicates that the mean score of the respondents was 38.00. The learning procedure was deemed effective. The minimum English instruction standard at MAN Palopo is 77. It is the lowest attainable standard score. Therefore, the researcher chose the We Sing Karaoke Application to improve the attention skills of MAN Palopo students.

2. Cycle 1 Results

a. Planning

In this stage, the researcher to collaborate with an English teacher class is Ms. Witri Febrianti S, S.Pd. The researcher and the collaborator planned to give material about listening for details information. The researcher and collaborator prepared some instructional and learning-related materials, such as: preparing the lesson, preparing the material, making the instrument that would be examined as the pre-test and post-test, and initially and after learning activities, the problem was identified, and its source was determined.

b. Action

1) The First Meeting

The first meeting was conducted on February 27, 2023. The researcher began the class by greeting and praying with the students, checking attendance, and inspiring them. The researcher then explained what they would learn and what to reach.

The researcher introduced the We Sing Karaoke application and demonstrated how to use it before explaining the material about listening for details information. Additionally, the researcher described the song arrangement that will be played. After concluding her explanation, the researcher allowed the students to ask questions.

After material delivery was considered enough, the researcher gave each student a piece of paper with a question about the song they had just listened to. After the students received the question paper, the researcher instructed them to access the We Sing Karaoke application on their mobile devices. Students have one opportunity to listen to the song they will learn. Some students are unfamiliar with the song and ask their classmates about it. After the song ends, the researcher instructs the students to play the song again while answering the question. During the listening process, some students frequently distract other students by asking other students questions.

After students had completed listening, the researcher collected their answer sheets. The researcher distributed answer papers at random to check them

together. One student will read it aloud for every answer, and for every wrong answer, they will discuss how to find the correct response.

2) The Second Meeting

The second meeting was conducted on March 6, 2023. The researcher began the lesson by greeting and praying with the students, checking attendance, and inquiring about the student's health.

At this time, researchers reviewed previous meeting materials to determine whether or not students already understood how to use the We Sing Karaoke application and had no difficulty accessing all of its features. The researcher prepared the subjects for the third meeting. This meeting began the students' mastery of the We Sing Karaoke Application, including its features. After every student had answered the questions, the researcher told them what song they would listen to. Each student then listened to the song and answered the questions that followed. The researcher collected the students' answer sheets. Together, the researcher and the students check the answer. The researcher randomly provided the paper to the students.

Each student will read one question and accompanying written answer. If the answer is incorrect, the researcher will give the students time to think and choose the correct response. Before class finished, the researcher encouraged students to practice listening. Then researcher and students pray together.

The first post-test was taken on March 9, 2023. This meeting was a post-test after the action was assigned to the students. The meeting began with greetings, prayer, attendance checking, and student health inquiries. The

researcher then administered a post-test to the students using the We Sing Karaoke application.

In post-test I, the student's performance was better than their performance on the pre-test. In this session, the researcher obtained the cycle I results. The consequence was as follows:

Table: 4.5 The Students' Listening score test in Cycle I

| No. | Students | Correct answer | Score | Categories |
|-----|----------|----------------|-------|------------|
| 1. | S1 | 9 | 45 | Low |
| 2. | S2 | 8 | 40 | Low |
| 3. | S3 | 16 | 80 | Very Good |
| 4. | S4 | 8 | 40 | Low |
| 5. | S5 | 7 | 35 | Low |
| 6. | S6 | 11 | 55 | Low |
| 7. | S7 | 8 | 40 | Low |
| 8. | S8 | 14 | 70 | Good |
| 9. | S9 | 14 | 70 | Fair |
| 10. | S10 | 11 | 55 | Low |
| 11. | S11 | 13 | 65 | Fair |
| 12. | S12 | 7 | 35 | Low |
| 13. | S13 | 15 | 75 | Good |
| 14. | S14 | 12 | 60 | Fair |
| 15. | S15 | 12 | 60 | Fair |
| 16. | S16 | 16 | 80 | Very Good |
| 17. | S17 | 7 | 35 | Low |
| 18. | S18 | 10 | 50 | Low |
| 19. | S19 | 16 | 80 | Very Good |
| 20. | S20 | 16 | 80 | Very Good |
| 21. | S21 | 6 | 30 | Low |
| 22. | S22 | 15 | 75 | Good |
| 23. | S23 | 16 | 80 | Very Good |
| 24. | S24 | 6 | 30 | Low |
| 25. | S25 | 13 | 65 | Fair |
| 26. | S26 | 8 | 40 | Low |
| 27. | S27 | 11 | 55 | Low |
| 28. | S28 | 8 | 40 | Low |
| 29. | S29 | 15 | 75 | Good |
| 30. | S30 | - | - | - |

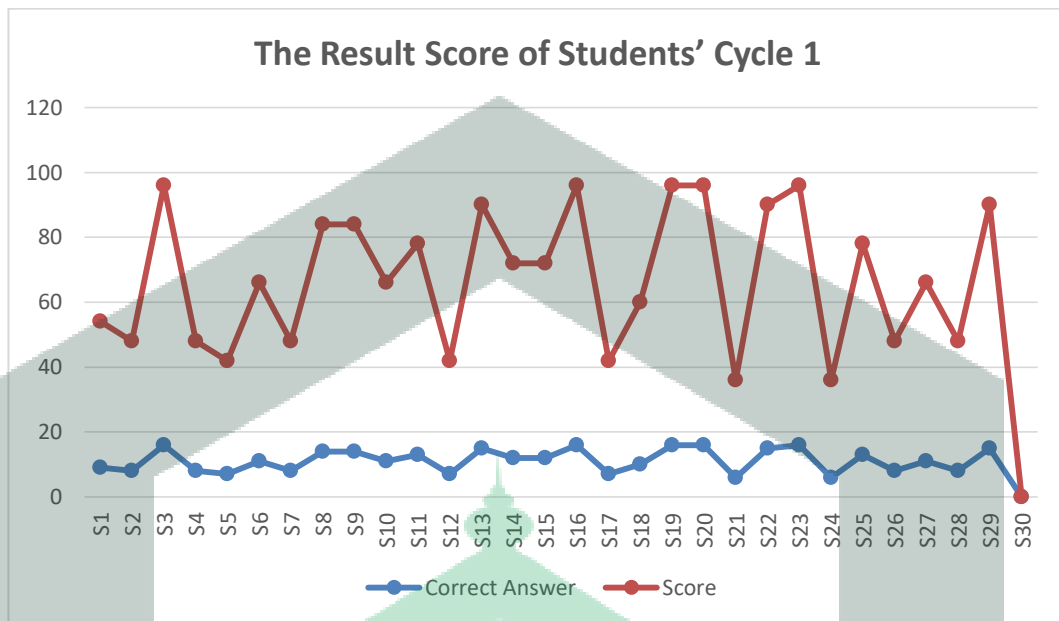


Figure: 4.1 Diagram of the result test students' in Cycle I

It indicates that five students with 80 points earned the maximum score for listening performance in the post-test cycle, while the lowest score was earned by thirty students with 30 points.

Table 4.6 Frequency of Students' Score Cycle I

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Excellent | 90-100 | 0 | 0% |
| Very Good | 80-89 | 3 | 10% |
| Good | 70-79 | 5 | 17% |
| Fair | 60-69 | 5 | 17% |
| Low | 0-59 | 17 | 57% |
| Total | | 30 | 100% |

The table above shows that the highest post-test score in cycle 1 was 0% or none of the students' excellent classification, 10% or frequencies three in the very good category, and 17% or frequencies five in the good category. In contrast, the lowest score was 57%, corresponding to seventeen students in the lowest classification. It indicates that a large proportion of the 30 students achieved an adequate score on post-test 1, with the performance comprising a portion of the fair classification.

Table 4.5 The Students' Result of Cycle 1

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| PostTest1CA | 30 | 0 | 16 | 10,93 | 4,025 |
| PostTest1Score | 30 | 0 | 80 | 54,67 | 20,126 |
| Valid N (listwise) | 30 | | | | |

The criteria for students who successfully mastered the material was a minimum score of 0 and a mean score of 54.67. The learning procedure was successful when eighty percent of students scored above 77. The evidence demonstrated that the outcome was unsatisfactory.

c. Observing

The researcher conducted two meetings in Cycle I. The researcher gave material about "Listening for details information," focusing on English songs, namely "The Best Day" and "When My Life Begin". Based on the observation made by the researcher and the collaborator, it is concluded as follows:

1) Observation of the Teacher

According to the observation results of the cycle I, the researcher has developed an outstanding Lesson Plan. The core competency standards have been integrated into the Lesson Plan. The researcher has prepared media as an Application; namely the We Sing Karaoke Application, to captivate students' interest in listening comprehension. The researcher has effectively communicated the learning objectives that will be attained and valued at the outset of the meeting.

2) Observation of the Students

Observing students' classroom behavior was the observer's responsibility. The researcher observed everything that occurred during the teaching and learning process in the classroom. In this situation, the researcher used observation regarding the cases and observations formed by the researcher. The observer also notices items not noted on the observation form using oral observation.

d. Reflecting

The students were sufficiently interested in the learning process, even though the uncontrolled nature of the learning process. Still, some students did not concentrate on the material, as they made conditional noise.

The English learning process in cycle I was successful enough, although the students' average score was low. The following was the illustration score in cycle I:

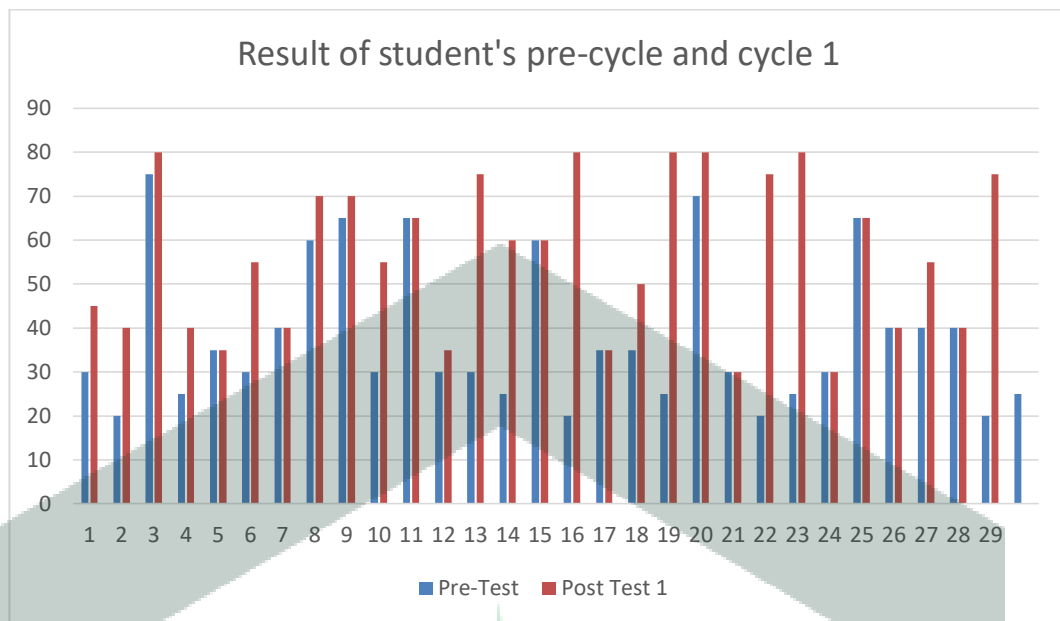


Figure 4.2 Diagram of the Result Test Students' Pre-cycle and Cycle 1

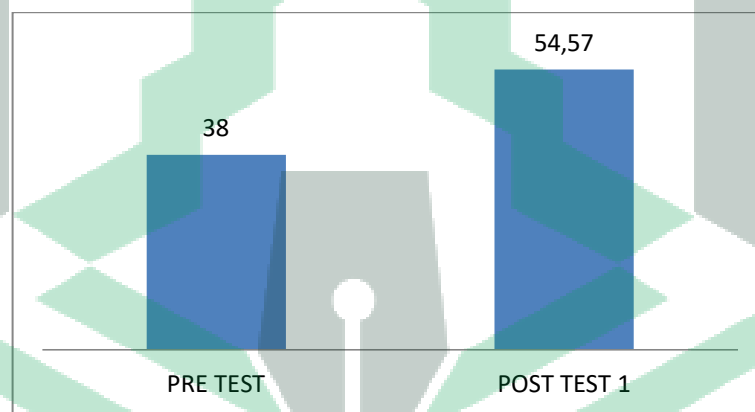


Figure 4.3 Average of the Students' Listening Skill Scores on Pre-cycle and Cycle 1

The researcher administered a post-test in this study to assess the students' listening ability. The average scores of the pre-test and post-test in the first cycle show that students' listening skills improved. The average pre-test score was 38, and the average post-test score for cycle 1 was 54.57.

Based on the preceding analysis, the researcher concluded that this Research should continue in cycle II. After finishing cycle II, the researcher and the collaborator discussed the teaching-learning process to make some reflections.

The researcher used English in the classroom for activities such as opening and concluding the class, giving instructions, etc. More than half of the students were unable to comprehend classroom language. However, some students could comprehend the material. For students who could not comprehend, the researcher had to repeat her instructions twice and translate them into Indonesian language.

It was difficult for the researcher to supervise the students and keep their attention on the learning process. Sometimes the researcher could not manage to monitor the students when they used the We Sing application and found their favorite song. Consequently, the classroom became overcrowded, and time management was an issue.

3. Cycle II

Cycle II was similar to Cycle I. It was divided into planning, acting, observing, and reflecting. It was explained in more detail as follows:

1. Planning

In this stage, the researcher collaborated with Ms. Witri Febrianti, S.Pd., the school's English teacher. The researcher and the collaborator would like to create and discuss a lesson plan. Based on the results achieved by the pupils in Cycle I, the researcher and collaborator concluded that the issues were as follows: some students lacked confidence and were nervous if they wanted to ask a

question, answer a question, and when the researcher mentioned one of them to read their answer. It was difficult for the students to articulate their thoughts, and they feared making mistakes. Therefore, the researcher and collaborator attempted to revise the numerous issues in Cycle I and developed an instruction plan for Cycle II. Using the same research tool as in cycle I during planning cycle II. The researcher improved cycle II by studying in groups.

2. Action

a. The First Meeting

The first meeting was done on March 13, 2023. Before starting the lesson, the researcher greeted the students to enter the classroom, checked the attendance list and inquired about the students' health, provided an overview of the teaching materials to be covered, and ensured that the students were prepared to learn.

The researcher began with the mini-games, specifically "connected word," and then the last participant answered the question based on the information they had previously received. The researcher then asked the students what the game's purpose was previously. Some students responded that the terms should be connected to the word in English. Although the answer was correct, there was a more suitable response. The researcher then informed the students that the objective of the exercise was to identify the information gathered from their group members.

The researcher then divided the students into groups of six participants. The researcher then provided each group with ten sentences of the composition

written on the cards. They listened to the song and then composed phrases in order into a song based on the song they heard.

After all, the groups had completed their responses. The researcher compiled the results of their responses. Researchers and students check the answer together. Researchers randomly distributed the paper to each group. One student will read the group's answers on their behalf. If an answer was incorrect, the researcher gave students time to discuss and determine the right answer. Before closing the class, the researcher motivated the students to practice listening. Then researcher and students pray together.

b. The Second Meeting

The second meeting was done on March 15, 2023. Before starting the lesson, the researcher greeted the students entering the classroom, checked the attendance list and inquired about the student's health.

The researcher then handed each group a piece of paper with incomplete song lyrics. After listening to the song, each group completed the lyrics. The song will be performed twice. After completing the lyrics, the groups answered some questions. Students have mastered the We Sing Karaoke Application, and no one else has difficulty accessing all of the application's features. After all, the groups had completed their answers. The researcher collected the results. Researchers and students check the answers together.

The researcher distributed each group paper at random. For every answer, one student will read it aloud to represent their group, and for every wrong answer they will discuss how to find the correct answer. If an answer was incorrect, the

researcher gave students time to discuss and determine the correct answer. Before class ended, the researcher encouraged students to practice listening. The researcher and students then join in prayer.

On May 8, 2023, a post-test was done to determine the effectiveness of the second cycle's We Sing Karaoke Application strategy in enhancing the students' listening skills post-test finished, and the results are displayed in the tables below:

Table 4.8 The Students' Listening Score Test in the Cycle II

| No. | Students | Correct answer | Score | Categories |
|-----|----------|----------------|-------|------------|
| 1. | S1 | 15 | 75 | Good |
| 2. | S2 | 17 | 85 | Very Good |
| 3. | S3 | 20 | 100 | Excellent |
| 4. | S4 | 15 | 75 | Good |
| 5. | S5 | 17 | 85 | Very Good |
| 6. | S6 | 17 | 85 | Very Good |
| 7. | S7 | 17 | 85 | Very Good |
| 8. | S8 | 20 | 100 | Excellent |
| 9. | S9 | 18 | 90 | Excellent |
| 10. | S10 | 17 | 85 | Very Good |
| 11. | S11 | 19 | 95 | Excellent |
| 12. | S12 | 17 | 85 | Very Good |
| 13. | S13 | 17 | 85 | Very Good |
| 14. | S14 | 17 | 85 | Very Good |
| 15. | S15 | 16 | 80 | Very Good |
| 16. | S16 | 17 | 85 | Very Good |
| 17. | S17 | 17 | 85 | Very Good |
| 18. | S18 | 17 | 85 | Very Good |
| 19. | S19 | 17 | 85 | Very Good |
| 20. | S20 | 19 | 95 | Excellent |
| 21. | S21 | 15 | 75 | Good |
| 22. | S22 | 15 | 75 | Good |
| 23. | S23 | 16 | 80 | Very Good |
| 24. | S24 | 17 | 85 | Very Good |
| 25. | S25 | 18 | 90 | Excellent |
| 26. | S26 | 17 | 85 | Very Good |
| 27. | S27 | 17 | 85 | Very Good |

| | | | | |
|----------------------|-----|------------|-------------|-----------|
| 28. | S28 | 13 | 65 | Fair |
| 29. | S29 | 16 | 80 | Very Good |
| 30. | S30 | 0 | 0 | - |
| Total | | 490 | 2450 | |
| Highest Score | | | | 95 |
| Lowest Score | | | | 80 |

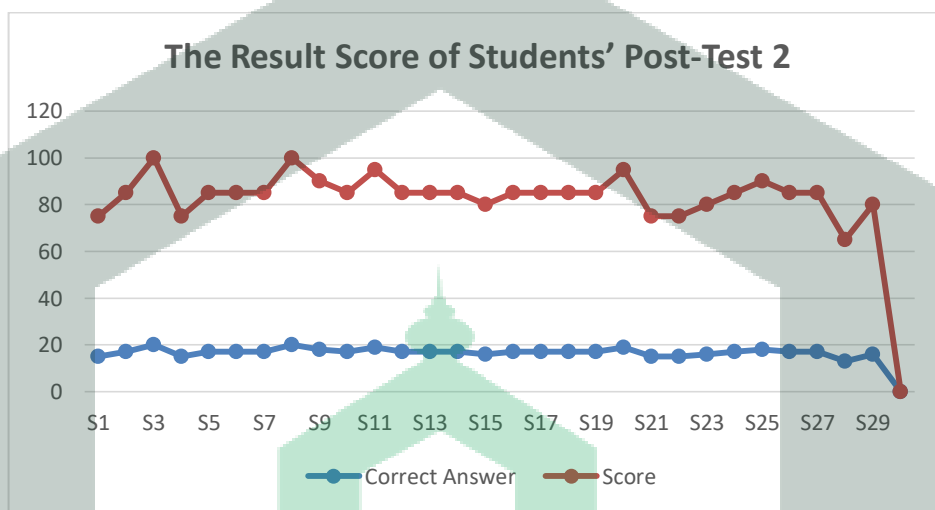


Figure 4.4 Diagram of the Result Cycle II

Students were more active in cycle II than in cycle I, indicating that the learning process was successful.

Table 4.7 Frequency of Students' Score in cycle 2

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|-------------|
| Excellent | 90-100 | 6 | 20% |
| Very Good | 80-89 | 18 | 60% |
| Good | 70-79 | 4 | 13% |
| Fair | 60-69 | 1 | 3% |
| Low | 0-59 | 1 | 3% |
| Total | | 30 | 100% |

The table above shows the post-test scores of the students. It can be seen that there was an improvement between the pre-and post-test scores. 29% (29 students) received a complete score, and 1% (1) did not.

Table 4.10 The Students' Results in Cycle II

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| PostTestCA | 30 | 0 | 20 | 16,33 | 3,417 |
| Score | 30 | 0 | 100 | 81,67 | 17,087 |
| Valid N (listwise) | 30 | | | | |

The mean score was 81.67 points. The mean pre-test score was 38,00. It indicates a score increase between the pre-test and post-test.

3. Observing

a. Observing of Teacher

The researcher has developed an outstanding instruction plan based on the observations from the first cycle. Fundamental competency standards developed the lesson plan. The researcher has created media in the form of the We Sing Karaoke Application. The researcher has effectively communicated the learning objectives that will be attained and valued at the start of the meeting.

b. Observation of Students

Based on observational activities conducted by the researcher and collaborators during cycle II, the researcher and collaborators determined that the student's participation was great. Therefore, students enthusiastically follow the learning process, resulting in a more active class.

4. Reflecting

The result of cycle II was greater than the result of cycle I. This cycle showed a significant improvement. The condition of the class was improving over time. Students listened to the researchers explain what they learned. In cycle I, numerous students used the We Sing Karaoke application on their phones to communicate during the learning and listening processes, preventing other students from focusing. In cycle II, students were more active and interactive, listened with greater concentration, and did not disturb their classmates.

The researcher concluded that using the We Sing Karaoke application resolved the issue. The instructor must encourage students to use the application to exercise their listening skills. In addition, it was demonstrated that the We Sing Karaoke Application could enhance students' listening skills.

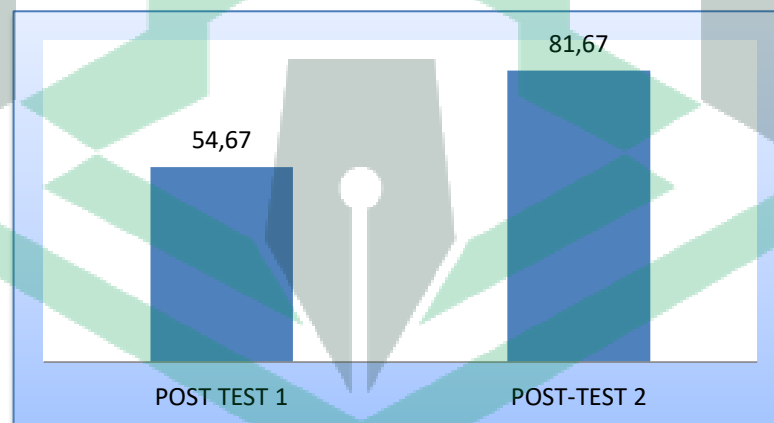


Figure 4.5 The Average of the Students' Listening Skill Scores on cycle 1 and cycle II

From the preceding figure above, it could be concluded that there was an improvement between cycle 1 and II. The cycle 1 average score was 54,67. Then, the average cycle II score was 81,67.

4. Interpretation Action and Learning Result

a. Action and Learning Result at Cycle I

The English learning process in cycle 1 was successful enough, although the students' average score was low. Nevertheless, there was an enhancement score in the students' post-test 1.

In this Research, the researcher gave pre-test and post-test 1, which aimed to know the students' listening skills before and after action. From the average score for the pre-test and post-test 1 above, it can be seen that score for the pre-test was 38, and the score for post-test 1 was 54,67.

b. Action and Learning Result at Cycle II

In cycle two, the instruction and learning process reached its climax. The student's performance improved substantially, and the classroom environment was conducive.

Table 4.9 The Students' scores Pre-cycle, Cycle I, Cycle II

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pre cycle Score | 30 | 20 | 75 | 38,00 | 16,795 |
| Cycle 1 Score | 30 | 0 | 80 | 54,67 | 17,087 |
| Cycle 2 Score | 30 | 0 | 100 | 81,67 | 20,126 |
| Valid N (listwise) | 30 | | | | |

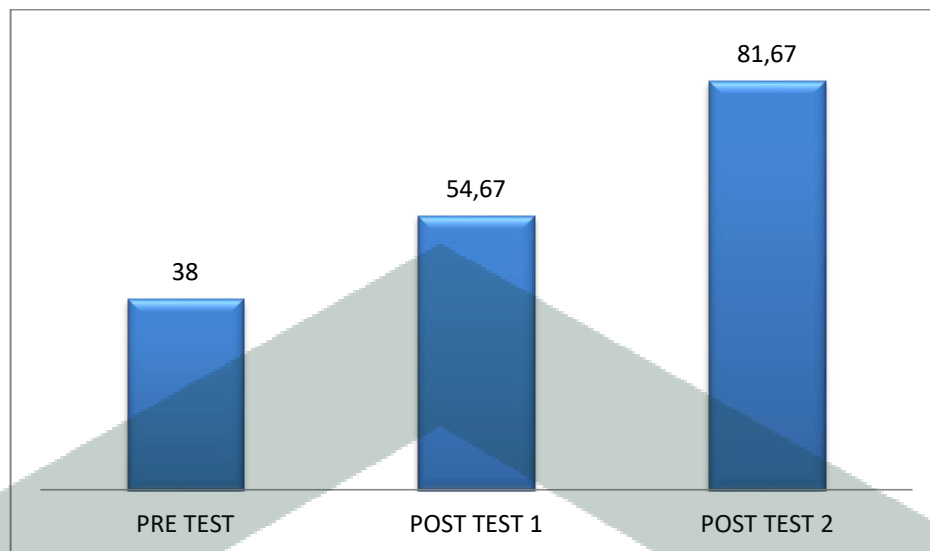


Figure 4.6 The Average of the Students' Listening Skill Scores on Pre-cycle, Cycle 1 and Cycle II

Based on Figure 7, it is possible to conclude that there was an improvement in the pre-cycle, cycle 1, and cycle 2 scores. The average pre-cycle score was 38, the average cycle 1 score was 54.67, and the average cycle 2 score was 85.8.

5. Students' Perception of the Use of the We Sing Karaoke Application

The researcher provides an eight-statement questionnaire to persuade the researcher to use the We Sing Karaoke Application. 1, 2, 3, 4, and 5 are options offered where 1 was strongly disagree then 5 was strongly agree.

Table 4.10.1 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|--|----|-------|-------|-------|-------|
| 1 | I like listening to English songs using the We Sing Karaoke Application (<i>Saya suka mendengarkan lagu Bahasa Inggris menggunakan aplikasi We Sing Karaoke</i>) | 0% | 10,3% | 13,8% | 55,2% | 20,7% |

The table above shows that 20,7% of students strongly agree with *"I like listening to English songs using the We Sing Karaoke Application"*, 55,2% agree, then 13,8% hesitate. While 10,3% of students said disagree, and 0% said strongly disagree. Thus, it can be concluded that most students (75,9%) liked listening to English songs using the We Sing Karaoke Application.

Table 4.10.2 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|--|----|----|-------|-------|-------|
| 2 | Listening to English songs using We Sing Karaoke App makes me enthusiastic to learning English (<i>Mendengarkan lagu Bahasa Inggris menggunakan Aplikasi We Sing Karaoke membuat saya semangat belajar</i>) | 0% | 0% | 27,6% | 37,9% | 34,5% |

The table above shows that 34,5% of students strongly agree with the statement *"Listening to English songs using the We Sing Karaoke App makes me enthusiastic about learning English"*, 37,9% agree, then 27,6% hesitate. While 0% of students said disagree, and also 0% of students said strongly disagree. Thus, it can be concluded that most students (72,4%) enthusiastically learn English using the We Sing Karaoke Application.

Table 4.10.3 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|---|----|-------|------|-------|-------|
| 3 | I listen to English songs more than once a day using the We Sing Karaoke Application (<i>Saya mendengarkan lagu Bahasa Inggris lebih dari satu kali dalam sehari menggunakan aplikasi We Sing Karaoke</i>) | 0% | 10,3% | 3,4% | 44,8% | 41,4% |

The table above shows that 41,4% of students strongly agree with the statement *"I listen to English songs more than once a day using the We Sing Karaoke Application"*, 44,8% agree, then 3,4% hesitate. While 10,3% of students said disagree, and 0% said strongly disagree. Thus, it can be concluded that most students (86,2%) listen to English songs by using the We Sing Karaoke Application.

Table 4.10.4 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|---|----|------|-------|-------|-------|
| 4 | The features provided in the We Sing Karaoke application are very useful to improve my listening ability (<i>Fitur yang disediakan pada aplikasi We Sing sangat berguna untuk meningkatkan kemampuan mendengarkan saya</i>) | 0% | 3,4% | 10,3% | 44,8% | 41,4% |

The table above shows that 41,4% of students strongly agree with the statement, *"The features provided in the We Sing Karaoke application are very useful to improve my listening ability"*, and 44,8% agree, then 10,3% hesitate. While 3,4% of students said disagree, and 0% said strongly disagree. Thus, it can be concluded that most students (86,2%) improve their listening skills through the features provided in the We Sing Karaoke application.

Table 4.10.5 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|---|----|------|-------|-------|-------|
| 5 | I like to sing English songs alone or with my friends using the We Sing Karaoke application (<i>Saya suka menyanyikan lagu Bahasa Inggris saat sendiri maupun dengan teman saya menggunakan aplikasi We Sing Karaoke</i>) | 0% | 3,4% | 13,8% | 34,5% | 48,3% |

The table above shows that 48,3% of students strongly agree with the statement *"I like to sing English songs alone or with my friends using the We Sing Karaoke application"*, 34,5% agree, then 13,8% hesitate. While 3,4% of students said disagree, and 0% said strongly disagree. Thus, it can be concluded that most students (82,8%) like singing English songs using the We Sing Karaoke Application.

Table 4.10.6 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|--|----|----|-------|-------|-------|
| 6 | I sing an English song while reading the lyrics on the We Sing application (<i>Saya menyanyikan lagu Bahasa Inggris sambil membaca lirik pada aplikasi We Sing</i>) | 0% | 0% | 10,3% | 37,9% | 51,7% |

The table above shows that 51,7% of students strongly agree with *"I sing an English song while reading the lyrics on the We Sing application"*, 37,9% agree, then 10,3% hesitate. While 0% of students said disagree and also 0% said strongly disagree. Thus, it can be concluded that most students (89,6%) love to listen to English songs while reading lyrics using the We Sing Karaoke Application.

Table 4.10.7 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|--|----|----|-------|-------|-------|
| 7 | I translated the word I just listened to / read on the We Sing Karaoke application (<i>Saya menerjemahkan kata yang baru saya dengarkan/baca pada aplikasi We Sing Karaoke</i>) | 0% | 0% | 10,3% | 48,3% | 41,4% |

The table above shows that 41,4% of students strongly agree with the statement *"I translated the word I just listened to / read on the We Sing Karaoke application"*, 48,3% agree, then 10,3% hesitate. While 0% of students said disagree and also 0% said strongly disagree. Thus, it can be concluded that most students (89,7%) were enthusiastic about discovering new words using the We Sing Karaoke Application.

Table 4.10.8 Students' Perception of the We Sing Karaoke Application

| No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|---|----|----|-------|-------|-------|
| 8 | I interested with the word I just heard from the song while using the We Sing Karaoke application (<i>Saya tertarik dengan kata yang baru saya dengarkan dari lagu saat menggunakan aplikasi We Sing Karaoke</i>) | 0% | 0% | 17,2% | 48,3% | 34,5% |

The table above shows that 34,5% of students strongly agree with the statement *"I am interested in the word I just heard from the song while using the We Sing Karaoke application"*, 48,3% agree, then 17,2% hesitate. While 0% of students said disagree and also 0% said strongly disagree. Thus, it can be concluded that most students (82,8%) often used the We Sing Karaoke Application and were interested in using it.

B. Discussion

This Research was obtained to determine whether the We Sing Karaoke Application effectively improves students' listening skills. After collecting and analyzing data, it is evident that the We Sing Karaoke Application improves students' listening skills effectively. In addition, it was discovered that students had a favorable view of using the We Sing Karaoke Application in teaching and

learning. This section describes the eleventh-grade MAN Palopo students' improvement in listening skills due to using the We Sing Karaoke application.

Based on the results of the pre-test administered to students in the first cycle, the researcher and her collaborator discovered an essential aspect of the learning process. Most students did not comprehend the researcher's instructions; they were still unfamiliar with the song when listening and were not paying attention to it, so the students did not know the missing word in the lyrics. They attempted to translate each word individually.

By the phenomenon, the researcher decided to continue the teaching into cycle II. At the same time, the observation showed that the student's participation in cycle I was in less category, and most students were active in all activities. It showed by the students, activities while learning in the class and their enthusiasm when listening process. But, in cycle II, there was an improvement after the researcher revised the planning by looking at students' participation in the listening process. It showed that cycle II was successful because cycle II observed greater improvement. In cycle II, students are also more engaged in all activities.

In addition, the students inspired both the researcher and themselves to learn English. The researcher would provide a more thorough explanation and clarify the situation at the next meeting. In the learning process, the score for cycle II improved and surpassed the standard. The song was familiar to the students. Based on the findings of the first cycle's observational activities, the researcher identified some crucial aspects of the learning process in the second cycle. In addition to focusing on the lyrics, students also learn how to spell the

right answer. Therefore, they were more careful when writing their answer. The following is an explanation of the students' discussion scores. The researcher has conducted Research in two cycles, I and II. It was used to determine the level of students learning English through listening to determine the success of implementing the We Sing Karaoke Application as the medium for improving the listening skill of eleventh-grade MAN Palopo students.

The classification percentage of students in Cycle I and Cycle II revealed that Cycle II had more students than Cycle I. In cycle II, 20% of students received an excellent grade, whereas in cycle I, no students received an excellent grade. Because in the first cycle, the students were unfamiliar with the song, and their enthusiasm was low when they examined listening for the first time. Therefore, the researcher inspired students during class. In the second meeting, the students demonstrated renewed enthusiasm for learning as they discussed attentiveness and the advantages of song, focusing on the We Sing Karaoke application. In addition, it occurred after the researcher discovered that students had difficulty concentrating on the listening process. Therefore, the researcher decided to revise the planning for Cycle II by analyzing the students' listening difficulties in Cycle I.

Concerning the preceding explanation, the researcher discovered a considerable improvement in the listening abilities of cycle II students after providing them with We Sing Karaoke Application exercises. The result of this study supports the previous Research done by Nurul Fitria (2021); in her thesis, the researcher concluded that using the JOOX application effectively improved

students' listening skills. This application was nearly identical to the We Sing Karaoke Application. Some of the features of the JOOX application are similar to those of the We Sing Karaoke application. These include the ability to hear music with lyrics, the karaoke feature, and the radio feature that enables the user to listen to a song selected by a professional editor.³⁶

In addition, improving the We Sing Karaoke Application to improve students' listening skills as the Research has some similarities and differences with the previous study. The first is from Lidya Maldini Putri and Aulia Islamiati (2018) in their thesis *"Teaching Listening Using Duolingo Application"*. The study focused on determining whether the Duolingo application could significantly improve students' listening skills. This Research uses pre-experimental and quantitative methods. The researchers concluded that using the Duolingo application can improve students' listening skills and be a teaching list that motivates students to learn English. The second is from Janejai Nipattamanon (2018), in her thesis, *"Utilizing English Pop Songs with Karaoke Application among Young Adults to Enhance Connected Speech Production"*. The focus of the study the Research was to find out whether English pop songs could improve the production of connected speech from young adult learners as well as how students behaved toward English songs. This Research uses qualitative methods. The researcher concluded that students consider this technique a beneficial activity because it trains pronunciation, listening, and speaking skills, and adds to the vocabulary in English.

³⁶ Nurul Fitra, "The Use of JOOX Application to Improve students' Listening Ability by Applying Dictogloss Technique" 1, No. 4 (2021): 1-13
https://digilibadmin.unismuh.ac.id/upload/13940-Full_Text.pdf Accessed: 2 July 2023

Furthermore, according to the researcher learning English through songs and karaoke applications is claimed to be a fun and relaxing activity. Students can also learn to use karaoke applications whenever they want. The third from Risma Rahajeng Lestari, Lus Firdaus Zakiya (2022) in their thesis *"The Effectiveness of Spotify Application to Teach Listening Through English Song at the Tenth Grade Students of SMA Negeri 1 Mojokerto"*. This study focuses on the effectiveness of using Spotify in teaching listening skills. The researcher concluded that learning using the Spotify application could attract interest and motivate students to learn listening skills. This Research uses a pre-experimental method. And the last is from Ayu Puspita Sari (2019), in her thesis, *"The Use of English Song as the Media to Teach Listening to Tenth Graders in SMA 1 Jombang"*. The focus of this study is that researchers want to explore the use of English songs as a medium in teaching listening. This Research uses qualitative methods. The researcher concluded that learning English using songs is very effective, and the student's response was also outstanding. Moreover, students look very excited in the classroom, but students still cannot explain the interpretation of the song well.

However, the Research did have some scope. This study was conducted quickly, to begin with. There were only six meetings. Second, the We Sing Karaoke application utilized in this Research is challenging if students do not have earphones or similar devices. Third, some students still have difficulties since the internet connection is unstable at school. However, hopefully, this Research will be helpful for English teachers as a reference in using or applying free online media in their classrooms. Besides, it is also beneficial for other

researchers to do advanced Research dealing with the We Sing Karaoke Application and other online media to enhance students' learning achievement.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a conclusion and recommendations based on the findings and previous chapters.

A. Conclusion

Concerning the findings and discussion in the previous chapter, the researcher concludes that: the first, the We Sing Karaoke Application may enhance the student's listening skills. Students can accomplish this through the instruction and learning process. We Sing Karaoke Application employs a variety of features to encourage student participation. The improvement of their result score supported it. It can be seen that there was an improvement in the score of the pre-test and post-test I and post-test II. In the pre-test, the mean score was 38,00, in cycle I 54,67 and in cycle II 81,67. It means there was an improved score in the pre-test, post-test I, and post-test II. It indicates that the outcome of the two cycles has already attained the success indicator. The second, regarding to result of students' perception from questionnaire given, the students' responses toward the use of We Sing Karaoke Application can improve their listening skill. It was proved by the result that 44% of students agree that the features provided in the We Sing Karaoke Application were useful to improve their listening skill.

B. Implication

Related to the result of this research, the implications can be stated theoretically and practically as follows:

1. Theoretical Imprications

a. Choosing a suitable learning method can affect the achievement of students.

Teaching listening using We Sing Karaoke Application will be affective by giving students interesting practice questions and songs that can increase students learning interest.

b. Class conditions such as student enthusiasm can motivate students in

learning. Students' learning motivation influences learning achievement. Students with high motivation, of course have better learning achievement than students with medium or low motivation. It is hoped that teachers can foster learning motivation in students in various ways according to the teacher's ability and are attractive to students.

2. Practical Implication

The result of this research are used as input for teachers and pre-sevice teachers to improve themselves with the teaching carried out and students' learning achievements that have been achieved by methods and learning students' motivation to improve the students' achievement.

C. Suggestion

Based on the result of the research above, the researcher would like to suggest as follow:

1. For the students, it suggested:
 - a. Active in the learning process, especially in English listening subjects.
 - b. Improving their listening skills by listening to English songs using the We Sing Karaoke Application.
2. For the English teachers, suggested to:
 - a. Strategies like listening with the We Sing Karaoke Application in teaching English significantly improve students' listening skills.
 - b. They have prepared some books to enhance their knowledge, especially in English.
3. For the next researcher, it suggested:

The researchers who will conduct a study related to this research can apply to learn through the We Sing Karaoke Application with different features to improve the effectiveness of teaching listening through all existing features of that application. And the next researchers can also modify and develop further research so that students will be more interested and enthusiastic about learning English.

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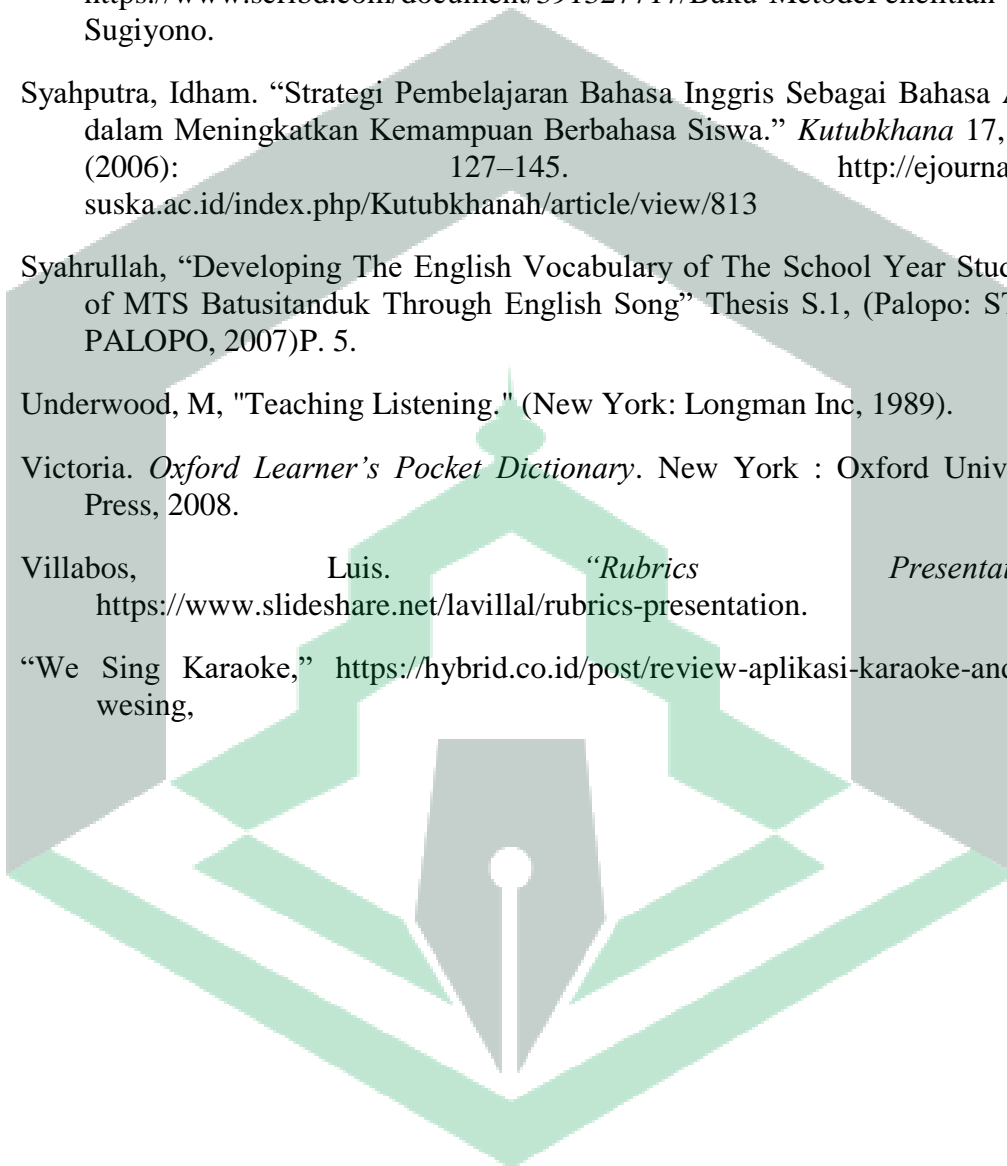
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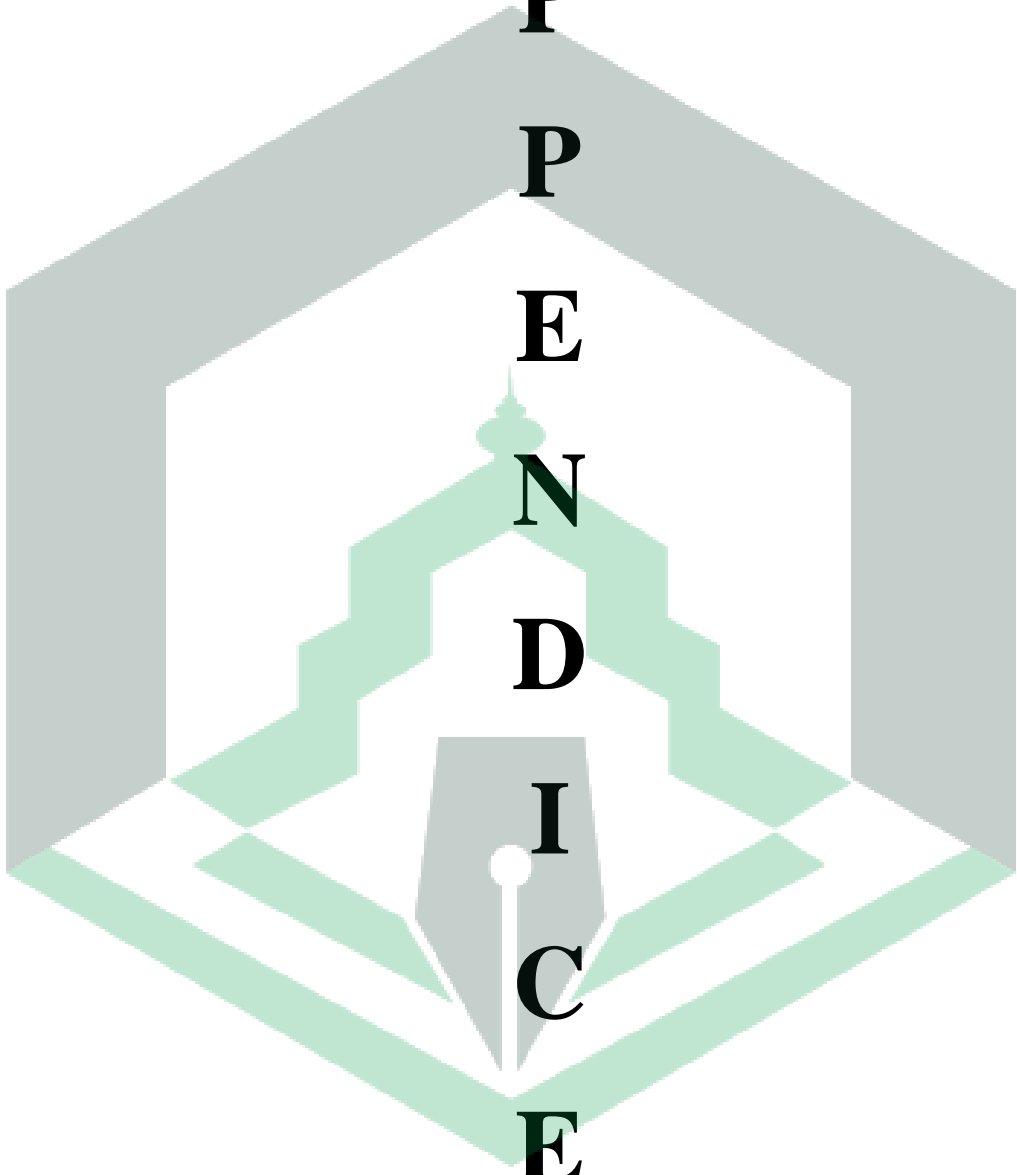
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APPENDIX 1

SURAT IZIN MENELITI





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 149/IP/DPMPSTP/II/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : SITI NURIANA BINTI KALLING
Jenis Kelamin : Perempuan
Alamat : Perum. Banawa Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1802020010

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS' LISTENING SKILL BY USING WE SING KARAOKE APPLICATION THROUGH ENGLISH SONG AT THE ELEVENTH GRADE OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian : 14 Februari 2023 s.d. 14 Mei 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 15 Februari 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo



APPENDIX 2

SURAT KETERANGAN TELAH MENELITI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 265 /Ma.21.14.01/TL.00/I/2023

Yang bertanda tangan dibawah ini :

N a m a : **Dra. Hj. Jumrah, M.Pd.I**
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a : **Siti Nuriana Binti Kalling**
Kelamin : Perempuan
Alamat : Perum Banawa Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1802020010

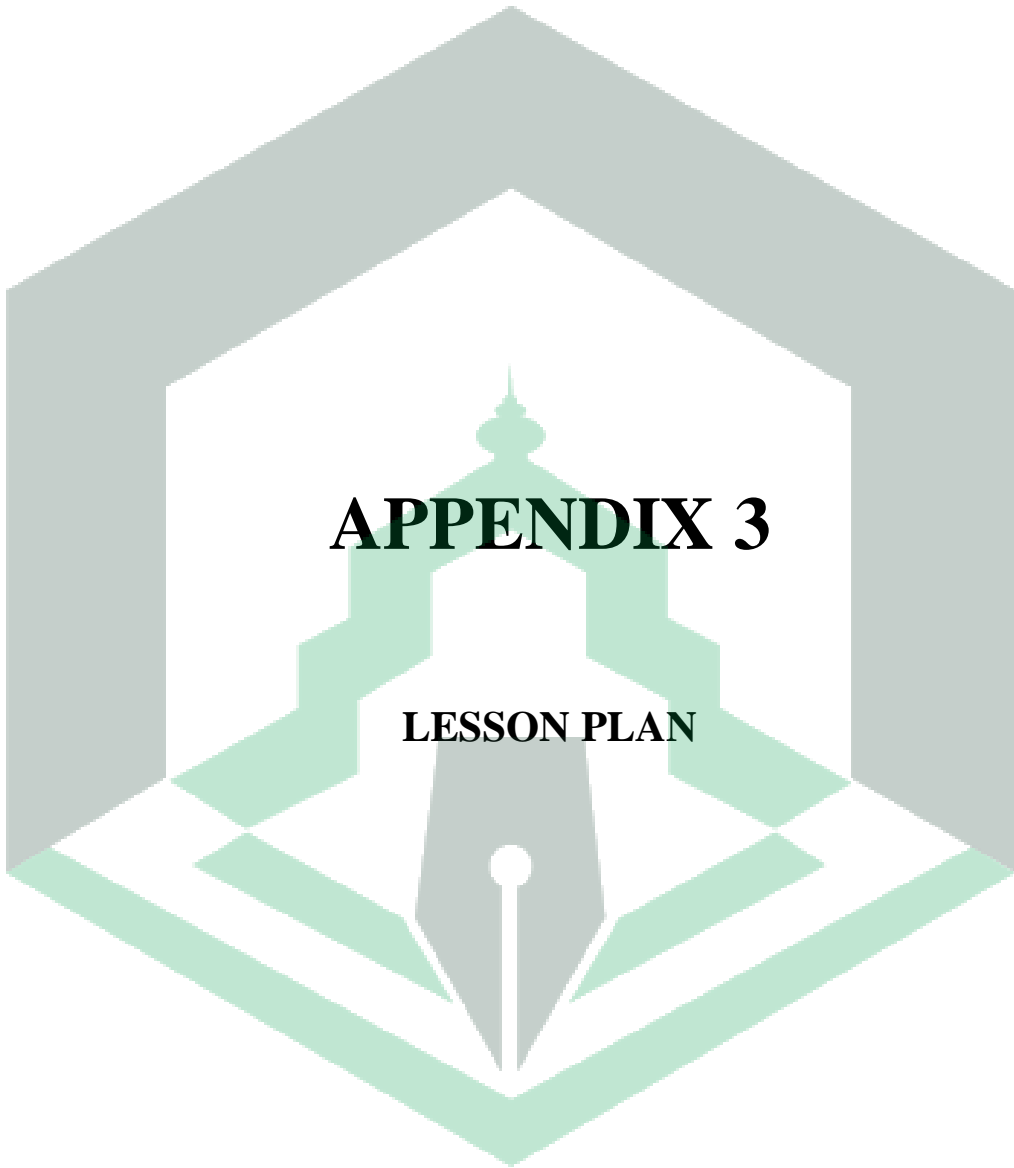
Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Tesis yang berjudul **"Improving Students' Listening Skill By Using We Sing Karaoke Application Through English Song At The Eleventh Grade Of MAN Palopo"**.

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 08 Mei 2023
Kepala Madrasah,



Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009



APPENDIX 3

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Negeri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI PK 3/ Genap

Materi Pokok : Listening for details information

A. Tujuan Pembelajaran

Siswa diharapkan mampu terampil menganalisis, menangkap makna dan informasi sesuai konteks dengan memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Konsep dalam menyimak informasi lagu berbahasa Inggris melalui sebuah aplikasi yakni "We Sing Karaoke Application"

2. Strategi Pembelajaran : Interactive and Direct

- a. Teori : Behaviorism
- b. Pendekatan : Scientific Approach
- c. Metode : Project Based Learning and Discovery Learning
- d. Model : Mendengarkan/menyimak
- e. Teknik : Presentasi, Discussion
- f. Perangkat : Gadget

C. Assesmen/Peniaian Hasil Pembelajaran

Penilaian sikap :Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan.

Penilaian Pengetahuan :Berupa tes tulisan/ observasi terhadap kemampuan menyimak/ serta penugasan.

Penilaian Keterampilan :Unjuk kerja kegiatan pembelajaran melalui sebuah aplikasi yang bernama “We Sing Karaoke Application”

Langkah-Langkah Pembelajaran

| Kegiatan Pembelajaran (15 Menit) | |
|--|--|
| <ol style="list-style-type: none">1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengigat dan menghubungkan dengan materi selanjutnya.3. Menyampaikan motivasi tentang apa yang akan dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi : “Listening for Details Information”4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan di tempuh. | |
| Kegiatan Inti (105 Menit) | |
| Kegiatan Literasi : 4-C | Peserta didik diberi motivasi dan panduan untuk mendengarkan, membaca dan menyimak kembali. Mereka diberi kesempatan untuk mendengarkan lagu yang akan digunakan dalam pembelajaran kali ini. |
| Critical Thinking | Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotik. Pertanyaan ini harus tetap berkaitan dengan materi “Listening for details information” |
| Collaboration | Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, |

| | |
|--|---|
| | mempresentasikan ulang dan saling bertukar informasi mengenai "Listening for details information" |
| Communicative | Peserta didik mempresentasikan hasil kerja secara klasikal, mengemukakan pendapat atas prestasi yang dilakukan kemudian ditanggapi kembali oleh siswa lain. |
| Creativity | Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait "Listening for details information". Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. |
| Kegiatan Penutup (15 Menit) | |
| <ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman/simpulan pelajaran. Tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman/simpulan pelajaran. Tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru memotivasi peserta didik agar selalu semangat belajar. 4. Menutup kegiatan belajar mengajar dengan berdoa. | |

Sumber belajar : Media cetak maupun media online

Palopo, 15 Mei 2023

Guru Pembimbing,

Mengetahui,

Peneliti,

Witri Febrianti, S.Pd

Siti Nuriana Binti Kalling

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Negeri Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI PK 3/ Genap
Materi Pokok : Listening for details information

A. Tujuan Pembelajaran

Siswa diharapkan mampu terampil menganalisis, menangkap makna dan informasi sesuai konteks dengan memaparkan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggungjawab.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Konsep dalam menyimak informasi lagu berbahasa Inggris melalui sebuah aplikasi yakni "We Sing Karaoke Application"

2. Strategi Pembelajaran : Interactive and Direct

- a. Teori : Behaviorism
- b. Pendekatan : Scientific Approach
- c. Metode : Project Based Learning and Discovery Learning
- d. Model : Mendengarkan/menyimak
- e. Teknik : Presentasi, Discussion
- f. Perangkat : Gadget

C. Assesmen/Peniaian Hasil Pembelajaran

Penilaian sikap : Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan.

Penilaian Pengetahuan : Berupa tes tulisan/ observasi terhadap kemampuan menyimak/ serta penugasan.

Penilaian Keterampilan :Unjuk kerja kegiatan pembelajaran melalui sebuah aplikasi yang bernama “We Sing Karaoke Application”

Langkah-Langkah Pembelajaran

| Kegiatan Pembelajaran (15 Menit) | |
|--|--|
| <ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin. 2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. 3. Menyampaikan motivasi tentang apa yang akan dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi : “Listening for Details Information” 4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan di tempuh. | |
| Kegiatan Inti (105 Menit) | |
| Kegiatan Literasi : 4-C | Peserta didik diberi motivasi dan panduan untuk mendengarkan, membaca dan menyimak kembali. Mereka diberi kesempatan untuk mendengarkan lagu yang akan digunakan dalam pembelajaran kali ini. |
| Critical Thinking | Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotik. Pertanyaan ini harus tetap berkaitan dengan materi “Listening for details information” |
| Collaboration | Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, |

| | |
|--|---|
| | mempresentasikan ulang dan saling bertukar informasi mengenai "Listening for details information" |
| Communicative | Peserta didik mempresentasikan hasil kerja secara klasikal, mengemukakan pendapat atas prestasi yang dilakukan kemudian ditanggapi kembali oleh siswa lain. |
| Creativity | Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait "Listening for details information". Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. |
| Kegiatan Penutup (15 Menit) | |
| <ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman/simpulan pelajaran. Tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman/simpulan pelajaran. Tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru memotivasi peserta didik agar selalu semangat belajar. 4. Menutup kegiatan belajar mengajar dengan berdoa. | |

Sumber belajar : Media cetak maupun media online

Palopo, 15 Mei 2023

Guru Pembimbing,

Mengetahui,

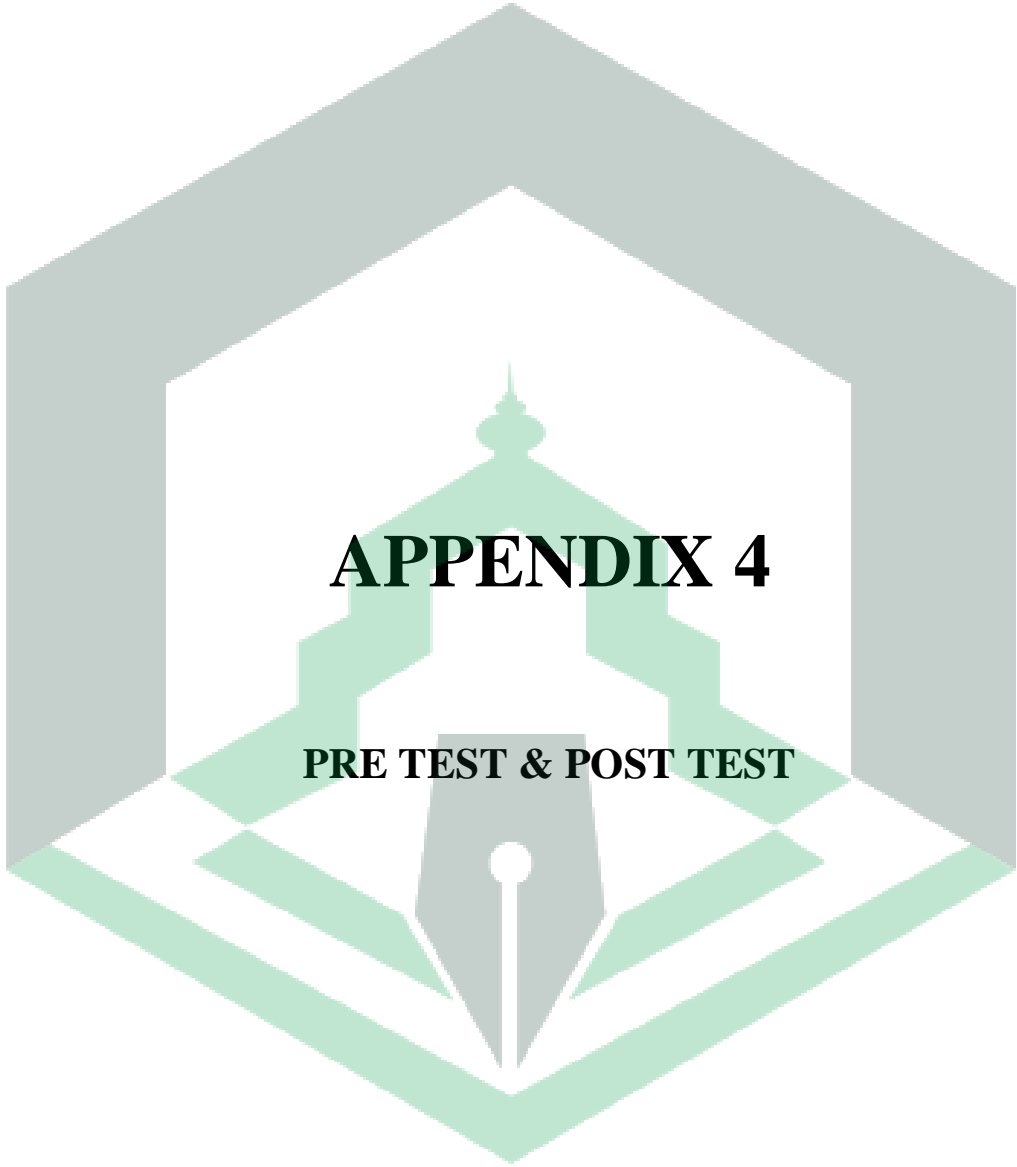
Peneliti,



Witri Febrianti, S.Pd



Siti Nuriana Binti Kalling



APPENDIX 4

PRE TEST & POST TEST

**PRE TEST
ON STUDENTS LISTENING SKIL**

Name : Yoni Oktavia

Class: XI PK 3

DIRECTION : 1. Listen carefully to the song!

TASK 1 : Complete the song lyrics based on the song played!

A MILLION DREAMS

Zif Zaifman, Hugh Jackman, Michelle William

[Verse 1]

I close my eyes and I can see
The world that's (1)...waiting up for me
That I call my own
Through the (2)...dark....., through the door
Through where no one's been before
But it feels like home

[Pre-Chorus]

They can say, they can say it all (3)...sounds...crazy
They can say, they can say I've lost my (4)...mind.....
I don't care, I don't care, so call me crazy
We can (5)...live.....in a world that we design

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million (6)...dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're (7)...gonna make

[Verse 2]

There's a house we can build
Every room inside is filled
With things from far away
(8) ...~~is special~~ things I compile
Each one there to make you smile
On a rainy day

[Pre-Chorus]

They can say, they can say it all sounds crazy
They can say, (9) ...~~they~~ can say we've lost our mind
I don't care, I don't care, if they call me crazy
Runaway to a (10) ...~~world~~ that we design

[Chorus]

Every (11) ...~~night~~ I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A (12) ...~~vision~~ of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make

[Bridge]

However big, however small
Let me be part of it all
(13) ...~~see~~ ~~share~~ your dreams with me
You maybe right, you maybe wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I (14) ...~~close~~ my eyes to see

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million dreams are (15) ...~~xxxxxx~~... me awake
A million dreams a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make

[Outro]

For the world we're gonna make



Name : Yuni Oktavia

Class: XI PK 3

TASK 2: Circle the correct answers!

1. ✓ What is the title of the song?
 - a. Dreaming
 - b. Day dream
 - ⓐ A million dreams
 - d. My dream

2. What is the song about?
 - a. About someone who has various dreams and desires and tries to ignore the bad words of the people around him.
 - ✗ ⓑ About loving yourself and not feeling insecure just because of other people's assessment of ourselves.
 - c. About loving yourself.
 - d. About positive thinking.

3. ✓ Who is the singer of the song?
 - a. Salena Gomez
 - ⓑ Zif Zaifman, Hugh Jackman, Michelle William
 - c. Celine Dion
 - d. Harris J

4. What is the meaning of "dream" in the song?
 - ✗ ⓐ Mimpi
 - b. Impian
 - c. Berangan-angan
 - d. Khayalan

5. ✓ What is the moral value of the song?
 - ⓐ No matter how tough life is, you can take it to reach your dreams.
 - b. Keeping healthy is important.
 - c. Be honest because honesty will bring goodness and happiness in the future.
 - d. Vanity will not take you far, but kindness will.

**PRE TEST
ON STUDENTS LISTENING SKIL**

Name : Fauzan Passa

Class: XI Pk 3

DIRECTION : 1. Listen carefully to the song!

TASK 1 : Complete the song lyrics based on the song played!

A MILLION DREAMS

Zif Zaifman, Hugh Jackman, Michelle William

14

[Verse 1]

I close my eyes and I can see ✓
The world that's (1) waiting up for me ✓
That I call my own ✓
Through the (2) dark....., through the door ✓
Through where no one's been before ✓
But it feels like home ✓

[Pre-Chorus]

They can say, they can say it all (3) Sounds crazy ✓
They can say, they can say I've lost my (4) mind ✓
I don't care, I don't care, so call me crazy ✓
We can (5) live.....in a world that we design ✓

[Chorus]

'Cause every night I lie in bed ✓
The brightest colors fill my head ✓
A million (6) dreams are keeping me awake ✓
I think of what the world could be ✓
A vision of the one I see ✓
A million dreams is all it's gonna take ✓
A million dreams for the world we're (7) Gonna make ✓

[Verse 2]

There's a house we can build
Every room inside is filled
With things from far away
(8) *these* things I compile
Each one there to make you smile
On a rainy day

[Pre-Chorus]

They can say, they can say it all sounds crazy
They can say, (9) *they* can say we've lost our mind
I don't care, I don't care, if they call me crazy
Runaway to a (10) *world* that we design

[Chorus]

Every (11) *night* I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A (12) *vision* of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make

[Bridge]

However big, however small
Let me be part of it all
(13) *Sar P X* your dreams with me
You maybe right, you maybe wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I (14) *close* my eyes to see

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million dreams are (15) ^{Keeping} me awake
A million dreams a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make

[Outro]

For the world we're gonna make



Name : FAUZAN PASSA.

Class: XI PK 3

TASK 2: Circle the correct answers!

1. What is the title of the song?

- a. Dreaming
- b. Day dream
- c. A million dreams
- d. My dream

2. What is the song about?

- a. About someone who has various dreams and desires and tries to ignore the bad words of the people around him.
- b. About loving yourself and not feeling insecure just because of other people's assessment of ourselves.
- c. About loving yourself.
- d. About positive thinking.

3. Who is the singer of the song?

- a. Salena Gomez
- b. Zif Zaifman, Hugh Jackman, Michelle William
- c. Celine Dion
- d. Harris J

4. What is the meaning of "dream" in the song?

- a. Mimpi
- b. Impian
- c. Berangan-angan
- d. Khayalan

5. What is the moral value of the song?

- a. No matter how tough life is, you can take it to reach your dreams.
- b. Keeping healthy is important.
- c. Be honest because honesty will bring goodness and happiness in the future.
- d. Vanity will not take you far, but kindness will.

**PRE TEST
ON STUDENTS LISTENING SKIL**

Name : muh. armansyah . A

Class: XI PK³

DIRECTION : 1. Listen carefully to the song!

TASK 1 : Complete the song lyrics based on the song played!

A MILLION DREAMS

Zif Zaifman, Hugh Jackman, Michelle William

[Verse 1]

I close my eyes and I can see
The world that's (1) waiting up for me
That I call my own
Through the (2) noise, through the door
Through where no one's been before
But it feels like home

[Pre-Chorus]

They can say, they can say it all (3) sounds crazy
They can say, they can say I've lost my (4) mind
I don't care, I don't care, so call me crazy
We can (5) live in a world that we design

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million (6) dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're (7) gonna make

14

[Verse 2]

There's a house we can build
Every room inside is filled
With things from far away
(8) ~~the special~~ things I compile
Each one there to make you smile
On a rainy day

[Pre-Chorus]

They can say, they can say it all sounds crazy
They can say, (9) ~~they~~ can say we've lost our mind
I don't care, I don't care, if they call me crazy
Runaway to a (10) ~~world~~ that we design

[Chorus]

Every (11) ~~night~~ I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A (12) ~~million~~ of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make

[Bridge]

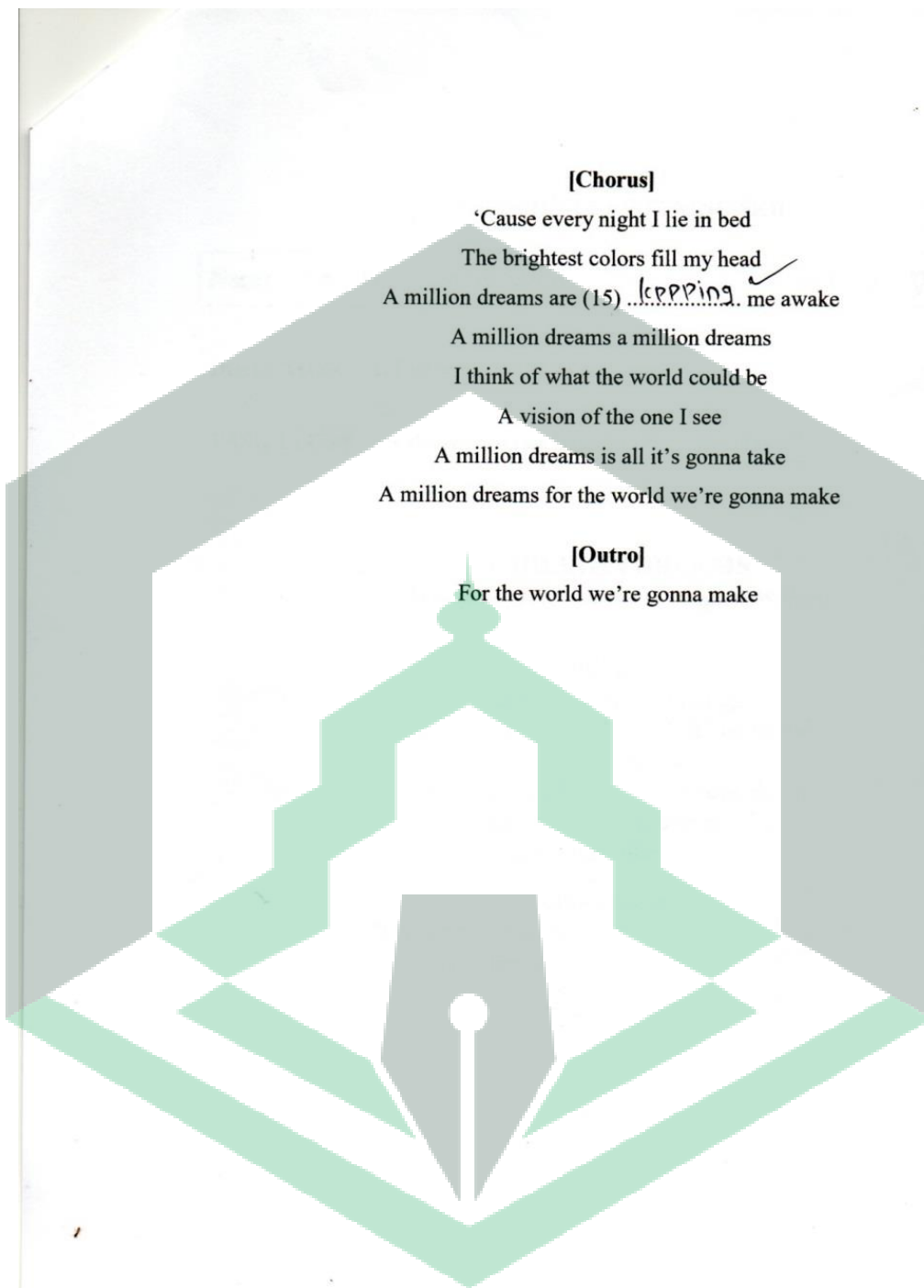
However big, however small
Let me be part of it all
(13) ~~share~~ your dreams with me
You maybe right, you maybe wrong
But say that you'll bring me along
To the world you see
To the world I close my eyes to see
I (14) ~~close~~ my eyes to see

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million dreams are (15) ...~~keeping~~ me awake ✓
A million dreams a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna make

[Outro]

For the world we're gonna make



Name : Muh. ARMANSYAH .A

Class: XI PK³

TASK 2: Circle the correct answers!

- ✓ 1. What is the title of the song?
 - a. Dreaming
 - b. Day dream
 - ~~✗~~ c. A million dreams
 - d. My dream

- ~~✗~~ 2. What is the song about?
 - a. About someone who has various dreams and desires and tries to ignore the bad words of the people around him.
 - ~~✗~~ b. About loving yourself and not feeling insecure just because of other people's assessment of ourselves.
 - c. About loving yourself.
 - d. About positive thinking.

- ✓ 3. Who is the singer of the song?
 - a. Salena Gomez
 - ~~✗~~ b. Zif Zaifman, Hugh Jackman, Michelle William
 - c. Celine Dion
 - d. Harris J

- ~~✗~~ 4. What is the meaning of "dream" in the song?
 - ~~✗~~ a. Mimpi
 - b. Impian
 - c. Berangan-angan
 - d. Khayalan

- ✓ 5. What is the moral value of the song?
 - ~~✗~~ a. No matter how tough life is, you can take it to reach your dreams.
 - b. Keeping healthy is important.
 - c. Be honest because honesty will bring goodness and happiness in the future.
 - d. Vanity will not take you far, but kindness will.

POST TEST
ON STUDENTS LISTENING SKILL

| | |
|------------------------|----------------|
| Name : Ahmad Hizbullah | Class: XI PK 3 |
|------------------------|----------------|

- DIRECTION :** 1. Listen carefully to the song!
2. Use the words in the box to complete the song lyrics!

TASK 1 : Complete the song lyrics based on the song played!

A MILLION DREAMS

Hugh Jackman & Michelle Williams

15

| | | | | |
|------|---------|---------|--------|---------|
| Dark | Waiting | Special | Close | Gonna |
| | Mind | Night | Live | |
| They | Share | World | Vision | Keeping |
| | Dreams | | Sound | |

A MILLION DREAMS

Zif Zaifman, Hugh Jackman, Michelle William

[Verse 1]

I close my eyes and I can see
The world that's (1).....Walking..... up for me
That I call my own
Through the (2).....dark....., through the door
Through where no one's been before
But it feels like home

[Pre-Chorus]

They can say, they can say it all (3).....sounds.....crazy
They can say, they can say I've lost my (4).....Mind.....
I don't care, I don't care, so call me crazy
We can (5).....live.....in a world that we design

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million (6) dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're (7) gonna make

[Verse 2]

There's a house we can build
Every room inside is filled
With things from far away
(8) special things I compile
Each one there to make you smile
On a rainy day

[Pre-Chorus]

They can say, they can say it all sounds crazy
They can say, (9) they can say we've lost our mind
I don't care, I don't care, if they call us crazy
Runaway to a (10) world that we design

[Chorus]

Every (11) night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A (12) vision of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make

[Bridge]

However big, however small

Let me be part of it all

(13)*shape*..... your dreams with me

You may be right, you may be wrong

But say that you'll bring me along

To the world you see

To the world I close my eyes to see

I (14)*close*..... my eyes to see

[Chorus]

'Cause every night I lie in bed

The brightest colors fill my head

A million dreams are (15)*keeping*..... me awake

A million dreams a million dreams

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

A million dreams for the world we're gonna make

[Outro]

For the world we're gonna make

Name : Ahmad Hizbullah

Class: XI PK 3

TASK 2: Circle the correct answers!

1. ✓ What is the title of the song?
 - a. Dreaming
 - b. Day dream
 - c. A million dreams
 - d. My dream

2. ✓ What is the song about?
 - a. About someone who has various dreams and desires and tries to ignore the bad words of the people around him.
 - b. About loving yourself and not feeling insecure just because of other people's assessment of ourselves.
 - c. About loving yourself.
 - d. About positive thinking.

3. ✓ Who is the singer of the song?
 - a. Salena Gomez
 - b. Zif Zaifman, Hugh Jackman, Michelle William
 - c. Celine Dion
 - d. Harris J

4. ✓ What is the meaning of "dream" in the song?
 - a. Mimpi
 - b. Impian
 - c. Berangan-angan
 - d. Khayalan

5. ✓ What is the moral value of the song?
 - a. No matter how tough life is, you can take it to reach your dreams.
 - b. Keeping healthy is important.
 - c. Be honest because honesty will bring goodness and happiness in the future.
 - d. Vanity will not take you far, but kindness will.

POST TEST
ON STUDENTS LISTENING SKILL

| | |
|--------------------------|---------------------------|
| Name : vidya Ayu Lestari | Class: XI PK ³ |
|--------------------------|---------------------------|

DIRECTION : 1. Listen carefully to the song!
2. Use the words in the box to complete the song lyrics!

TASK 1 : Complete the song lyrics based on the song played!

A MILLION DREAMS
Hugh Jackman & Michelle Williams

15

| | | | | |
|-------------|----------------|----------------|---------------|----------------|
| Dark | Waiting | Special | Close | Gonna |
| | Mind | Night | Live | |
| They | Share | World | Vision | Keeping |
| | Dreams | | Sound | |

A MILLION DREAMS
Zif Zaifman, Hugh Jackman, Michelle William

[Verse 1]

I close my eyes and I can see
The world that's (1).....walking..... up for me
That I call my own
Through the (2).....dark....., through the door
Through where no one's been before
But it feels like home

[Pre-Chorus]

They can say, they can say it all (3).....sounds.....crazy
They can say, they can say I've lost my (4).....mind.....
I don't care, I don't care, so call me crazy
We can (5).....live.....in a world that we design

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million (6).....^{dreams}..... are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're (7).....^{some}..... make

[Verse 2]

There's a house we can build
Every room inside is filled
With things from far away
(8).....^{special}..... things I compile
Each one there to make you smile
On a rainy day

[Pre-Chorus]

They can say, they can say it all sounds crazy
They can say, (9).....^{they}..... can say we've lost our mind
I don't care, I don't care, if they call us crazy
Runaway to a (10).....^{world}..... that we design

[Chorus]

Every (11).....^{night}..... I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A (12).....^{vision}..... of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make

[Bridge]

However big, however small

Let me be part of it all

(13)^{shape}..... your dreams with me

You may be right, you may be wrong

But say that you'll bring me along

To the world you see

To the world I close my eyes to see

I (14)^{close}..... my eyes to see

[Chorus]

'Cause every night I lie in bed

The brightest colors fill my head

A million dreams are (15)^{keeping}..... me awake

A million dreams a million dreams

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

A million dreams for the world we're gonna make

[Outro]

For the world we're gonna make

POST TEST
ON STUDENTS LISTENING SKILL

| | |
|----------------------|---------------------------------------|
| Name : Widya Ningrum | Class: XI.P 2 ³ |
|----------------------|---------------------------------------|

- DIRECTION :** 1. Listen carefully to the song!
2. Use the words in the box to complete the song lyrics!

TASK 1 : Complete the song lyrics based on the song played!

A MILLION DREAMS

Hugh Jackman & Michelle Williams

15

| | | | | |
|-------------|----------------|----------------|---------------|----------------|
| Dark | Waiting | Special | Close | Gonna |
| | Mind | Night | Live | |
| They | Share | World | Vision | Keeping |
| | Dreams | | Sound | |

A MILLION DREAMS

Zif Zaifman, Hugh Jackman, Michelle William

[Verse 1]

I close my eyes and I can see
The world that's (1).....~~walking~~^{walking} up for me
That I call my own
Through the (2).....~~care~~^{care}....., through the door
Through where no one's been before
But it feels like home

[Pre-Chorus]

They can say, they can say it all (3).....~~sounds~~^{sounds}.....crazy
They can say, they can say I've lost my (4).....~~mind~~^{mind}.....
I don't care, I don't care, so call me crazy
We can (5).....~~live~~^{live}.....in a world that we design

[Chorus]

'Cause every night I lie in bed
The brightest colors fill my head
A million (6).....dreams..... are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're (7).....gonna..... make

[Verse 2]

There's a house we can build
Every room inside is filled
With things from far away
(8)Special..... things I compile
Each one there to make you smile
On a rainy day

[Pre-Chorus]

They can say, they can say it all sounds crazy
They can say, (9).....The..... can say we've lost our mind
I don't care, I don't care, if they call us crazy
Runaway to a (10)world..... that we design

[Chorus]

Every (11).....Night..... I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A (12)vision..... of the one I see
A million dreams is all it's gonna take
Oh, a million dreams for the world we're gonna make

[Bridge]

However big, however small

Let me be part of it all

(13)~~shall~~^{shall}..... your dreams with me

You may be right, you may be wrong

But say that you'll bring me along

To the world you see

To the world I close my eyes to see

I (14)~~close~~^{close}..... my eyes to see

[Chorus]

'Cause every night I lie in bed

The brightest colors fill my head

A million dreams are (15)~~wake~~^{wake}..... me awake

A million dreams a million dreams

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

A million dreams for the world we're gonna make

[Outro]

For the world we're gonna make

Name : Widya Ningrum

Class: XI. PK³

TASK 2: Circle the correct answers!

1. What is the title of the song?
 - a. Dreaming
 - b. Day dream
 - c. A million dreams
 - d. My dream

2. What is the song about?
 - a. About someone who has various dreams and desires and tries to ignore the bad words of the people around him.
 - b. About loving yourself and not feeling insecure just because of other people's assessment of ourselves.
 - c. About loving yourself.
 - d. About positive thinking.

3. Who is the singer of the song?
 - a. Salena Gomez
 - b. Zif Zaifman, Hugh Jackman, Michelle William
 - c. Celine Dion
 - d. Harris J

4. What is the meaning of "dream" in the song?
 - a. Mimpi
 - b. Impian
 - c. Berangan-angan
 - d. Khayalan

5. What is the moral value of the song?
 - a. No matter how tough life is, you can take it to reach your dreams.
 - b. Keeping healthy is important.
 - c. Be honest because honesty will bring goodness and happiness in the future.
 - d. Vanity will not take you far, but kindness will.



APPENDIX 5

KUESIONER

QUESTIONNAIRE FOR STUDENTS

(Kuesioner untuk siswa)

Name (Nama) :

Class/semester :
(Kelas/semester)

Gender :
(Jenis Kelamin)

Petunjuk pengisian kuesioner

- Pernyataan-pernyataan berikut ini bertujuan untuk mengetahui minat siswa dalam mendengarkan lagu Bahasa Inggris menggunakan aplikasi We Sing Karaoke.
- Kuesioner ini terdiri atas 10 pertanyaan, jawablah dengan jujur sesuai dengan pengalaman dan pengetahuan anda.
- Jawaban tidak akan mempengaruhi nilai Bahasa Inggris anda.
- Berikan tanda ceklist (v) pada kolom yang sesuai dengan jawaban anda.

Catatan: **STS** = **Sangat Tidak Setuju** **S** = **Setuju**
 TS = **Tidak Setuju** **SS** = **Sangat Setuju**
 RR = **Ragu - Ragu**

| NO. | PERNYATAAN | JAWABAN | | | | |
|-----|---|---------|----|----|---|----|
| | | STS | TS | RR | S | SS |
| 1. | Saya suka mendengarkan lagu Bahasa Inggris menggunakan aplikasi We Sing. | | | | | |
| 2. | Mendengarkan lagu Bahasa Inggris menggunakan aplikasi We Sing membuat saya lebih semangat belajar. | | | | | |
| 3. | Saya mendengarkan lagu Bahasa Inggris lebih dari satu kali dalam sehari menggunakan aplikasi We Sing. | | | | | |
| 4. | Fitur yang disediakan pada aplikasi We Sing sangat berguna untuk meningkatkan kemampuan mendengarkan saya. | | | | | |
| 5. | Saya suka menyanyikan lagu Bahasa Inggris saat sendiri maupun dengan teman saya menggunakan aplikasi We Sing Karaoke. | | | | | |

| NO. | PERNYATAAN | JAWABAN | | | | |
|-----|---|---------|----|----|---|----|
| | | STS | TS | RR | S | SS |
| 6. | Saya menyanyikan lagu Bahasa Inggris sambil membaca lirik pada aplikasi We Sing. | | | | | |
| 7. | Saya menerjemahkan kata yang baru saya dengarkan/baca pada aplikasi We Sing Karaoke. | | | | | |
| 8. | Saya tertarik dengan kata yang baru saya dengarkan dari lagu saat menggunakan aplikasi We Sing Karaoke. | | | | | |





APPENDIX 6

DOKUMENTASI



Students were doing pre-test



The students were discussing about the topic



The researcher explained about the material



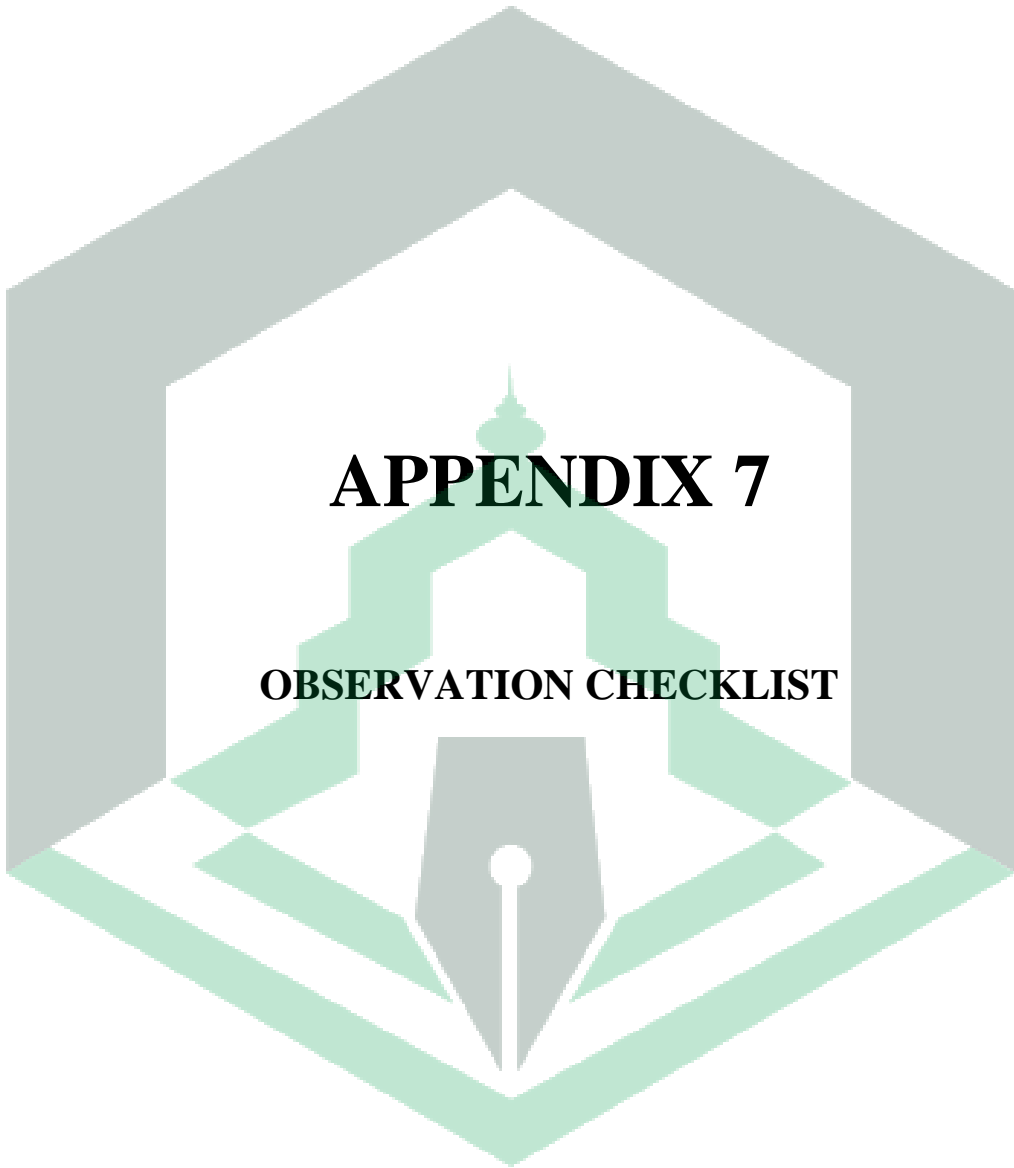
Students were learning in cycle 1



Students were learning in cycle 2



Students have the questionnaire answered



APPENDIX 7

OBSERVATION CHECKLIST

Observation Checklist For Teacher

| No. | Statement | Category | |
|-----|---|----------|----|
| | | Yes | No |
| 1. | Teacher prepares the material | ✓ | |
| 2. | Teacher can manage classroom condition well | ✓ | |
| 3. | Teacher uses time effectively | ✓ | |
| 4. | The method that used by the reseacher is interesting | ✓ | |
| 5. | Teacher being friendly to the student | ✓ | |
| 6. | Teacher provides teaching aids | ✓ | |
| 7. | Teacher asks the students' difficulties | ✓ | |
| 8. | Students pay attention to the the teacher when explaining | ✓ | |
| 9. | Students ask the teacher about the material | ✓ | |
| 10. | Students understand the explanation given by the teacher | ✓ | |
| 11. | Student active in the class | ✓ | |
| 12. | Students dare to ask question in the class | ✓ | |
| 13. | Students dare to answer the question in the class | ✓ | |
| 14. | Students feel glad during the lesson | ✓ | |
| 15. | Students are active in classroom | ✓ | |

Palopo, 15 Mei 2023

Mengetahui,

Guru Pembimbing,

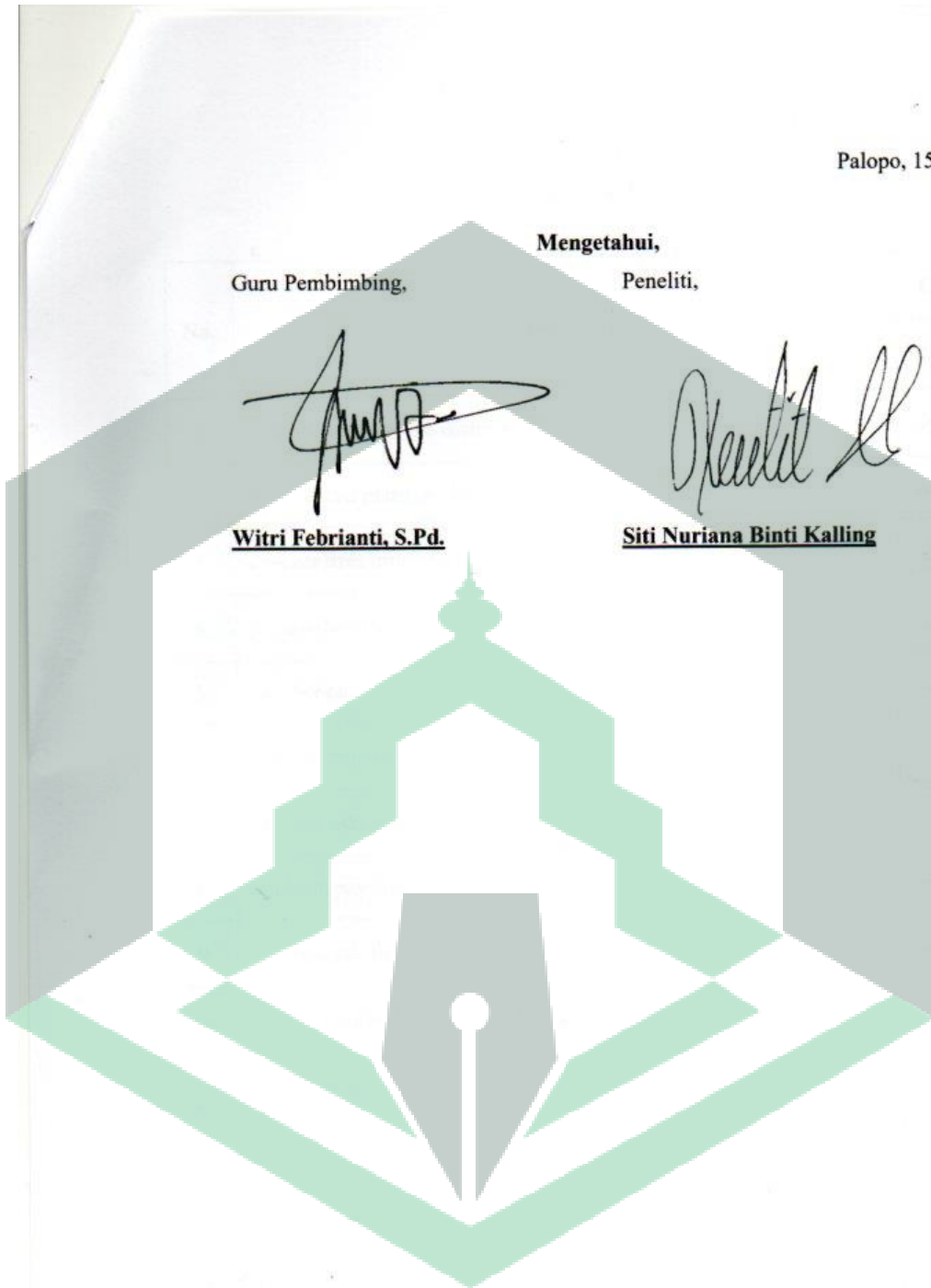
Peneliti,



Witri Febrianti, S.Pd.



Siti Nuriana Binti Kalling





APPENDIX 8

ALAT PENILAIAN KEMAMPUAN MENGAJAR

**ALAT PENILAIAN KEMAMPUAN MENGAJAR (APKM I)
KEMAMPUAN MERENCANAKAN PEMBELAJARAN**

Nama Mahasiswa : Siti Nuriana Binti Kalling
 NIM : 18 0202 0010
 Sekolah Tempat PLP : Madrasah Aliyah Negeri Palopo

Petunjuk

Baca dengan cermat rencana pembelajaran yang akan digunakan oleh mahasiswa ketika mengajar. Kemudian, nilailah semua aspek yang terdapat dalam rencana tersebut dengan menggunakan butir penilaian di bawah ini.

| | | | | |
|--|---|---|---|-----|
| 1. Penentuan Bahan Pembelajaran dan Merumuskan Tujuan | | | | |
| 1.1 Penggunaan bahan pembelajaran yang sesuai dengan kurikulum | 1 | 2 | 3 | ④ |
| 1.2 Perumusan tujuan pembelajaran | 1 | 2 | ③ | 4 |
| Rata-rata butir 1 : A = | | | | 3 |
| 2. Pemilihan dan Pengorganisasian Materi, Media, dan Sumber | | | | |
| 2.1 Pengorganisasian materi pembelajaran | 1 | 2 | 3 | ④ |
| 2.2 Penentuan alat bantu mengajar | 1 | 2 | 3 | ④ |
| 2.3 Penentuan sumber pembelajaran | 1 | 2 | 3 | ④ |
| Rata-rata butir 2: B = 4 | | | | 4 |
| 3. Perancangan Skenario/Strategi Pembelajaran | | | | |
| 3.1 Pilihan jenis kegiatan pembelajaran | 1 | 2 | 3 | ④ |
| 3.2 Susunan langkah-langkah pembelajaran | 1 | 2 | ③ | 4 |
| 3.3 Pilihan cara-cara memotivasi siswa | 1 | 2 | 3 | ④ |
| Rata-rata butir 3: C = | | | | 3,6 |
| 4. Rancangan Pengelolaan Kelas | | | | |
| 4.1 Penetapan alokasi waktu pembelajaran | 1 | 2 | 3 | ④ |
| 4.2 Pilihan cara-cara pengorganisasian siswa agar dapat berpartisipasi aktif dalam kegiatan pembelajaran | 1 | 2 | 3 | ④ |
| Rata-rata butir 4: D = | | | | 4 |
| 5. Rancangan Prosedur dan Persiapan Alat Evaluasi | | | | |
| 5.1 Penentuan jenis dan prosedur penilaian | 1 | 2 | 3 | ④ |
| 5.2 Pembuatan alat-alat penilaian | 1 | 2 | 3 | ④ |
| Rata-rata butir 5: E = | | | | 4 |
| 6. Kesan Umum Rencana Pembelajaran | | | | |

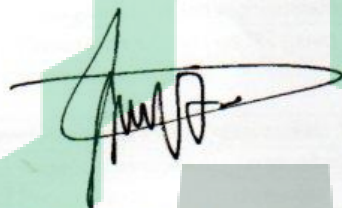
| | | | | |
|------------------------------|---|---|---|---|
| 6.1 Kebersihan dan kerapihan | 1 | 2 | 3 | 4 |
| 6.2 Penggunaan bahasa tulis | 1 | 2 | 3 | 4 |
| Rata-rata butir 6: F = | | | | |
| | 4 | | | |

$$\text{NILAI AKHIR } M_1 = \frac{A+B+C+D+E+F}{6}$$

$$= \boxed{3,7}$$

Palopo, 15 Mei 2023

Guru Pembimbing, **Mengetahui,**
Peneliti,



Witri Febrianti, S.Pd



Siti Nuriana Binti Kalling

ALAT PENILAIAN KEMAMPUAN MENGAJAR (APKM II)
PROSEDUR PEMBELAJARAN

Nama Calon Guru : Siti Nuriana Binti Kalling
NIM : 18 0202 0010
Jenis kegiatan : Penelitian

PETUNJUK

1. Amatilah dengan cermat kegiatan pembelajaran yang sedang berlangsung.
2. Pusatkan perhatian Anda pada kemampuan guru dalam mengelola kegiatan pembelajaran serta dampaknya pada diri siswa.
3. Nilailah kemampuan guru tersebut dengan menggunakan butir-butir penilaian di bawah ini.
4. Nilailah semua aspek kemampuan guru.

| | | | | | |
|--|---|---|---|---|-----|
| 1. Mengelola Tugas Rutin, Fasilitas Belajar, dan Waktu | | | | | |
| 1.1 Membantu siswa menyadari kekuatan dan kelemahan diri | 1 | 2 | 3 | 4 | 4 |
| 1.2 Mengelola tugas rutin kelas. | 1 | 2 | 3 | 4 | 4 |
| 1.3 Menyediakan alat bantu pembelajaran dan sumber belajar yang diperlukan | 1 | 2 | 3 | 4 | 4 |
| 1.4 Menggunakan waktu pembelajaran secara efisien | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 1 : G = | | | | | 4 |
| 2. Menggunakan Strategi Pembelajaran | | | | | |
| 2.1 Menggunakan kegiatan pembelajaran yang sesuai dengan tujuan, siswa, materi, situasi, dan lingkungan. | 1 | 2 | 3 | 4 | 4 |
| 2.2 Menggunakan alat bantu pembelajaran yang sesuai dengan tujuan, siswa, situasi, dan lingkungan | 1 | 2 | 3 | 4 | 4 |
| 2.3 Melaksanakan kegiatan pembelajaran dalam urutan yang logis. | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 2: H = | | | | | 3,6 |
| 3. Berkomunikasi dengan Siswa | | | | | |
| 3.1 Memberi petunjuk dan penjelasan yang berkaitan dengan isi pelajaran. | 1 | 2 | 3 | 4 | 4 |
| 3.2 Mengklarifikasi petunjuk dan penjelasan apa bila siswa salah mengerti. | 1 | 2 | 3 | 4 | 4 |
| 3.3 Menggunakan respons dan pertanyaan siswa dalam pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| 3.4 Menggunakan ekspresi lisan atau tertulis yang dapat ditangkap oleh siswa. | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 3 : I = | | | | | |

| | | | | | |
|---|---|---|---|---|-----|
| 4. Mendemonstrasikan Khasanah Metode Mengajar | | | | | |
| 4.1 Mengimplementasikan kegiatan pembelajaran dalam urutan yang logis. | 1 | 2 | 3 | 4 | 4 |
| 4.2 Mendemonstrasikan kemampuan pembelajaran dengan menggunakan berbagai metode yang tepat. | 1 | 2 | 3 | 4 | 4 |
| 4.3 Mendemonstrasikan kemampuan pembelajaran secara individual di dalam kelompok kecil atau kelompok besar dalam kelas. | 1 | 2 | 3 | 4 | 3 |
| Rata-rata butir 4: J = | | | | | 3,6 |
| 5. Mendemonstrasikan Penguasaan Mata Pelajaran | | | | | |
| 5.1 Membantu siswa mengenal maksud dan pentingnya topik. | 1 | 2 | 3 | 4 | 4 |
| 5.2 Mendemonstrasikan penguasaan terhadap bahan pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 5: K = | | | | | 4 |
| 6. Mendorong dan Menggalakkan Keterlibatan Siswa dalam Proses Pembelajaran | | | | | |
| 6.1 Menggunakan prosedur yang melibatkan siswa pada awal pengajaran. | 1 | 2 | 3 | 4 | 4 |
| 6.2 Memberi kesempatan kepada siswa untuk berpartisipasi dalam pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| 6.3 Memelihara keterlibatan siswa dalam pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| 6.4 Upaya guru untuk meningkatkan keterlibatan siswa dalam proses pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 6: L = | | | | | 4 |
| 7. Melaksanakan Evaluasi Proses dan Hasil Belajar | | | | | |
| 7.1 Melaksanakan penilaian selama proses pembelajaran | 1 | 2 | 3 | 4 | 4 |
| 7.2 Melaksanakan penilaian pada akhir pembelajaran | 1 | 2 | 3 | 4 | 4 |
| 7.3 Memberikan balikan pada siswa | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 7: M = | | | | | 4 |
| 8. Menutup Pelajaran | | | | | |
| 8.1 Membuat rangkuman/ringkasan materi pelajaran | 1 | 2 | 3 | 4 | 4 |
| 8.2 Melaksanakan tindak lanjut | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 8: N = | | | | | 4 |
| 9. Kesan Umum Pelaksanaan Pembelajaran | | | | | |
| 9.1 Keefektifan pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| 9.2 Penggunaan bahasa Indonesia lisan. | 1 | 2 | 3 | 4 | 4 |
| 9.3 Kepekaan terhadap kesalahan berbahasa siswa | 1 | 2 | 3 | 4 | 4 |
| 9.4 Penampilan guru dalam pembelajaran. | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 9: O = | | | | | 4 |

$$\text{NILAI AKHIR}_2 = \frac{G+H+I+J+K+L+M+N+O}{9}$$

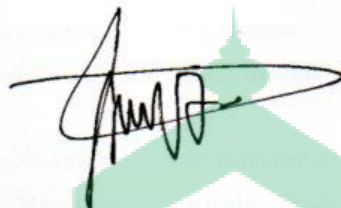
$$= \boxed{3,9}$$

Palopo, 15 Mei 2023

Mengetahui,

Guru Pembimbing,

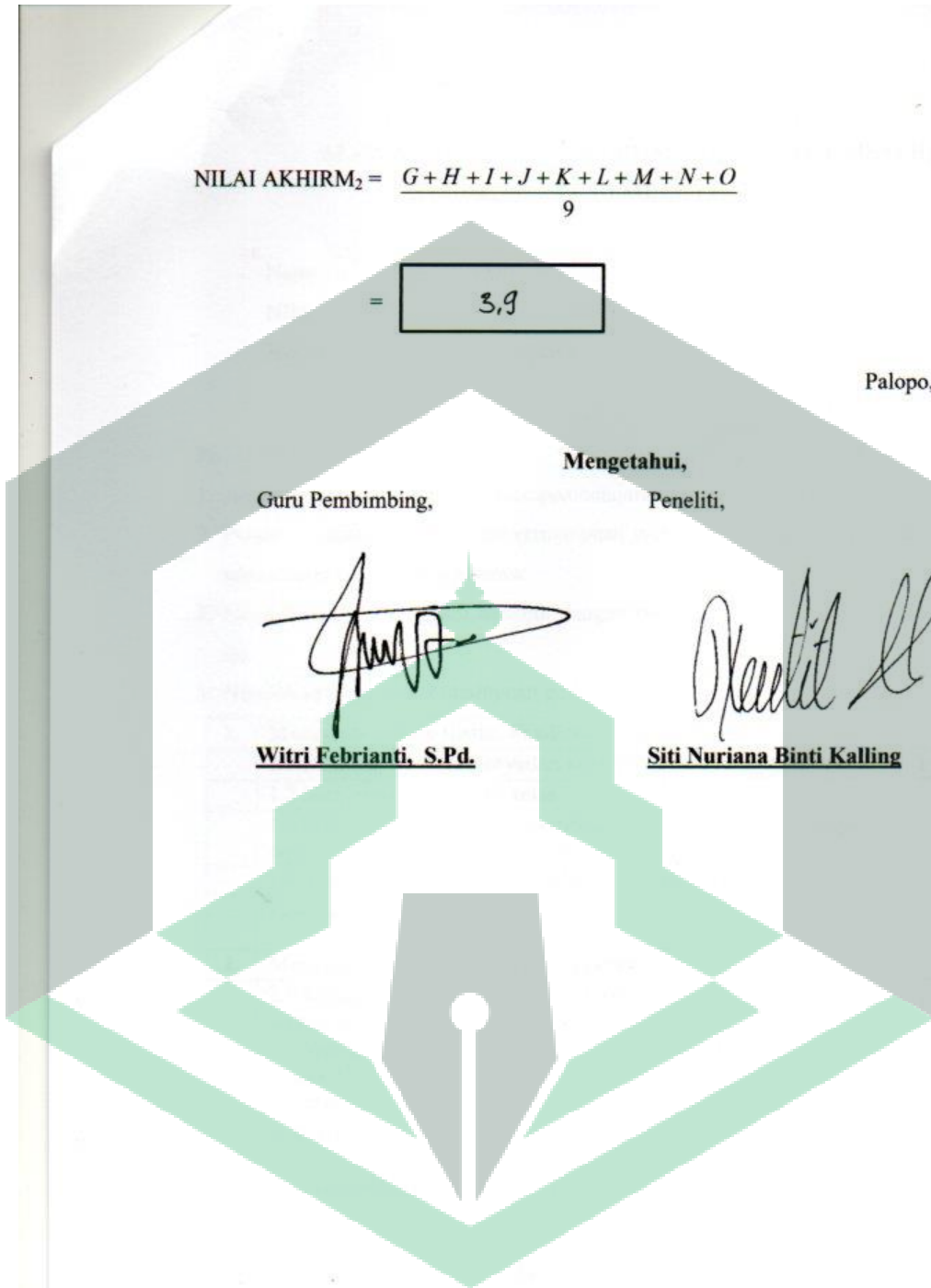
Peneliti,



Witri Febrianti, S.Pd.



Siti Nuriana Binti Kalling



**ALAT PENILAIAN KEMAMPUAN MENGAJAR (APKM III)
HUBUNGAN PENELITI DENGAN SISWA**

Nama Mahasiswa : Siti Nuriana Binti Kalling
 NIM : 18 0202 0010
 Sekolah Tempat PLP : Madrasah Aliyah Negeri Palopo

Petunjuk :

1. Penilaian APKM III ini berdasarkan pada pengamatan selama mahasiswa melaksanakan PLP
2. Berilah skor pada butir-butir pelaksanaan pembelajaran dengan cara melingkari angka pada kolom skor (1, 2, 3, dan 4) sesuai dengan kriteria sebagai berikut: 1 = kurang baik, 2 = cukup baik 3 = baik 4 = sangat baik

| | | | | | |
|---|---|---|---|---|---|
| 1. Pengembangan sikap positif pada diri siswa | | | | | |
| 1.1. Membantu siswa menumbuhkan kepercayaan diri | 1 | 2 | 3 | 4 | 4 |
| 1.2. Membantu menjelaskan pikiran dan perasaan siswa | 1 | 2 | 3 | 4 | 4 |
| 1.3. Membantu siswa agar mampu mengambil keputusan | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 1 : P = | | | | | 4 |
| 2. Sikap keterbukaan dan keluwesan terhadap siswa | | | | | |
| 1.1. Menunjukkan sikap terbuka | 1 | 2 | 3 | 4 | 4 |
| 1.2. Menunjukkan sikap luwes | 1 | 2 | 3 | 4 | 4 |
| 1.3. Menerima kesalahan atau kesukaran yang dihadapi siswa | 1 | 2 | 3 | 4 | 4 |
| 1.4. Menunjukkan sikap ramah penuh pengertian dan sabar | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 2 : Q = | | | | | 4 |
| 3. Kegairahan dan kesungguhan dalam pengajaran | | | | | |
| 3.1. Menunjukkan kegairahan dalam mengajar | 1 | 2 | 3 | 4 | 4 |
| 3.2. Merangsang minat siswa untuk belajar | 1 | 2 | 3 | 4 | 4 |
| 3.3. Menunjukkan kesungguhan dalam mengajar | 1 | 2 | 3 | 4 | 4 |
| 3.4. Memotivasi siswa yang malas belajar | 1 | 2 | 3 | 4 | 4 |
| Rata-rata butir 3 : R = 3,5 | | | | | 4 |
| 4. Interaksi dengan siswa | | | | | |
| 4.1. Hubungan interaksi dengan siswa berlangsung dengan lancar | 1 | 2 | 3 | 4 | 4 |
| 4.2. Mengembangkan hubungan yang sehat dan serasi dengan siswa | 1 | 2 | 3 | 4 | 4 |
| 4.3. Berkomunikasi dengan baik dengan siswa | 1 | 2 | 3 | 4 | 4 |
| 4.4. Segera tanggap dengan perilaku siswa yang tidak diinginkan | 1 | 2 | 3 | 4 | 3 |

Rata-rata butir 4 : S = 3,75

3,6

$$\text{NILAI AKHIR } M_3 = \frac{P+Q+R+S}{4}$$


$$= 3,9$$

Palopo, 15 Mei 2023

Mengetahui,

Guru Pembimbing,

Peneliti,



Witri Febrianti, S.Pd.



Siti Nuriana Binti Kalling



APPENDIX 9

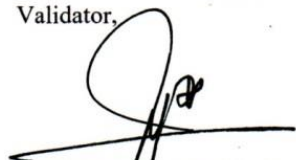
VALIDASI INSTRUMEN PENELITIAN

HASIL VALIDASI INSTRUMEN PENELITIAN TUGAS AKHIR

Nama Mahasiswa : Siti Nuriana Binti Kalling
NIM : 18 0202 0010
Judul Skripsi : *Improving Students Listening Skill by Using We Sing Karaoke Application through English Song at the Eleventh Grade of MAN Palopo*

| No. | Instrumen | Saran & Tanggapan |
|-----------------------------|-----------|--|
| 1. | Pre Test | Sudah direvisi sesuai saran & bisa dilanjutkan ✓/ meneliti |
| 2. | Post Test | Sudah direvisi dan sesuai |
| Komentar Umum/ Lain – Lain: | | Sesuaikan dgn skill listening apa yg ingin ditingkatkan |

Palopo, 16 February 2023
Validator,



Dewi Furwana, S. Pd.i., M.Pd
NIP: 19870831 201503 2006