

**THE USE OF WHATSAPP AUDIO MESSAGE TO IMPROVE
THE STUDENTS' LISTENING SKILL AT THE ELEVENTH
GRADE OF MAN PALOPO**

A Thesis

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



By:

ANRI

REG. NUMBER: 17 0202 0203

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

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STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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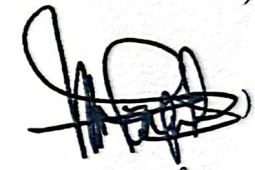


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This thesis entitled The Use of WhatsApp Audio Message to Improve the Students' Listening skill at the Eleventh Grade of MAN PALOPO, which is written by Anri, Registration Number 1702020203, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 18th August 2022/Muharram 20th 1444 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

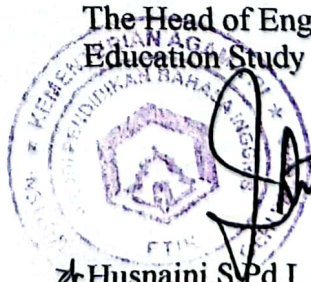
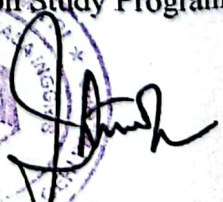
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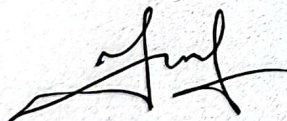
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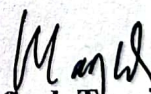
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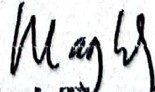
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In the Name of Allah, the Most Beneficent, the Most Merciful

All praises be to Allah, the mightiest God of all things. Peace and salutation may always be upon to the elected Prophet and the chief of prophets, Muhammad ﷺ, his relatives, companions, and followers. In this occasion, the researcher would like to express her deepest gratitude to the most benevolent Allah Almighty, because of His grace and compassion; the researcher can finish and complete this research.

This thesis entitled **“The use of Whatsapp Audio Message to Improve the Students’ Listening skill at the Eleventh Grade of MAN Palopo”** is submitted as a compulsory fulfillment of the requirements for the S1 degree of English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. The researcher has obtained so much help, assistance, aid, support, and many valuable things from many sides when finishing this thesis. Therefore, the researcher would sincerely thank to:

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The researcher realizes that this thesis is still far from being perfect. Thus, any criticisms and suggestions for the improvement of this thesis are highly appreciated. Hopefully, this thesis can contribute to the readers and benefit the English teaching and learning process.

The Researcher



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ABSTRACT

Anri, 2022. *“The Use of Whatsapp Audio Message in Improving Students’ Listening Skill at the Eleventh Grade of MAN Palopo”* A Thesis of English Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Muhammad Iksan and Magfirah Thayyib.

This research aims to find out whether the use of Whatsapp audio message effectively improves students’ listening skill at the eleventh-year MAN Palopo. Pre-experimental research design is applied in this research and focused on one group pre-test and post-test design. The population of this research is the eleventh-year students of MAN Palopo in the academic year 2022/2023. The sample of this research was the XI MIPA classes that consisted of 32 students. The data were collected by giving pre-test and post-test. To calculate and analyze the students’ score of pre-test and post test, the researcher used SPSS 20. The final result showed that the t_{test} was higher than t_{table} , with $6.267 > 1.695$ at a significance level of 5% (0.05) in the degree of freedom = 31. The t_{count} is higher than t_{table} . It can be stated that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. As the result, a considerable difference in listening skill achievement if Whatasapp audio message are used in the learning process. The researcher concluded that Whatsapp audio message could help to improve students’ listening skill.

Keywords: Listening Skill, Pre-experimental, Whatsapp Audio Message

CHAPTER I

INTRODUCTION

A. Background of The Research

English consists of four skills. They are reading, writing, listening and speaking. Among four skills that are taught to English Foreign Language (EFL) students, many researchers believe that listening is one of the most important skills. Listening skill is important because humans start listening since babies before being able to speak and it must be the most practiced skill to communicate.¹ Besides that, in learning English language, listening is one of the important skills that students' should be learned.²

Listening is one of receptive skills that has very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Besides that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers.³ On other hand by mastering listening, students have a potential to increase their pronunciation, word stress, and syntax acquisition.⁴

¹Farah Bano, "Towards Understanding Listening Comprehension in EFL Classroom: The Case of the Study Learners," *English Language Teaching* 10, no. 6 (2017): 21, <https://doi.org/10.7454/jki.v10i2.177>.

²Zezen Pratama, "Improving Students' Listening Skill Through Watching English Movies" (2018): 2–5 <http://repository.uinjkt.ac.id/dspace/handle/123456789/37655>.

³Rifqi Hanifa, "Improving The Students' Listening Skills of The 8th Grade Students of SMPN 1 Ngemplak through Scaffolding Principles" (2014): 56.

⁴Z. Pratama "Improving Students' Listening Skill Through Watching English Movies." (2018)

Therefore, in teaching listening to students the teacher should be creative in conveying material to students. This is needed to make students focus and not bored on the material provided during the learning process in order students more motivated and interested in learning English. Therefore, teachers can use technology or social media to convey the material, one of which is by using Whatsapp. The use of social media such as the WhatsApp application is an alternative as a communication and learning media.⁵

Moreover, students of MAN Palopo have done learning by using Whatsapp during the pandemic Covid-19. The teacher and the students prefer to use Whatsapp in the learning process, because it is easy to be applied. It is supported by this simplicity, free-charge access, and efficiency data used. Students can discuss in the chat room by writing their ideas and send to the group. The students can find the topic of discussion themselves or the teacher can also give a suitable topic for learning activities.⁶ Among the application used in the online learning process, Whatsapp is the most popular and used by the teacher and the students in the learning process.⁷ Whatsapp allows its users to use their Internet connection to send messages to each other. Whatsapp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and Whatsapp is available for almost all Smartphone.

<http://repository.uinjkt.ac.id/dspace/handle/123456789/37655>

⁵Famularsi S, "Students' Experiences in Using Online Learning Applications Due to COVID-19 in English Classroom" 1, no. 2 (2020): 112–121 <https://scie-journal.com/index.php/SiLeT>.

⁶Heri Efendi, "The Effectiveness of Using Whatsapp Group as an Instructional Media on Students' Vocabulary Mastery and Motivation," 2019, 7–32.

⁷La Hanisi, "The Use of WhatsApp in Collaborative Learning to Improve English Teaching and Learning Process," no. May (2018).

Related to the explanation above the researcher is use Whatsapp as a learning media to help students in improving their listening skills. The researcher chooses to use Whatsapp because it is an appropriate media which can be used to be a good technique in improving learners' listening skill. This investigation is conducted under the title of **“The Use of Whatsapp Audio Message in Improving Students' Listening Skill at MAN Palopo.**

B. Research Question

Referring to the background of the study above, the researcher formulates the research question as follows:

“Is the use of Whatsapp Audio Message effective in improving students' listening skill at MAN Palopo?”

C. Objective of the Research

Based on the research question, the objective of the research is to find out whether the use of Whatsapp Audio Message is effective or not in improving students listening skill at MAN Palopo.

D. Significance of the research

The researcher expects that the result of this research can be useful for:

1. Teacher

The result of the research is expected to be useful guide for English teacher to improve students' listening ability using Whatsapp audio message as a teaching media.

2. Students

The result of this research is expected to improve students' listening skill by using Whatsapp audio message.

3. Next researcher

This research aims to give information to the public and next researcher about teaching listening material using Whatsapp audio message and can be used as reference for further research. Therefore, this research could be refined by next research.

E. Scope of the research

The listening materials that are given in this research is from English book for 11th grade and the researcher limited the material by using opinion and thought, come to my party, recount text, and suggestions and offers, as the material to increase students' listening skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

There are some of researches that use Whatsapp in teaching English especially listening skills. One of them is from Anggia Tendiami in her research studied about the utilization of communicative approach in learning listening by using Whatsapp application. This qualitative research showed that students' listening comprehension skill improved and also enhanced their communicative competence skills. Whatsapp has plays quite important role in this activity to motivate students to interact with their partners.⁸

Second is Mona M. Hamad who studied about the impact of using WhatsApp in improving students' English language skills. This analytical descriptive research showed that almost all study-findings supported using Whatsapp to enhance students learning and enthusiasm, helped students to develop English skills (reading, writing, listening, speaking), enriched their vocabulary and learn from their mates mistakes, although the study laid out some disadvantages of the experience such as preparing the materials and having discipline in the group.⁹

⁸Anggia Tendiami, "The Use of Communicative Approach in Foreign Language Learning Through Listening Activity By Using Whatsapp Application," *English Language and Literature International Conference (ELLiC)* 1 (2017): 23–29, <http://103.97.100.145/index.php/ELLIC/article/view/2398>.

⁹Mona M Hamad, "Using WhatsApp to Enhance Students ' Learning of English Language ' Experience to Share ,'" *Higher Education Studies* 7, no. 4 (2017): 74–87, <https://doi.org/10.5539/hes.v7n4p74>.

The third research is from Fatma Yuniarti in her research about the investigation of Using Whatsapp to improve students' English language skills of advanced listening class. This analytical descriptive research showed that using Whatsapp application can help students to increase their English skills especially their listening skill and also Whatsapp is approved that it motivates students to learn English, it is because the majority of students' answers are with the statement.¹⁰

Fourth is research from Mohamed Amin Embi studied about using Whatsapp as learning tool in ESL classroom, this research is aimed to examine how Whatsapp could help the students to enhance their English language learning. Besides, it also investigates the significance of using the tool and defines its use based on students' perceptions as it suits with recent young generations' lifestyle. This descriptive quantitative research showed that using Whatsapp is significant in helping the students learning the language better and enhancing their proficiency in using the English language. In this research, the value of (T-test) is calculated (2.646) with degree of freedom (35) and the value of the probability (.012), which means that there is a statistical significance of the statistical reality conclusion of the term that says that using WhatsApp helped students to develop their listening skill.¹¹

The last research is from Septi Riana Dewi who studied about using Whatsapp in teaching English language skills. This study aimed to describe some

¹⁰Fatma Yuniarti and Fatma Yuniarti, "An Analysis Of Using Whatsapp To Enhance Students' Learning Of Advanced Listening Class," *Inovish Journal* 5, no. 2 (2020).

¹¹Mohamed Amin Embi, "Students' Perception on the Use of Whatsapp as a Learning Tool in Esl Classroom," *Journal of Education and Social Sciences* 4 (2016): 96–104.

learning activities in Integrated English class by utilizing WhatsApp application and how the students respond to its implementation. This mixed method research showed that Whatsapp could be utilized as one of the beneficial devices to assist students in learning integrated English and there were positive responses from students during the implementation of Whatsapp in their learning process.¹²

In general, all the researches above have similarity with this current research namely the use of Whatsapp in the learning English language. Besides that, there are also some differences between this research and the researches that have been explained above. For the first, this research focuses on improving students' listening skill using Whatsapp. Meanwhile, the research from Mohamed Amin and Septi Riana Dewi above commonly just focused on using Whatsapp in English language learning. The second is this research used pre-experimental method with one group pre-test post-test, while the previous researches used various method such as in Anggi Tendiami research used qualitative method, Mona and Fatma Yuniarti research used analytical descriptive method, Mohamed Amin and Septi Riana Dewi research used descriptive quantitative and mixed method approach. From the explanations above, it can concluded that using Whatsapp can help students in learning English language specially in improving students listening skill.

¹²Septi Riana Dewi, "Utilizing Whatsapp Application For Teaching Integrated English (A Case Study At University Of Technology Yogyakarta)," *Jurnal Ilmiah Kependidikan* 9 (2019): 165–66, <http://jurnal.umk.ac.id/index.php/RE>.

B. Some Pertinent Ideas

1. Listening

a. Definition of listening

Listening is one of the four skills that must be mastered by the students in learning English. Listening has meaning listen or pay close attention for what other people are saying. In our daily, listening is the activity most often carried out by humans. Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication to be conveyed by the speaker through speech or spoken language.¹³

Listening is one of necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing, it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.¹⁴ In this case, we can know that listening is not only important but it is also become one of necessitate in language in order to become a good listener.

There are a misunderstood of people in define listening as same as hearing. Listening is different with hearing although both are interpreting part our body that is ear. Hearing is just hear the sounds or voice with ear but listening is not only hear but also with mind and thinking. Hearing process is occur automatically without efforts and or attention to understand what the speaker says, meanwhile

¹³Tarigan, Henry Guntur. "Menyimak Sebagai Suatu Kemampuan Berbahasa" *Bandung:Angkasa* (2013).

¹⁴Sadiku, Lorena Manaj. "The Importance Of Four Skills Reading, Speaking, Writing, Listening In A Lesson Hour." *European Journal of Language and Literature* 1.1 (2015): 29-31.

listening is the more complex than hearing, listening involves, context information and prior knowledge and require attention and consciousness from the listener individually and also require information processing to understand the meaning behind the spoken language¹⁵.

Based on the explanation above, it can be concluded that listening is a process or activity of listen to language sounds with attentiveness, understanding, identifying, analyzing the meaning contained in the information being listened to.

b. The Purpose of listening

All activities must have a purpose, as well as listening activities. In listening activities, a listener certainly has a goal to be achieved from the results of listening that has been done. There are six purposes of listening, which are as follows:¹⁶

- a) Listening to get the facts, this can be done in various ways, such as listening through radio, television, scientific meetings, and lectures.
- b) Listening to Analyze Facts, this aims to describe the facts on the elements for a thorough understanding. The main purpose of fact analysis is to understand the meaning of the smallest terms. Thus, someone as a listener can understand every aspect of the facts, so that the facts can be understood properly.
- c) Listening to Evaluate Facts, if the facts received as listeners are considered valuable, accurate, and have relevance to knowledge and experience, then

¹⁵Arvina Riski Putri, "Upaya Meningkatkan Listening Skills Bahasa Inggris Melalui Penggunaan Imperative Moods Pada Siswa Kelas IV" (Universitas Negeri Jakarta, 2016). (2016): 14-15

¹⁶Meli Yunita, "Peningkatan Kemampuan Menyimak Berita Dengan Menggunakan Strategi Listening Teams Pada Siswa Kelas VII SMPN 2 Kalasan Yogyakarta," *Journal Tunas Bangsa*, 2013, 14-16.

these facts can be used to increase knowledge. If the facts do not match, they can be rejected. So, the main function of the listener to evaluate the facts is to decide whether the facts will be accepted or rejected.

- d) Listening to Get Inspiration, The term inspiration is often used as a reason for someone to do listening activities. Inspiration can usually be obtained through listening to lectures, television, scientific meetings, discussions, debates, and so on. An inspirational speaker is a speaker who always tries to encourage, motivate, touch emotions, inspire, and excite the listeners to get inspired. In the end, the listeners are moved by their emotions to the things that are conveyed by the speaker.
- e) Listening to Get Entertainment, Entertainment can be obtained through listening such as listening to songs from radio, television, tape recorder recordings, VCD recordings, or can also be obtained through listening to lectures or speeches.
- f) Listening to Improve Speaking Ability, Vocabulary obtained from listening results will affect the ability to speak. The more vocabulary mastered through listening, the higher the speaking ability that will be obtained.

In essence, listening activities aim to improve the ability to understand the information received. This activity also helps us to express our ideas and knowledge effectively.

c. Types of Listening

There are seven main types of listening. They are selective listening, intensive listening, interactive listening, discriminative listening, listening for comprehension, critical listening and appreciative listening. Each type helps students to enhance a range of skills and strategies.¹⁷

- 1) Selective listening: It means the informational input to tasks which aims to help students derive specific information from texts, even when the texts themselves are well beyond the student's current level of linguistic and content knowledge.
- 2) Intensive listening: It is the formal input to tasks which aims at focusing learner's attention on features of the language system once text meaning has been established to some content.
- 3) Interactive listening: It refers to developing appropriate responses and focuses on helping listeners develop awareness of differences in cultural styles of listener feedback, and options for providing such feedback. Awareness of listener options and strategies can increase the learners' effectiveness and ease in participating in collaborative discourses.
- 4) Discriminative listening: It serves as the base for all other purposes of listening behaviors and indicates distinguishing behaviors for the auditory and for identifying the auditory and the visual messages.
- 5) Listening for comprehension: It is relevant to the understanding of the information with avoiding critical judgment to the message through assigning

¹⁷Jaen, Ranie. "Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies" (2019).

the meaning intended by a speaker instead of assigning his/her own meaning.

- 6) Critical listening: It is identified as evaluating what is being said and discriminating and comprehending the message to form judgment about the message in order to accept or reject the persuasive appeals.
- 7) Appreciative listening: It is to enjoy or gain a sensory impression from the material

The selective and intensive listening are used in this research. The students hope can understand the important things and also can deeply understand about what they have heard.

d. Listening process

Some of listening processes as follow bottom-up and top-down processing.¹⁸ Top-Down processing refers to the use of schemata or knowledge of learners to understand the information received, while the Bottom-Up processing refers to the process of understanding the information through the analysis of sound, sense of the word, and grammar. Considering that top-down listening focuses on concepts and bottom-up listening focuses on words, both strategies are well-established in learning to become an effective listener.

Meanwhile, there are also another classified the process of listening as follows:¹⁹

- 1) Hearing: It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear

¹⁸I. S. P. Nation and J. Newton, "Teaching ESL/EFL Listening and Speaking," 2009, 40.

¹⁹Babita Tyagi, "Listening : An Important Skill and Its Various Aspects," no. 12 (2013): 1–8.

(perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus-these selective perception is known as attention, an important requirement for effective listening.

- 2) Understanding: This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
- 3) Remembering: Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
- 4) Evaluating: Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a

result, the listening process ceases.

- 5) Responding (Answering): Responding this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

In the implementation, the top-down and bottom up process are used in the pre-listening, while-listening and post-listening activity. In the pre-listening, the activity that is built is the students can connect of what they have heard with their prior knowledge. In the while-listening activity, students predict what is important and not important to notice in order to encourage students to understand what they are hearing. In post listening activity, students are encouraged to respond of what they hear. All learning activities are expected to increase the students listening skill in the classroom.

e. The Teaching of Listening

In achieving the successful English learning, the teacher has to teach the four language skills namely listening, speaking, writing, and reading. The teaching of listening as a separate skill is a recent innovation in language teaching. Listening is as active as speaking, and in some ways, it is more difficult. The teaching of listening should consider some aspects. Some of principles for teaching listening to beginning learners, they are as follows:²⁰

- 1) Be aware of the goal of the task

²⁰H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, second edi (New York: Longman, 2001), <https://doi.org/10.1177/0033688205053484>.

In giving the task, the appropriate goal must be considered based on students' importance. It means that the listening activity must be suited with the students' level, age, and needed.

2) Use a variety of tasks

The various tasks helped the students to face many different types of listening tasks. Expectedly, it gives them much experience, so that they will be familiar with the various tasks.

3) Be aware of the differences between spoken and written language

In the teaching and learning process of English, it is important for educators to distinguish between spoken and written language. The listening activity must really focus on spoken language rather than on written language since listening is the process of interpreting information through auditory rather than visual.

4) Build on success

The listening activity must be focused on the purpose in building students' success. In this case, the listening process must be centered to the students' achievements.

Further, the researcher can conclude that in the teaching of listening, the teacher has to consider some principle that has been mentioned. This must be done by the teacher in order the students can get the ideas and understand information, messages, that are implicit in the listening material.

f. Listening assessment

In the teaching and learning process of listening, there are some ways of assessing tasks and techniques in testing listening. Some listening assessment and testing techniques, they are as follows:²¹

1. Discrete-item tests

- a) Multiple choice questions following a listening test (responses scored right or wrong)
- b) True-false format(responses scored right or wrong)
- c) Open questions following presentation of a listening text(questions scored on a scale or correctness and completeness)
- d) Standardized test scores (e.g., TOEFL or TOIEC)

2. Integrative tests

- a) Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- b) Close summarizing of a text (scored on correct completions of blanks)
- c) Dictation, complete or partial (score based on supplying the correct missing words)

3. Communicative tests

Written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem).

4. Interview tests

²¹Rost, Michael. *Teaching and researching: Listening*. Routledge, 2013.

- a) Face to face performances with the teacher or another student(scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
 - b) Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)
 - c) Self assessment
 - d) The learner rates self on given criteria, via questionnaire
 - e) The learner provides holistic assessment of their own abilities via oral or written journal entries
5. Portfolio assessment
- a) The learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations maybe audio or videotaped.
 - b) Portfolios may include any or all of the above types of objective and subjective measures

Discrete item test and integrative test are used in this research. In the listening activity, the researcher will give a test and exercise to students. The test and exercise are in multiple choice questions and dictation, complete or partial form.

2. Whatsapp

One of the most popular social media that used people commonly is Whatsapp. It can be accessed by using smart phone, personal computer, and tablet. Whatsapp is a cross-platform mobile messaging app which uses the

Internet to send messages.²² Most people prefer to use this application for communicating with other. Whatsapp is a free application and easy to used. This application is not only for send a text message with other, but this application have some features that allow us to talk directly or doing video call with someone and send pictures, videos, audio, document, and location. The features as follows:²³

a. Message

The message feature in Whatsapp allows users to send messages to other users. By using an internet connection, users are no longer burdened with SMS fees

b. Voice call and video WhatsApp

This feature allows the user doing voice call and video call. The users are free to talk with their friends and family, even if they are in another country. With free video calls, the users can have face-to-face conversations when voice or text is not enough. Whatsapp voice and video calls use phone's Internet connection instead of cellular calling minutes, so the users do not have to worry about expensive call charges. In this feature we can make group voice calls and group video calls.

c. Photos and Videos

Through photos and videos feature, the users can share their important moments by sending photos and videos on Whatsapp immediately. They can

²²Speroff, Yulia. "Using Whatsapp for Speaking and Listening Practice (paper presented on TESOL Greece 37th Annual Convention 2016 in Athens, Greece)." *Retrieved on 27* (2016).

²³Dedi Jasrial, "Utilizing Whatsapp For Teaching English Language: Why and How," 2017, 151–57.

even capture moments that are important to you with a built-in camera. With WhatsApp, photos and videos will be delivered quickly even if the users are in a slow connection.

d. Document

This feature allows the users to share documents easily. They can send Documents, spreadsheets, PDFs, slideshows and more, without the hassle of using email or file sharing apps. In addition, they can send documents up to 100 MB in size that will make it easier for them to share what they need to share with the people they want. In this features the user can also share a contact number, audio, location and other by click on the paperclip icon on message field present at the bottom of the screen.

e. Chat Group

Users are allows to connect with Groups via group chat. They can connect with people who are important to themselves, like family or co-workers. Meanwhile, the number of people who can join a chat group for controlling whatsapp is 257. Whatsapp group admin can limit who can post messages. Users can also name groups, mute, or customize notifications, and more.

f. Whatsapp Web

Whatsapp can make conversations run with Whatsapp on the web and on desktops. Users can smoothly sync all chat to their computers so they can chat on whatever device is most convenient for them. They can download the desktop app or visit web.whatsapp.com to get started.

g. End-to-end encryption

End-to-end encryption is security by default. Users can share their personal moments in WhatsApp safely. When encrypted end-to-end, users' messages and users' calls are secured, by activating this feature no one or WhatsApp itself can see the messages or calls we make except with the people who we chat with.

h. Voice Message

In addition to the text message feature, using this feature, users can send voice messages by tapping a tap on a voicemail item in a chat room. They can greet his friend or his family and telling long stories.

In the listening activities, there some features that will be used in order to help students to increase their English skills specially listening skill. The features are photos and audios, and group chat. In the learning process, the listening material that will give to the students is an audio listening. An audio listening is taken from YouTube, then the audio is shared to the students by clicking the paperclip icon on the message menu.

3. Whatsapp In Teaching English

There are some steps that a teacher has to follow to use Whatsapp in English language teaching in the classroom²⁴. The first are create a Whatsapp group, teacher make a Whatsapp group and ask students to join on that group by sharing the Whatsapp link group.

Second, set the rules. Teacher must make a deal with their students about the roles of using Whastsaspp. It includes students language must be polite. Then,

²⁴Ibid

they might want to add their own rules about whether it is ok for learners to send teachers private messages outside of the group, what kind of information should and should not be shared in the group such as jokes, and informal chats in English or not?.

Third, set up for class use. Teachers can set up for class use. For examples, teachers ask their students to bring their earphones or headphones to the class the day before (and then the morning of) class. Sometimes, one or two students who forgot to bring theirs, here teachers can either have students double up and share the earphones or have a few inexpensive headsets on hand to lend to students.

Forth, assign the tasks. An important stipulation is that Whatsapp is not a teaching tool as such – it is a mean of providing input to students and a way for them to share their output. Both can be done in class to alleviate classroom management issues (e.g. large classrooms where students don't get enough speaking time) and to help learners improve their speaking performance and outside of the class, to provide an additional opportunity for listening and speaking or to assign and collect homework.²⁵

Meanwhile, below are some ways to work with Whatsapp. Those are:²⁶

a. Encourage collaboration

Collaborative tasks can be very productive but also very time-consuming. Encouraging students to work together in groups outside of class

²⁵Jasrial, Dedi. "Utilizing Whatsapp Application For Teaching English Language: Why And How?." *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*. Vol. 1.No. 1. 2019.

²⁶Efendi, Heri. "The Effectiveness of Using Whatsapp Group as an Instructional Media on Students' Vocabulary Mastery and Motivation," 2019, 7–32.

time is a good way of getting around this, but needs careful organizing to ensure they work together successfully.

Whatspp groups are good in this respect because they can be used to create a closed space that is accessible by everyone at any time, allowing for easier communication and exchange of materials. Students are used to communicating with each other in this medium and are familiar with the idea of sharing messages via screenshots or forwarding media. When using Whatsapp students benefit from having their own space, and as a result, do not feel as lost as they otherwise might in a very large class.

b. Extended learning time

Using WhatsApp allowed students to practice more than learning in the classroom. The student can practice and do the exercise that given from their teacher in an environment they were familiar with.

c. Manage large size

Whatsapp is very well to use in a large class. The teacher can started a Whatsapp group where their student record voice messages, send them to the group, listen to their peers' messages, and then comment on them. The teacher reviews the students' messages, giving feedback to help them deal with frequent errors. The teacher can also uses Whatsapp to record his audio messages, questions, and images. As a result, the students can access feedback on their work from their teacher.

d. Build confidence

Using Whatsapp in teaching and learning are able to improve students' confidence. In Martina research shows that students become more active to communicate when they use Whatsapp²⁷. In essence, Whatsapp is one alternative that teacher can use in learning English language and also help students build their confidence.

e. How to set up Whatsapp group

To set up a Whatsapp group for the students is very easy. First, download the app in Google playstore or Appstore after that open the app and go to the Chats screen and tap the New Group button at the top. Next, you add the group participants by selecting or typing the name of the contact. Then you add an icon for the group by tapping on the empty photo box. Finally, add a name for the group and tap Create.

There are many activities that can be done by teachers in teaching listening in the classroom or outside the classroom. Teachers can share a recording model in the form of file and short a video into the class Whatsapp group. Then, students listen to recording model, or a short video. The teachers also send file in the form of doc that contains some questions to their students into the class Whatsapp group and its hard copy that is related to the model recording. The students will answer some comprehension questions that the teachers share, and then students also focus on the target language, e.g. the

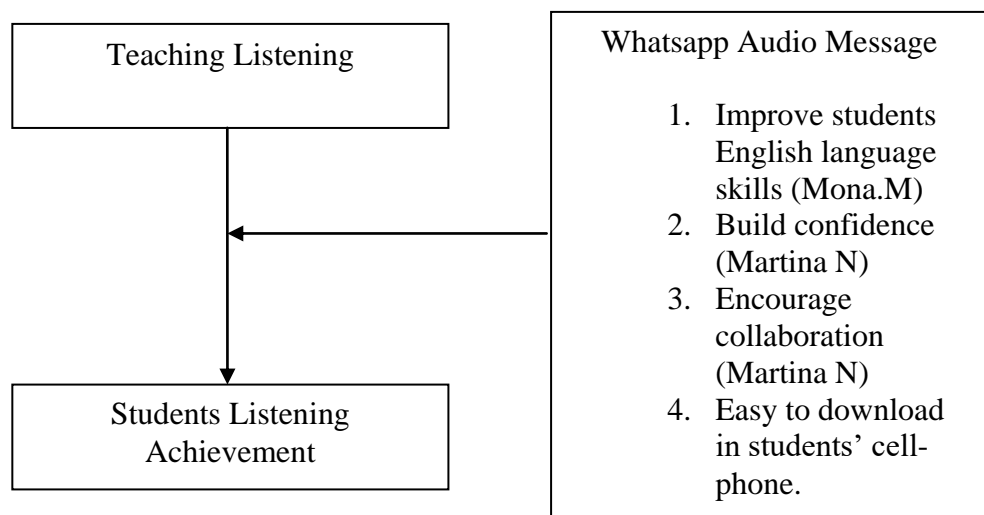
²⁷ Martina Nepratilor, Hendro Lisa, Indra Bangsawan."Using Whatsapp As a Learning Media in Teaching reading" Vol. 6 No 2 (2020) 122

language for agreeing/disagreeing. This can be done by filling in the blanks in the dialogue script or having students tick the phrases they hear.

In the learning process, the researcher will use Whatsapp Audio message in teaching listening. Whatsapp is suitable and appropriate for teaching listening. It is because the students' responses to the questionnaire indicate that they are more engaged and enthusiastic about learning through Whatsapp. Students can access the exercise at any time and from any place.²⁸ This is why the researcher chose WhatsApp as the subject of the study, in order to ascertain the students' improvement of listening skill through Whatsapp audio message.

C. Conceptual Framework

The conceptual framework underlying in this research is presented in the following diagram:



²⁸Yulis Setyowati, "Let's Listen Through WhatsApp: An Energizing Listening Exercise in EFL Class," *Journal of Physics: Conference Series* 1179, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1179/1/012052>.

Figure1.Flowchart of the Conceptual Framework

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. There are so many ways in teaching listening, one of them are social media. This is evidenced by the many studies that show that social media can help improve students' English skills, especially students listening skills, as explained by previous researcher. Meanwhile, this research uses Whatsapp audio message in teaching listening.

D. Hypothesis

In this research, the hypothesis can be stated as follows:

- Null hypothesis (H₀): The use of Whatsapp audio message is not effective in improving students' listening skills of eleventh grade in MAN Palopo.
- Alternative hypothesis (H_a): The use of Whatsapp audio message is effective in improving students' listening skills of eleventh grade in MAN Palopo.

CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

1. Method

This research used experimental method. It aimed to find out whether the use of Whatsapp audio message can improve students listening skills at the eleventh grade of MAN Palopo.

2. Design

This research is pre-experimental with one group pre-test and post-test design. The pre experimental one-group pretest-posttest design give more accurate results because there is comparison between pre-test and post-test²⁹. The design of this research as follows:

$O_1 X O_2$

Notation:

O_1 = Pre-test

O_2 = Post-test

X = Treatment³⁰

B. Variable

This research involves one dependent and one independent variable. The dependent variable of this research is the students' listening skill and the

²⁹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 22nd ed. (bandung: Alfabeta, 2015).

³⁰Ibid.

independent variable of this research is the implementation of teaching listening through Whatsapp.

C. Time and Place of the Research

This research was carried out at MAN Palopo which is located on Jl. DR. Ratulangi, Balandai, Kec. Bara, Kota Palopo, Sulawesi Selatan. This research was conducted on January 2022.

D. Population and Sample

1. Population

The population of this research is the eleventh grade students of MAN Palopo in academic year 2021/2022. There are nine classes in the eleventh grade and the total number of population is 290 students.

2. Sample

The sampling technique used in this research is purposive sampling. The researcher took one class as a sample of this research and the number of sample were 32 students from XI MIPA 2. The researcher chooses the class with the most students. Besides that, based on the result of students and teachers interview when the observation conducted, the students in the class had low listening skill. Fortunately, they were still interested in learn English.

E. Instrument of the Research

The instrument used in collecting data in this research is a test of listening. There are two kinds of tests to measure the students' skill of listening namely pre-test and post-test. The aim of pre-test is to know the students listening skill before doing the treatments while the post test is aim to find out achievement students'

listening skill after the treatment given. The test items are in multiple-choice and filling in the blank form consisting of 20 numbers.

F. Procedure of Collecting Data

1. Firstly, the researcher visited the school to get information about teacher and students as participant. To gain information, the researcher asked the administration officer. The researcher then met the headmaster and the English teacher to ask permission for asking his help and guidance in conducting the research.

2. Pre-test

This pre-test conducted by offline in the classroom. The researcher gave a test by giving an audio listening test. After that, the students were asked to answer the questions based on what they have been listened.

3. Treatment

The treatment was given for four meetings after the pre-test conducted and it was done offline in the classroom.

a. The first meeting

- 1) The researcher entered the classroom to introduce himself and explain the purpose of conducting research in this school.
- 2) The researcher made a Whatsapp group chat and ask to all respondents to join on that group.
- 3) The researcher shares a material about recount text.
- 4) The researcher gave some questions to the students based on the topic to activate students' prior knowledge.

- 5) The researcher explained what recount text is.
 - 6) The researcher sends listening audio about recount text in the Whatsapp group.
 - 7) The researcher asked the students to listen to the audio and answer the questions.
 - 8) Each group should answer the question based on the audio.
 - 9) The researcher gave each group time to discuss their answer.
 - 10) The researcher asked one person from each group to present their answer.
 - 11) Last, the researcher corrected the respondents answer and summarized the learning material.
 - 12) The researcher ends the class.
- b. The second meeting
- 1) Greetings.
 - 2) Students were asked to sit and gather with their group before.
 - 3) The researcher asked students about what they had learned about recount text to know their comprehension.
 - 4) The researcher gave some questions to the respondents based on the topic to activate students' prior knowledge.
 - 5) The researcher explained what suggestions and offers are.
 - 6) The researcher sends listening audio about suggestions and offers in the Whatsapp group. Then, the researcher asked the respondents answer the questions that gave by the researcher.
 - 7) Each group should answer the question based on the audio.

- 8) The researcher gave each group time to discuss their answer.
- 9) The researcher asked one person from each group to present their answer.
- 10) Last, the researcher corrected the respondents' answer and summarized the learning material
- 11) The researcher ends the class.

c. The third meeting

- 1) Greetings.
- 2) Students were asked to sit and gather with their group.
- 3) The researcher asked students about what they had learned about suggestions and offered to know their comprehension.
- 4) The researcher gave some questions to the respondents based on the topic to activate students' prior knowledge.
- 5) The researcher explained what an Invitation is.
- 6) The researcher sends listening audio task about the invitation in the Whatsapp group. Then, the respondents have to answer the questions that gave by the researcher.
- 7) Each group should answer the question based on the audio.
- 8) The researcher gave each group time to discuss their answer.
- 9) The researcher asked one person from each group to present their answer.
- 10) Last, the researcher corrected the students' answer and summarized the learning material
- 11) The researcher ends the class.

d. The fourth meeting

- 1) Greetings.
 - 2) Students were asked to sit and gather with their group.
 - 3) The researcher asked students about what they had learned about an invitation to know their comprehension.
 - 4) The researcher gave some questions to the respondents based on the topic to activate students' prior knowledge.
 - 5) The researcher explained what Opinions and Thoughts are.
 - 6) The researcher sends listening audio about opinions and thoughts in the Whatsapp group. Then, the respondents have to answer the questions that gave by the researcher.
 - 7) Each group should answer the question based on the audio.
 - 8) The researcher gave each group time to discuss their answer.
 - 9) The researcher asked one person from each group to present their answer.
 - 10) Last, the researcher corrected the respondents' answer and summarized the learning material
 - 11) The researcher ends the class.
4. Post-test

The students gave a test after giving the treatment. The teacher gave the student's paper test that consisted of 10 questions in the form of false or true and multiple- choice. After that, the teacher played the audio and the students had to answer the questions. After finishing the test the researcher collected the answer from the students.

G. Technique of Data Analysis

1. Scoring the students' correct answer of pre-test and post-test by using the formula:

$$Score = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

2. Classifying the students score by using percentage based on the following classification:

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

Annotation:

P: the class percentage

F: Frequency

N: number of students

To understand the level of students score the researcher used a classification as follows:³¹

Table 3.1 Students classification score of pre-test and post-test

No.	Classification	Score
1	Excellent	96-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very poor	<40

3. Calculating the mean score, standard deviation, frequency table and test between students' achievement of the pre-experimental research by using SPSS 20.

³¹Depdikbud, *petunjuk pedoman belajar dan system penelitian*, (jakarata: depdikbud, 1997), p.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

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

a. Pre-test

In this section, the researcher presents the complete score of students in listening (students' correct answer) and the rate percentage of students' scores of listening skill in the pre-test. The result of the pre-test is presented in the table 4.1

Table 4.1 Score of students' listening test in pre-test

No.	Students	Pre-test score	
		Correct answer	Score (X1)
1	AMQ	3	30
2	AH	7	70
3	IP	7	70
4	IA	5	50
5	AM	1	10
6	ASS	2	20
7	KS	4	40
8	LIA	1	10
9	MFM	4	40
10	NA	7	70
11	NF	5	50
12	N	3	30
13	NAF	3	30
14	RA	4	40
15	TP	4	40

16	CAN	3	30
17	AAI	7	70
18	AR	8	80
19	ASM	6	60
20	FRK	5	50
21	FDS	8	80
22	HF	8	80
23	IAE	8	80
24	MANP	8	80
25	MFQ	9	90
26	MF	8	80
27	NRH	9	90
28	NHR	7	70
29	SKA	6	60
30	ZA	8	80
31	MHK	7	70
32	HKS	3	30

Table 4.1 shows that only two students received 90 as the highest score and the lowest score was 10, which means their listening skill was still low.

Table 4.2 Students' classification score in pre-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	2	6,3%
2	Good	71-85	7	21,9%
3	Fair	56-70	8	25%
4	Poor	41-55	3	9,3%
5	Very poor	<40	12	37,5%
Total				100%

The data in table above shows that the highest score percentage was good classification (21,875%) and lowest score percentage was very poor (6, 25%). It means that the students listening skill was low because only two students from 32 students got excellent score and the students who got the lowest score are 12 students.

b. Post-test

In this section, the researcher presents the rate percentage of students' scores of listening skill in the post-test. Below is the result of the post-test that presented in the tables 4.3:

Table 4.3 Students' listening skill score in post-test

No.	Students	Post-test score	
		Correct answer	Score
1	AMQ	6	60
2	AH	7	70
3	IP	5	50
4	IA	8	80
5	AM	5	50
6	ASS	8	80
7	KS	10	100
8	LIA	6	60
9	MFM	7	70
10	NA	8	80
11	NF	8	80
12	N	9	90
13	NAF	10	100
14	RA	8	80
15	TP	7	70

16	CAN	10	100
17	AAI	7	70
18	AR	8	80
19	ASM	8	80
20	FRK	10	100
21	FDS	7	70
22	HF	8	80
23	IAE	8	80
24	MANP	9	90
25	MFQ	9	90
26	MF	10	100
27	NRH	10	100
28	NHR	10	100
29	SKA	8	80
30	ZA	9	90
31	MHK	9	90
32	HKS	8	80

In the table above shows that the lowest score from students was 50 and the highest score was 100.

Table 4.4 Classification and percentage of the students' listening score in post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	12	37,5%
2	Good	71-85	11	34,4%
3	Fair	56-70	7	21,9%
4	Poor	41-55	2	6,2%
5	Very poor	<40	0	0%
Total				100%

The table 4.4 shows that the highest score percentage was good classification (34,375%) and the lowest was poor classification (6, 25%). Based on post-test result, most of students have improved their listening skill.

2. Students' mean score and standard deviation of pre-test and post-test

Table 4.5 The Mean Score and Standard Deviation of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.6250	32	23.81887	4.21062
	Post-test	81.2500	32	14.31219	2.53006

According to the table 4.5, the mean score of the students' pre-test was 55.6250, while the mean score of the students' in the post-test was 81.2500, with a standard deviation 23.8188 in the pre-test and 14.3121 in the post-test. It indicates that there was an improvement after applying Whatsapp audio message in learning listening skill. It helps the students in improving their listening skill.

Table 4.6 Paired Correlation of Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	.348	.051

Table 4.7 Paired Samples Test of Pre-test and Post-test

	Paired Differences				t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

		Lower		Upper					
Pair 1	Pre-test	-	23.131	-	-	-	-	-	-
	post-test	25.6250	81	4.08916	33.96491	17.28509	6.267	31	.000

From the table above, the researcher got data that t_0 (t_{count}) = 6.267 and df (degree of freedom) = 31. After obtaining the degree of freedom, the t-table at the degree of freedom 31 in significant degree of 0.05 (5%), the t-table is 1.695. Based on the result, t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$6.267 > 1.695$$

Related to the research result that $t_0 = 6.267$ was higher than $t_t = 1.695$, ($t_0 > t_t$). It is concluded that there is significant and different improvement in teaching listening skill before and after using Whatsapp audio message. Because of that researcher believes that using Whatsapp audio message was effective to help students in improving their listening skill at the second grade of MAN Palopo.

Based on the result that the $t_0 = 6.267$ was higher than $t_t = 1.695$, ($t_0 > t_t$). It can be stated that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The use of Whatsapp audio message is effective in improving students' listening skill of eleventh grade in MAN Palopo.

B. DISCUSSION

Based on the research result, there is an improvement of students' listening skill after having treatment using Whatsapp in the listening learning process. By

using Whatsapp students more easily understand the listening material provided. This evidenced by the improvement in the mean score of students on the post-test and the overcoming of some student obstacle in listening learning.

There is significant test result between the pre-test and post-test. In the pretest, the highest score on the eleventh-grade pre-test result at MAN Palopo was 90, while the lowest was 10, with a mean score of 55.6250 (poor) and a standard deviation of 23.81887. It means that the pretest results students' of class XI MIPA 2 are still low in listening skill. While the test result on the post-test showed the highest score for eleventh-grade students at MAN Palopo was 100, and the lowest score was 50, with a mean score of 81.2500 (good) and a standard deviation of 14.31219. The means score of the students listening skill in the post-test results of MAN Paloppo are in the good.

The result of this research indicates that the use of Whatsapp audio message can improve students' listening skill. This research was supported by research conducted by Anggia Tendiami that Whatsapp is effective in improving students' listening skill.³² Similar to this research, students are divided into several groups and the result all of the groups can answer the questions correctly despite their mistakes in grammar usage. They used all the vocabulary that had been taught before conducting the listening activity. Some of the groups can answer the question in a complete sentence yet the others only made a short answer. Using Whatsapp in the learning process had a positive effect for students

³² Anggia Tendiami, "The Use of Communicative Approach in Foreign Language Learning Through Listening Activity By Using Whatsapp Application," *English Language and Literature International Conference (ELLiC)* 1 (2017): 23–29, <http://103.97.100.145/index.php/ELLIC/article/view/2398>.

because it can make listening easier, fun and motivate students to interact with their partners in learning English.

The use of speakers in listening learning is also an alternative. However, the use of mobile devices is more effective in helping students improve their listening skills. This is in accordance with Gangaimaran & Pasupathi on Septi Riana Dewi designed a system to use mobile devices for listening.³³ They constructed a website which uploaded learning materials including video, and some listening exercises. They studied the capability of mobile technology on English listening skills and found that mobile English listening exercise system made students improve English listening skill to higher degree. Besides that, Whatsapp is also mobile device that can provide uploaded material and exercises for listening skill.

Whatsapp helped students to improve their listening skills, this agrees with Mona M Hamad in her research found that students learn from audio and videos that are sent in the group chat and it can improve students listening skill.³⁴ In addition to helping improve students' listening skills, Whatsaap can also increase students' motivation in learning English. This is in line with research Moh Amin Embi, in his research he explained that from the results of the questionnaire distributed to the respondents, the majority agreed that WhatsApp could increase their learning motivation in learning English. Besides that Fatma Yuniarti in her

³³ Septi Riana Dewi, "Utilizing Whatsapp Aplication For Teaching Integrated English (A Case Study At University Of Technology Yogyakarta)," *Jurnal Ilmiah Kependidikan* 9 (2019): 165–166, <http://jurnal.umk.ac.id/index.php/RE>.

³⁴ Mohamed Amin Embi, "Students' Perception on the Use of Whatsapp as a Learning Tool in Esl Classroom," *Journal of Education and Social Sciences* 4 (2016): 96–104.

research result found that Whatsapp is effective in learning English language and it has so many positive respond from the students who learn by using Whatsapp.³⁵

From the above discussion, it can be concluded that Whatsapp is significant as a useful tool in language learning among the students and it increase students' engagement in learning through Whatsapp discussions. Using Whatsapp audio message in teaching listening skill is effective and interesting way that could be applied in the classroom. Besides, Whatsapp audio message could motivate the students and make them be enthusiast in learning English.

In conducting this research, there are some obstacles that the researcher faced, namely the duration of treatment time and students sometimes do not have an internet connection so the researcher must provided it.

³⁵ Fatma Yuniarti and Fatma Yuniarti, "An Analysis Of Using Whatsapp To Enhance Students' Learning Of Advanced Listening Class," *Inovish Journal* 5, no. 2 (2020).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that using Whatsapp audio message is effective in teaching the students listening skill at the eleventh grade of MAN PALOPO. It is proven by the result of this research that shows significant improvement between the students mean score of pre-test and post-test. The students' score of pre-test was 55.62 (poor), while the mean score of the students' in the post-test was 81.25 (good). The t test result shows that $t_0 = 6.267$ was higher than $t_t = 1.695$, ($t_0 > t_t$). Furthermore, the hypothesis null (H_0) is rejected and alternative hypothesis (H_1) is accepted. This shows that Whatsapp audio message can improve students' listening skill.

B. SUGGESTION

1. For The Teacher

It is suggested to the teacher to be more creative and able to develop strategy or method in order to make students not feel bored in the classroom. The English teacher can also use Whatsapp as an alternative strategy to teach listening or other skills in English language. The teacher can share the learning material in the Whatsapp group then student can learn from it.

2. For The Students

The researcher suggest to the students to increase their English language skills especially in listening skill. The students can learn from the material that teacher had been shared in the Whatsapp group wherever and whenever they are.

3. For Next Researcher

The researcher suggests to the next researchers who want to conduct similar studies should explore the knowledge related to the principles of using Whatsapp audio message to improve students' listening skills. In addition, it is also suggested to have firmer conventions with the participants to be involved in the research.

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A P P E N D I C E S

Appendix 1: The Instrument Test

PRE-TEST

Nama	
Kelas	

A. Listen carefully the audio and circle true or false for these sentences!

1. Brydi races in a wheelchair in competitions.	True	False
2. Brydi first played wheelchair basketball, then she started wheelchair racing.		
3. Brydi always had a lot of friends at school.		

B. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

4.?

- a.
- b.
- c.
- d.

5.?

- a.
- b.
- c.
- d.

6.?

- a.
- b.
- c.
- d.

7.?

- a.
- b.
- c.
- d.

C. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.

8. What must the son do?

- a. He must take another test.
- b. He must take extra lesson.
- c. He must take time to play.
- d. He must take test result.

9. What can we conclude from the text?

- a. Mack doesn't like the jacket.
- b. Mack doesn't need the jacket.
- c. Mack doesn't bring enough money.
- d. Mack doesn't have sufficient money.

10. What may we get from the dialog?

- a. Dona agrees with Farah opinion.
- b. Dona doubt with Farah opinion.
- c. Farah will hold exhibition.
- d. Farah practices her skill.

Source of the test: <https://globaloasienglishschool.blogspot.com/2020/11/latihan-soal-listening-bahasa-inggris.html>

POST-TEST

Nama	
Kelas	

A. Listen carefully the audio and circle true or false for these sentences!

1. There are two sides to your brain	False	True
2. The right left side of your brain is logical and serious.	False	True
3. You usually use the left side of your brain to remember things.	False	True
4. The secret is to be very serious silly to remember things.	False	True

B. In this part of the test, you will hear several questions spoken in English, followed by four responses,also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understnd what the speakers say. You have to choose the best response to each question.

5.?

- a.
- b.
- c.
- d.

6.?

- a.
- b.
- c.
- d.

7.?

- a.
- b.
- c.
- d.

8.?

- a.
- b.
- c.
- d.

C. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.

9. Who helps the woman to do cook ?

- a. The man
- b. The maid
- c. The roommate
- d. No one

10. What the people do with the dictionaries in the office?

- a. They borrowed them
- b. The supervisor brought them
- c. People sent the memo
- d. We lent some of them

Source of the test: <https://globaloasienglishschool.blogspot.com/2020/11/latihan-soal-listening-bahasa-inggris.html>

Appendix 2: Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah	: MAN PALOPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI MIA 2/Ganjil
Materi Pokok	: Recount Text, Opinion and Thought, Offers and Suggestions, Invitation
Alokasi Waktu	: 60 menit
Pertemuan	: 4 x pertemuan

A. Standar Kompetensi

Memahami makna dalam teks fungsional dan monolog pendek sederhana berbentuk opinion and thought, offers and suggestions, invitation untuk berinteraksi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Merespon Makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

C. Indikator

1. Siswa mampu mengidentifikasi informasi dari audio yang didengarkan
2. Siswa mampu mengartikan dan menggunakan kosakata dari topic yang didengarkan
3. Siswa mampu menjawab pertanyaan seputar topic yang didengarkan

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa dapat memahami makna kegiatan dari materi yang telah dipelajari.
- Siswa diharapkan memahami dan meningkatkan kemampuan mendengarkan
- Siswa dapat mengisi teks kalimat yang rumpang
- Siswa diharapkan dapat menambah kosa kata baru

E. Materi dan Strategi Pembelajaran

1. Materi pembelajaran

Guru menyampaikan materi dengan menggunakan whatsapp kemudian siswa mengerjakan soal sesuai dengan audio listening . Materi disetiap pertemuan:

- a. 1st meeting : recount text
- b. 2nd meeting : offers and suggestions
- c. 3rd meeting : invitation
- d. 4th meeting : opinion and thought

2. Strategi pembelajaran

- a. Teori : Information Processing Theory, Cognitive
- b. Pendekatan : Interactive, Collaborative
- c. Metode : Diskusi, Tanya Jawab, Latihan/Praktik (*drill*)
- d. Teknik : Multiple Choice, true/false
- e. Fasilitas : RPP, Audio Listening, Speaker, Whatsapp.

F. Langkah-Langkah Kegiatan Pembelajaran

PERTEMUAN KE1		
Tahappembelajaran ran	Kegiatanpembelajaran	
	Recount Text (excursion to Bogor botanic garden)	
KegiatanPendahuluan		Alokasi waktu
1. Guru memberikan salam 2. Guru menanyakan kabar siswa 3. Guru mengecek kehadiran siswa 4. Berdoa sebelum memulai pelajaran 5. Guru menjelaskan materi yang akan diajarkan dengan cara member gambaran yang akan diajarkan 6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai tentang materi yang akan diajarkan		45 menit
KegiatanInti		
1. Guru membagi siswa menjadi 5-6 kelompok 2. Siswa diminta untuk membuat grup chat Whatsapp dan berkumpul sesuai dengan kelompoknya masing-masing. 3. Guru memberikan materi pelajaran tentang recount teks dalam bentuk gambar/kosa kata yang berkaitan dengan materi 4. Memberikan waktu kepada siswa untuk mempelajari materi yang telah dikirim 5. Guru memberikan siswa kesempatan untuk bertanya 6. Siswa diminta menjawab pertanyaan 7. Guru memberikan penguatan terhadap jawaban siswa 8. Guru memberikan audio listening dan pertanyaan ke setiap kelompok. 9. Memberikan siswa waktu untuk menjawab pertanyaan 10. Setiap perwakilan kelompok akan mempresentasikan jawaban mereka 11. Guru memeberikan penguatan dan pembahasan materi tentang jawaban dari listening task yang diberikan.		
KegiatanPenutup		
1. Siswa diberikan kesempatan jika ada hal yang ingin ditanyakan mengenai pembelajaran hari ini 2. Guru dan siswa bersama-sama menyimpulkan pembelajaran 3. Guru memberikan arahan tentang pembelajaran yang akan dilaksanakan pada pertemuan berikutnya 4. Guru mengakhiri pembelajaran dan memberi salam		

PERTEMUAN KE2		
Tahappembelajaran ran	Kegiatanpembelajaran	
	Suggestions and Offers (online meeting)	
KegiatanPendahuluan		Alokasi waktu
<div>1. Guru memberikan salam</div> <div>2. Guru menanyakan kabar siswa</div> <div>3. Guru mengecek kehadiran siswa</div> <div>4. Berdoa sebelum memulai pelajaran</div> <div>5. Guru menjelaskan materi yang akan diajarkan dengan cara member gambaran yang akan diajarkan</div> <div>6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai tentang materi yang akan diajarkan</div>		45 menit
KegiatanInti		
<div>1. Siswa diminta untuk berkumpul sesuai dengan kelompoknya masing-masing.</div> <div>2. Guru memberikan materi pelajaran tentang suggestions and offers dalam bentuk gambar/kosa kata yang berkaitan dengan materi melalui whatsapp group chat.</div> <div>3. Memberikan waktu kepada siswa untuk mempelajari materi yang telah dikirim</div> <div>4. Guru memberikan siswa kesempatan untuk bertanya</div> <div>5. Siswa diminta menjawab pertanyaan</div> <div>6. Guru memberikan penguatan terhadap jawaban siswa</div> <div>7. Guru memberikan audio listening melalui aplikasi whatsapp dan pertanyaan yang berkaitan dengan audio tersebut kepada setiap kelompok.</div> <div>8. Setiap kelompok akan meresentasikan jawabanya masing-masing.</div> <div>9. Guru memeberikan penguatan dan pembahasan soal tentang jawaban dari listening task yang diberikan.</div>		
KegiatanPenutup		
<div>1. Siswa diberikan kesempatan jika ada hal yang ingin ditanyakan mengenai pembelajaran hari ini</div> <div>2. Guru dan siswa bersama-sama menyimpulkan pembelajaran</div> <div>3. Guru memberikan arahan tentang pembelajaran yang akan dilaksanakan pada pertemuan berikutnya</div> <div>4. Guru mengakhiri pembelajaran dan member salam</div>		

PERTEMUAN KE3		
Tahappembelajaran ran	Kegiatanpembelajaran	
	Party time (invitation)	
KegiatanPendahuluan		Alokasi waktu
1. Guru memberikan salam 2. Guru menanyakan kabar siswa 3. Guru mengecek kehadiran siswa 4. Berdoa sebelum memulai pelajaran 5. Guru menjelaskan materi yang akan diajarkan dengan cara member gambaran yang akan diajarkan 6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai tentang materi yang akan diajarkan		45 menit
KegiatanInti		
1. Siswa diminta untuk berkumpul sesuai dengan kelompoknya masing-masing. 2. Guru memberikan materi pelajaran di whatsapp grup dalam bentuk gambar/kosa kata yang berkaitan dengan materi 3. Memberikan waktu kepada siswa untuk mempelajari materi yang telah dikirim 4. Guru menjelakan kembali materi yang dibagikan di Whatsapp group chat 5. Guru memberikan siswa kesempatan untuk bertanya 6. Siswa diminta menjawab pertanyaan 7. Guru memberikan penguatan terhadap jawaban siswa 8. Guru memberikan audio listening di Whatsapp grup chat dan pertanyaan yang berkaitan dengan audio tersebut. 9. Memberikan siswa waktu untuk menjawab pertanyaan 10.Siswa diminta mengirim jawaban mereka dengan cara chat pribadi guru. 11.Guru memeberikan penguatan dan pembahasan materi tentang jawaban dari listening task yang diberikan.		
KegiatanPenutup		

<ol style="list-style-type: none">1. Siswa diberikan kesempatan jika ada hal yang ingin ditanyakan mengenai pembelajaran hari ini2. Guru dan siswa bersama-sama menyimpulkan pembelajaran3. Guru memberikan arahan tentang pembelajaran yang akan dilaksanakan pada pertemuan berikutnya4. Guru mengakhiri pembelajaran dan member salam	
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PERTEMUAN KE4		
Tahap Pembelajaran	Kegiatan pembelajaran	
	Opinion and thoughts	
KegiatanPendahuluan		Alokasi waktu
<div>1. Guru memberikan salam</div> <div>2. Guru menanyakan kabar siswa</div> <div>3. Guru mengecek kehadiran siswa</div> <div>4. Berdoa sebelum memulai pelajaran</div> <div>5. Guru menjelaskan materi yang akan diajarkan dengan cara member gambaran yang akan diajarkan</div> <div>6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai tentang materi yang akan diajarkan</div>		45 menit
KegiatanInti		
<div>1. Siswa diminta untuk berkumpul sesuai dengan kelompoknya masing-masing.</div> <div>2. Guru memberikan materi pelajaran di whatsapp grup tentang opinion and thoughts dalam bentuk gambar/kosa kata yang berkaitan dengan materi</div> <div>3. Memberikan waktu kepada siswa untuk mempelajari materi yang telah dikirim</div> <div>4. Guru menjelaskan kembali materi yang dibagikan di Whatsapp group chat</div> <div>5. Guru memberikan siswa kesempatan untuk bertanya</div> <div>6. Siswa diminta menjawab pertanyaan</div> <div>7. Guru memberikan penguatan terhadap jawaban siswa</div> <div>8. Guru memberikan audio listening di Whatsapp grup chat dan pertanyaan yang berkaitan dengan audio tersebut.</div> <div>9. Memberikan siswa waktu untuk menjawab pertanyaan</div> <div>10. Siswa diminta mengirim jawaban mereka dengan cara chat pribadi guru.</div> <div>11. Guru memeberikan penguatan dan pembahasan materi tentang jawaban dari listening task yang diberikan.</div>		
KegiatanPenutup		

<ol style="list-style-type: none"> 1. Siswa diberikan kesempatan jika ada hal yang ingin ditanyakan mengenai pembelajaran hari ini 2. Guru dan siswa bersama-sama menyimpulkan pembelajaran 3. Guru memberikan arahan tentang pembelajaran yang akan dilaksanakan pada pertemuan berikutnya 4. Guru mengakhiri pembelajaran dan member salam 	
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G. Audio Script

Party time (invitation)

Woman : Here is the invitation. My sister wants me to deliver it to you. So you can give it to your parents.

Man : Thank you. Wow..! This looks like gorgeous formal wedding, even the invitation looks classic.

Woman : I'm glad you say so. My sister designed it by herself. The calligraphy, the colors, everything looks beautiful. Doesn't it?

Man : people who accept this invitation will be 100% honored to come to your sister's wedding.

Woman : my sister will be very happy to hear that.

Man : is there a wedding cake?

Woman : off course. Don't worry about that. If you and your parents come you will get that. So don't forget to reply the RSVP.

Man : ah. The RSVP is Mrs. Dan. Is this you?

Woman : Yeah... my sister wants me to handle this. I'm happy to do this, you know.

Man : wow you are so lucky. So the RSVP is your phone number, right? I already have your phone number. So if my parents are able to come I will send the confirmation to your number.

Woman : no, it isn't. It's different. I don't use my usual number to accept the RSVP messages for my sisters' formal wedding. I use a special number to avoid misunderstanding.

Man : Ah, I got it. So the venue is in Garuda hotel. I think it's not far from my house.

Woman : yeah, it is. My sister likes the hotel because of the service and the design of the wedding event fits to my sister dream.

Man : well, the hotel is used by many people indeed and the date is in October 20th 2020. It means next two weeks right?

Woman : exactly. So don't forget to send the RSVP message through the number within the invitation, ok.

Man : ok, thank you

Woman : my pleasure. I gotta go. See you soon.

<https://youtu.be/ie9fGw5AqYw>

Recount text

Excursion to Bogor Botanic Garden

All right everybody. I'll tell you about this great place. On Friday 16 march, we went to Bogor botanic garden. We went there by bus and we arrived at that famous garden at 10 o'clock.

Arriving at the garden, we were divided into two groups. Group A follow Mrs. Nina and group B follow Mr. Ahmad. I was in group A. Well, first we went to the odd tropical plants and Mrs. Nina read us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near the raffles cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch. Soon, it was time for us to go the orchid section while group B did some research on flowers. Umm a lady led us to orchid section. Then, she explained about many kinds of orchids. Next, we had a look at the Indonesian orchid. Wow, we saw many kinds of Indonesian orchids. They were beautiful. Later, we took a look at the American, European, and Asian orchids section. It was interesting. Soon, after we had finished our observations, we went back outside and met group B. Then, we got on the bus and returned to school. We really enjoyed the trip to Bogor botanic garden.

<https://youtu.be/Q8H61-cqLyc>

Suggestion and offers

Dian: morning. Abdul, how are you?

Abdul: morning, Dian. I'm good. What about you?

Dian: I'm good too. Are you going to join the online meeting tonight?

Abdul: online meeting? I haven't heard anything about it.

Dian: you should check your phone. Our group chat has shared the information about it.

Abdul sorry, I don't have my phone with me now. I think you should tell me about it.

Dian: ok. We will have an online meeting at 7 pm. You should click the available link in the chat to join.

Abdul: I see. What are going to discuss?

Dian: our journalism club wants to keep making articles for students.

Abdul: that's good idea. We should invite Mr. Akbar, our advisor to join the meeting.

Dian: we have contacted him and he has agreed to participate. You should attend it too.

Abdul: ok. I'll join.

Dian: good. One more thing you should prepare ideas for the discussion.

Abdul: sure.

<https://youtu.be/-YegzFqH05s>

Opinion and thoughts

A: what a beautiful day. Did you know Sweden was voted the best place in the world to lived

B: Sweden. I wonder why it was voted the number one place in the world to lived

A: I read that it's really safe and clean

B: I've never been to Sweden but in my opinion Canada seems like the best place to lived

A: what makes you think thinks that?

B: well, first of all. It's also safe and clean like Sweden. There are a lots of parks and nature

A: yes, that's true. But it's really cold

B: yes, the winter is cold. The summer time is perfect

A: the price of living in Sweden is also reasonable compared to other countries in Europe

B: I think Canada is also pretty reasonable

A: yes, I agree. I went there last year, in the hotels and restaurants weren't very expensive

B: everybody is really friendly and outgoing as well

A: the food is quite tasty too. There's a great selection of international foods.

B: I want to move to Canada someday,

<https://youtu.be/shEgroUQ8Bo>

G. Penilaian

1. The percentage of students score

Score	Classifications	Description
96 – 100	Excellent	Knowledgeable, substantive through development of subject relevant to assigned topic.
71-85	Good	Some knowledge of subject, adequate range, good

		development, mostly relevant to topic and good in detail.
56-70	Fair	Little knowledge of subject, little substance, inadequate development of topic
41-55	Poor	Show limited knowledge of subject but non substantive, not patient
<40	Very Poor	Does not show knowledge of subject, not substantive, not patient

Mengetahui,

Guru Bidang Studi,



RAHMAWATI, SS

NIP. 19731102200312009

Peneliti,



ANRI

NIM. 17 0202 0203

Appendix 3: Students Worksheet

Pre-test

PRE-TEST

Nama	Alponesa Masnur
Kelas	XI MIPA 2

10

I. Listen carefully the audio and circle true or false for these sentences!

1. Brydi races in a wheelchair in competitions.	True	False
2. Brydi first played wheelchair basketball, then she started wheelchair racing.	True	False
3. Brydi always had a lot of friends at school.	True	False

II. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

4.?

A.

B.

C.

5.?

A.

B.

6.?

A.

B.

C.

7.?

A.

B.

C.

III. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.

8. What must the son do?

A. He must take another test.

B. He must take extra lesson.

C. He must take time to play.

D. He must take test result.

9. What can we conclude from the text?

A. Mack don't like the jacket.

B. Mack don't need the jacket.

C. Mack don't bring enough money.

D. Mack don't have sufficient money.

10. What may we get from the dialog?

A. Dona agrees with Farah opinion.

B. Dona doubt with Farah opinion.

C. Farah will hold exhibition.

30

Name	A MUH QHAQIR ADI ABRAHMAN H
Kelas	XI MIPA II

I. Listen carefully the audio and circle true or false for these sentences!

1. Brydi races in a wheelchair in competitions.	True	False
2. Brydi first played wheelchair basketball, then she started wheelchair racing.	True	False
3. Brydi always had a lot of friends at school.	True	False

II. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

4.?

A.
B.
C.

5.?

A.
B.

6.?

A.
B.
C.

7.?

A.
B.
C.

III. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.

8. What must the son do?

A. He must take another test.
B. He must take extra lesson.
C. He must take time to play.
D. He must take test result.

9. What can we conclude from the text?

A. Mack don't like the jacket.
B. Mack don't need the jacket.
C. Mack don't bring enough money.
D. Mack don't have sufficient money.

10. What may we get from the dialog?

A. Dona agrees with Farah opinion.
B. Dona doubt with Farah opinion.
C. Farah will hold exhibition.

Nama	Hini Shady Mawana
Kelas	XI MIPA II

I. Listen carefully the audio and circle true or false for these sentences!

1. Brydi races in a wheelchair in competitions.	<input checked="" type="radio"/> True	<input type="radio"/> False
2. Brydi first played wheelchair basketball, then she started wheelchair racing.	<input checked="" type="radio"/> True	<input type="radio"/> False
3. Brydi always had a lot of friends at school.	<input type="radio"/> True	<input checked="" type="radio"/> False

II. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

4.? Can you tell me where you bought the shoes?
 A. Because they are so comfortable
 B. I got them in Padang
 C. The shoes are brand new
 D. Yes, she's at the concert
5.? Daniel's performance at the concert ^{was} very fantastic, ^{wasn't it} ~~wasn't it~~
 A. Yes, she's at the concert
 B. There under a lot of pressure's

6.? How Dennis, you're ^{bag} ~~look~~ look so heavy, may I bring it for you?
 A. Yes, this bag is very heavy
 B. Yes, you are absolutely right
 C. Yes thank's, it ~~can~~ really help me
 D. It's best for you to refused
7.? - go work ship to continue the studying at USA, what she should do?
 A. It's best for you to refused
 B. You should go to USA next month
 C. It will be better if you take it

III. In this part of the test, you will hear several short conversations. You will hear conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.

8. What must the son do?
 A. He must take another test.
 B. He must take extra lesson.
 C. He must take time to play.
 D. He must take test result.
9. What can we conclude from the text?
 A. Mack don't like the jacket.
 B. Mack don't need the jacket.
 C. Mack don't bring enough money.
 D. Mack don't have sufficient money.
10. What may we get from the dialog?
 A. Dona agrees with Farah opinion.
 B. Dona doubt with Farah opinion.
 C. Farah will hold exhibition.

Post-test

POST-TEST

70

Nama	INTAN ALICIAH EVENING
Kelas	XI IPA 2

I. Listen carefully the audio and circle true or false for these sentences!

1. There are two sides to your brain	True	False
2. The right left side of your brain is logical and serious.	True	False
3. You usually use the left side of your brain to remember things.	True	False
4. The secret is to be very serious silly to remember things.	True	False

II. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

5. . . . ?

A. . . .

B. . . .

C. . . .

D. . . .

8. . . . ?

A. . . .

B. . . .

C. . . .

D. . . .

III. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say

9. Who help the woman to do cooking?

A. The man

B. The maid

C. The roommate

D. No one

10. What the people do with the dictionaries in the office?

A. They borrowed them

B. The supervisor brought them

C. People sent the memo

D. We lent some of them

POST-TEST

Nama	Khairunnas Syarif
Kelas	KI MIPA 2

I. Listen carefully the audio and circle true or false for these sentences!

1. There are two sides to your brain	<input checked="" type="radio"/> True	<input type="radio"/> False
2. The right left side of your brain is logical and serious.	<input type="radio"/> True	<input checked="" type="radio"/> False
3. You usually use the left side of your brain to remember things.	<input checked="" type="radio"/> True	<input type="radio"/> False
4. The secret is to be very serious silly to remember things.	<input checked="" type="radio"/> True	<input type="radio"/> False

II. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

5. ☒ A.
☒ B.
☐ C.
6. ☐ A.
☐ B.
☒ C.
7. ☒ A.
☐ B.
☐ C.

8. ☒ A.
☐ B.
☒ C.

III. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say

9. Who help the woman to do cooking?

- A. The man
B. The maid
☒ C. The roommate
D. No one

10. What the people do with the dictionaries in the office?

- A. They borrowed them
B. The supervisor brought them
C. People sent the memo
D. We lent some of them

POST-TEST

Nama	Halisa Fitri
Kelas	XI IPA 2

100

I. Listen carefully the audio and circle true or false for these sentences!

1. There are two sides to your brain	True	False
2. The right left side of your brain is logical and serious.	True	False
3. You usually use the left side of your brain to remember things.	True	False
4. The secret is to be very serious silly to remember things.	True	False

II. In this part of the test, you will hear several questions spoken in English, followed by four responses, also spoken in English. The questions and responses will be spoken TWICE. They will not be printed in your test book, so you must listen to them carefully to understand what the speakers say. You have to choose the best response to each question.

5. A. B. C. D. A. B. C. A. B. C.

8. A. B. C.

III. In this part of the test, you will hear several short conversations. You will hear the conversations TWICE. The conversations will not be printed in your test book, so you must listen carefully to understand what the speakers say.

9. Who help the woman to do cooking?

- A. The man
B. The maid
C. The roommate
D. No one

10. What the people do with the dictionaries in the office?

- A. They borrowed them
B. The supervisor brought them
C. People sent the memo
D. We lent some of them

Appendix 4: Documentation



Picture 1. The researcher explained how to answer the test of pre-test



Picture 2. Students do the pre-test



Picture 3.The first day of treatment



Picture 4.The second day of treatment



Picture 5. The third day of treatment



Picture 6. The fourth day of treatment



Picture 7. Students do the post-test

Appendix 5 Surat Izin Meneliti dan Selesai Meneliti


1 2 0 2 2 1 9 0 0 9 0 0 1 0

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) 328048

ASLI

IZIN PENELITIAN
NOMOR : 10/IP/DPMPSTSP/II/2022

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 2016 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	: ANRI
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Bitti Balandi Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 17 0202 0203

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

THE USE OF WHATSAPP AUDIO MESSAGE TO IMPROVE STUDENTS' LISTENING SKIL AT THE ELEVENTH GRADE OF MAN PALOPO

Lokasi Penelitian	: MADRASAH ALIYAH NEGERI (MAN) PALOPO
Lamanya Penelitian	: 13 Januari 2022 s.d. 13 Maret 2022

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 : 14 Januari 2022
plt. Kepala Dinas Penanaman Modal dan PTSP

MUHAMMAD ASHARUDDIN, S.STP, M.SI
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Pihak terkait tempat dilaksanakan penelitian



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
Kota Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 126 /Ma.21.14.01/TL.00/III/2022

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 : ANRI
Jenis Kelamin : Laki-Laki
Pekerjaan : Mahasiswa
NIM. : 17.0202 0203
Alamat : Jln. Bitti Balandai Kota Palopo

Bahwa yang bersangkutan benar-benar telah selesai mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "*The Use Of Whatsapp Audio Message to Improve Students' Listening Skill At The Eleventh Grade Of MAN Kota Palopo.*"

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Maret 2022

Kepala Madrasah,




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

BIOGRAPHY



Anri was born in Bakkung on March 17th, 1999. The author is the second of five children born to a father named ABD Hakim and a mother named Rosmiati. Currently, the author resides at Jl. KH Ahmad Dahlan, Palopo City. The authors' primary education was completed in 2011 at SDN 159 Pembuniang. Then, in the same year, he continued his education at Madrasah Tsanawiyah (Mts) Salubongko until 2014. He continued his education at SMAN 1 Malangke Barat. After graduating from senior high school in 2017, the author continued his education in the field of interest, namely English Education Study Program, Education and Teacher Training Faculty, Institute State Islamic of Palopo with the thesis entitled "The Use of Whatsapp Audio Message to Improve students Listening skill at the Eleventh Grade of MAN Palopo"

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