

**THE EFFECTIVENESS OF THE FLUENT-U APPLICATION IN
ENGLISH LISTENING SKILLS FOR STUDENTS AT SMAN 12 SINJAI**

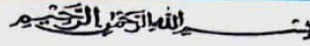


A THESIS

*Submitted at the Fulfillment to Accomplish Bachelor Degree
At Faculty of Teacher Training and Education
Muhammadiyah University of Makassar*

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2023**



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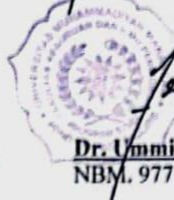
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| Day / Date | Chapter | Note | Sign |
|------------|------------------------------|---|------|
| 31/10/2023 | Chapter I, II, III, IV, V | - Perbaiki format penulisan (Paragraph, font, etc). | |
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| 8/11/2023 | III | - Data collection - Bibliography - Appendices 5 (perhatikan pre-test and post-test). | |
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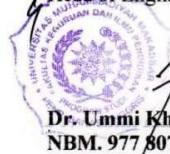
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ABSTRACT

Sri Khafifah Syariani 2023. *The Effectiveness of The Fluent-U Application In English Listening Skills For Students At SMAN 12 Sinjai* (A Pre Experimental Research). A thesis of English Education Department, Faculty of teacher Training and Education, Muhammadiyah University of Makassar. (Supervised by Muhammad Zia ul Haq and Junaid).

This research aims to determine students' listening skills when use the Fluent-U Application at the second grade of SMAN 12 Sinjai. This research utilized a pre-experimental research method with a quantitative approach which involved 15 samples of the students' in the Eleven class IPA at SMAN 12 Sinjai. This research instrument uses a short audio film which they listen to and then answer the test questions provided.

The result of the research show that there is an increase in students' skills to listen well after getting to know and using the Fluent-U Application. It proved the post-test mean score was more significant than the pre-test ($71.66 > 65.33$). From the t-test research found, the value of the t-test was more excellent than the t-table (4.03.2.14479) at the level of significance 0.05 with the degree of freedom (df) = 14, which means that there was a significant different between students' listening before and after applying Fluent-U Application. It is also said that the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. The result of the research was effective in English listening skills.

Keyword: *Fluent-U, Listening skills, Effectiveness.*

ABSTRAK

Sri Khafifah Syariani 2023. *Efektivitas Aplikasi Fluent-U Dalam Kemampuan Mendengarkan Bahasa Inggris Bagi Siswa di SMAN 12 Sinjai* (Sebuah Penelitian Pra Eksperimental). Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. (Diawasi oleh Muhammad Zia ul Haq dan Junaid).

Penelitian ini bertujuan untuk mengetahui kemampuan menyimak siswa saat menggunakan Aplikasi Fluent-U di kelas II SMAN 12 Sinjai. Penelitian ini menggunakan metode penelitian pra-eksperimen dengan pendekatan kuantitatif yang melibatkan 15 sampel siswa di IPA kelas Sebelas di SMAN 12 Sinjai. Instrumen penelitian ini menggunakan film audio pendek yang mereka dengarkan dan kemudian menjawab soal tes yang diberikan.

Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan siswa untuk mendengarkan dengan baik setelah mengenal dan menggunakan Aplikasi Fluent-U. Hal ini membuktikan skor rata-rata post-test lebih signifikan dibandingkan pre-test ($71,66 > 65,33$). Dari penelitian uji-t yang ditemukan, nilai uji-t lebih unggul dibandingkan t-tabel (4.03.2.14479) pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) = 14, yang berarti terdapat perbedaan yang signifikan antara mendengarkan siswa sebelum dan sesudah menerapkan Aplikasi Fluent-U. Juga dikatakan bahwa hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_1) diterima. Hasil penelitian ini efektif dalam keterampilan mendengarkan bahasa Inggris.

Kata kunci: *Fluent-U, Keterampilan mendengarkan, Efektivitas.*

MOTTO

“INVOLVE ALLAH IN EVERYTHING”

DEDICATION

In the name of Allah, I dedicated my thesis for:

*My beloved parents, Basri Tama and Hariani who always supporting and praying
in success my study.*

*My beloved brother and sister, Ariska Kharisma, Abul Munzir, Siti Nurkhalifah,
and Ahmad Dhafa for their understanding and best support.*

My beloved teachers and lectures cannot be mentioned one by one.

My beloved campus, Muhammadiyah University of Makassar.

Also for myself, who stay up till the end of this thesis.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most merciful Alhamdulillah Rabbil Alamin, all praises to Allah SWT for the strengths and His blessing to the researcher in completing this thesis. Sholawat and salam go to our prophet Muhammad SAW for his invaluable dedications as the last messenger who has brought us from the darkness into the bright way. My deepest gratitude goes to my beloved parents, Mr. Basri tama and Mrs. Hariani for their endless love, prayers and encouragement.

As learners who eventually struggle enhance knowledge so there are many to construct this proposal but the writer believes that the difficulties are able to help increase a good habit how to be a good researcher. The writer is getting a help from several special people. Consequently, this proposal is able to compose systematically then the gratitude and appreciation deeply for:

1. Prof. Dr. H Ambo Asse, M.Ag., the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar. The highest appreciation and deepest thanks for his best advice and motivation.
3. Dr. Umami Khaerati Syam, S.Pd., M.Pd., the head of the English Education Department of FKIP UNISMUH Makassar. The most profound thanks for her motivations

and suggestions in doing this thesis.

4. Muhammad Zia ul Haq, S.Pd., M.TI. and Junaid, S.Pd., M.Pd. The highest appreciation for their time, suggestions, and motivations as my advisor so that the researcher could complete his thesis.
5. Dr. Ratu Yulianti Natsir, S.Pd., M.Pd. The highest appreciation for her time, suggestions, and motivations as my academic advisor.
6. The greatest thanks addressed to researcher best brother for his time, support and best suggestion in completing this thesis.
7. The greatest thanks addressed to Annoying but lovely person kak Uppa, Aish, Reva, Ainun, Rafzhan, Azizi for every single support.
8. The greatest thanks addressed to researcher beloved friends at Senior High School and still counting Dewi, Anggun, Iffa, Ishak, Yaya for every single support.
9. The greatest thanks addressed to researcher beloved family, for every single support and prayer.
10. The greatest thanks addressed to EDSA for all the life lessons that help me improve my character.
11. The greatest thanks are addressed to Explosive Class

members for being great classmates for almost four years.

The words were not enough to say many appreciations for their help and contribution in finishing this thesis. May Allah SWT guides and give them happiness throughout your life. Finally, the researcher realizes that this "thesis" was far from perfect, but hopefully, it can bring valuable things for the next researcher and everyone.

Oktober 2023, Makassar

The researcher

Sri Khafifah Syariani

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CHAPTER 1

INTRODUCTION

A. Background

The most quick-moving change in recent years has been the spread and advancement of technology. Technology is highly regarded in modern culture due to how much it has enhanced the standard of living. Technology's rapid advancement, according to Jati (2016), has changed how language is taught and used, creating new opportunities for writing, learning, and teaching that go beyond conventional cognitive learning environments and curriculum. Due to technological improvements, language teachers increasingly battle to enhance and update their teaching techniques. All systems, things, and activities now work together with technology due to the huge rise of information and technology.

According to Hendrawaty (2019), learning to listen is a fundamental skill that kids learning a new language should acquire. In other words, pupils learn a new word from what they heard and listened to before using it. As a result, the children are proficient in productive skills like speaking and using the right pronouns. Speaking of listening comprehension is part of the listening skill notion. For Indonesian pupils, English is a challenging subject because it is a foreign language.

It's crucial to have good listening skills if you want to understand how a language is generated or spoken by a native. The students must be able to comprehend oral input from sound discrimination, prior vocabulary knowledge, understanding of grammatical structures, stress and intonation, as well as other

listening skill inputs. By taking into account some listening-related inputs, it can be said that listening ability refers to the capacity to respond to other people's speech and comprehend information provided by audio or speech. The ability of pupils to comprehend information from any audio source and the capacity to comprehend the professors' instructions in English class are the two main areas of attention for listening skills in this study.

Additionally, the demand for English proficiency has increased recently. It is believed that having strong English skills is essential for children to advance in their careers, converse with foreigners, prepare for their academic future, and other things. Students must be proficient in all four areas of the English language in order to be deemed literate in it: hearing, speaking, reading, and writing. A person learns listening as their first language and continues to utilize it for the rest of their lives. Three explanation as to why students find listening challenging. First, difficulty capturing specific information: Listening can be difficult if someone struggles to capture important details or specific information in a conversation. Second, trouble understanding accents or dialects: If someone speak with an unfamiliar accent or dialect, it can affect comprehension and make it harder to understand what is being said. Third, inability to comprehend unfamiliar vocabulary or phrases: If someone encounters unfamiliar vocabulary or phrases in a conversation, it can hinder overall comprehension of the context.

The researcher's findings of fact provide credence to this idea. Listening is the most used communication skill: Studies show that approximately 45% to 55% of

communication time is spent on listening, making it the most frequently used communication skill. Research indicates that people tend to have lower comprehension rates in listening compared to reading, speaking, or writing. This highlights the challenges in developing effective listening skills. Therefore, it is crucial to give kids the tools they need to learn independently.

As was already said, effective and intelligent use of technology will enhance learning outcomes. There is a wide variety of computer software and programs that support the educational goals of both teachers and students. Fluent-U, one of the most recent computer programs, provides a range of language levels, from beginner to advanced.

Additionally, there are other options for video categories. beginning with errands, business, health, and politics. So, with this program, we can learn a new language as well as jargon that is generally absent from other language learning resources. Fluent-U not only aids in language proficiency improvement but also makes learning enjoyable with its video elements.

Fluent-U is a platform for language learning that uses a variety of videos. This app offers a variety of video content, including news, discussion, public speaking, and inspirational films. The viewers are then given access to these movies as courses in language acquisition (Altynbekova & Zhussupova, 2020). Because the software uses videos as teaching tools, users of this platform must have good listening skills. After watching the videos, the program requires its users to perform some exercises. Users can only complete the exercises if they comprehend all of the information that

is being provided by the speaker. The users' listening skills are automatically improved by this activity.

However, so far not much research has been conducted regarding fluent-U applications. Locally conducted research that investigates the impact of cutting-edge media, such as the Fluent-U app, on student achievement in the real world. Therefore, the main objective of this research is to ascertain how the adaptive Fluent-U application has a positive impact on students' listening skills and how deeply the Fluent-U application works to improve students' listening skills.

In the CALL class, students will need feedback to use as a road map for their own learning. Therefore, in this study, feedback is viewed as a moderator variable. It's critical to investigate the relationships between Fluent-U applications and the feedback students receive during listening classes. An interaction effect occurs when the magnitude of one independent variable has an effect on the magnitude of another independent variable.

As a result, depending on the type of feedback students receive, listening skills adaptability may change. In this study, peer feedback, teacher feedback, and self-correction feedback were divided into three categories. If there is an adaptive relationship between using Fluent-U and the volume of student feedback, in addition to positive Fluent-U impacts, teachers and lecturers are motivated to use it.

Based on the explanation above, the researcher intends to conduct research with the title The adaptiveness of The Fluent-U Application In English Listening Skills For Student's At SMAN 12 Sinjai. With the application of this learning application,

it is hoped that it can improve student's listening skills so that in the future they can become student's provisions in competing in this era of society 5.0

B. Research Question

Based on the background of the research above, the research problem can be formulated as follows: is the use of Fluent-U application effective to improve Students' English listening skills at SMAN 12 Sinjai?

C. Objective of The Research

The goal of this study is to find out the effectiveness of using the fluent-u application in improving students' Listening skills at SMAN 12 Sinjai.

D. Significance of The Research

1. Theoretically

This study is anticipated to help the English department identify the many mobile applications that students use to develop their listening skills. It is also envisaged that it would serve as a foundation of knowledge for the evaluation and development of learning strategies that can be connected to technology.

2. Practical

a. Students

It is intended that this study will provide students with new information about where to locate effective mobile applications for learning English. They can download a selection of mobile apps and utilize them to independently learn English. Due to the app's availability of any feature that supports the self-learning activity, the students can engage in self-

improvement and self-assessment.

b. For Teacher

This study is likely to inspire English teachers to employ specific teaching aids to improve their students' proficiency in listening in particular. Teachers can use a variety of tools to create new teaching strategies in a contemporary manner.

c. For Researcher

It is intended that the findings of this study will serve as a guide or a foundation for future relevant research by other scholars. Additionally, it provides a variety of materials on listening skills and mobile learning applications. Future researchers may undertake an experiment or research that focuses on implementing a certain mobile app for the class's students.

E. Scope of the Research

The scope of this research focus on the Students at SMAN 12 Sinjai. This research is quantitative research which focus on measuring listening skill using Fluent-U application and it will be limited a listening to short film about fantasy films. The benchmark in this study is that students are able to use the Fluent-U application so that it is effective in improving listening skill in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

Several researchers who are connected to this work and who have supported it are listed below.

Lestari, (2016) performed the investigation. She wanted to know how visual and auditory stimuli affected students' listening comprehension. Students in the eighth grade at SMPN 8 Tangerang Selatan made up the study's sample. The results demonstrated a statistically significant relationship between the use of video and picture in teaching listening comprehension to pupils. Additionally, the study discovered that pupils who were taught via video outperformed those who were taught using still images. This demonstrates how employing videos or movies in the classroom can improve students' listening comprehension abilities.

In the second study, Martinez, (2010) is in charge. He looked on the impact of using videos to teach listening skills. At the University of El Salvador's Foreign Language Department, he investigated the impact of videos on students' listening abilities. The findings indicated that most students' listening abilities could be greatly improved by learning through videos. This implies that watching videos or movies could improve listening skills.

Safran, J. (2014). an undergraduate student at the University of Novi Sad, conducted the third study. She conducted an oral interview and a questionnaire study with a sample of 38 students. Her research's findings indicate that

watching movies can help students' hearing skills improve and advance by 97%, while also helping them to increase their vocabulary by 78%, better understand other cultures, and feel more at ease and enjoy their classwork.

In line with this research, Rifatun Nazhroh (2017) conducted a survey in which he looked at how watching videos with English subtitles affected students' listening comprehension. According to the survey results, students are much more satisfied with studying and reviewing their subject matter through videos with English subtitles.

In short, most of the research above uses experimental methods with pre-test and post-test. Researchers want to explain about the effectiveness, perceptions, and learning experiences of students in using English subtitled videos as learning media. The experimental research has mostly had positive results.

The equation of this research with previous research is research method (experimental method), the media used in this research is applied with, and the focus of learning is mostly in language learning. Besides the differences in previous research, the researcher only involved one group which was given a pre-test and post-test without other comparison learning media, and this study focused on observing students' vocabulary improvement. Therefore, researchers believe that research is feasible to do with experimental research methods that use a quantitative approach.

B. Some Partinents Ideas

This section presents the relevant theories that were applied to the study. The review of the literature and the textual sources utilized in related domains will serve as the foundation for this study.

1. Listening

a. Definition of Listening

Listening is one of the English skills. This skill is very important in the development of language skills followinf some opinions of experts about listening. First, according to Sevik (2012), the mst critical outcome of early language teaching is listening capacity. Song and movies are conidered to be one of the best ways to practice and strength then the listening abilities of young learners in particular. The second, according to Dhamarullah (2015), Listening skills are competences to understand the meaning of the hearing. They identify unit in sound or speech when listening and use their background knowledge to understand what they hear. They listen to confirm their expectations and get information, detail or specific information.

From the definition above the researcher may conclude that listening is the act of hearing something which is need more attention and concentration to know the meaning what the speakers said. Nevertheless, they can encounter difficulties telling their

comprehension, both internal and external. To order to overcome these challenges, they need to practice listening more often, get as much exposure as possible, and become acquainted spoken English.

b. Staged Process of Listening

According to Nunan, (2011) listening is a six-staged process, consisting of hearing, attention, understanding, remembering, evaluating and responding. These stages occur in sequence and rapid succession.

The first one is hearing and has to do with response caused by sound waves stimulating the sensory receptors of the ear, hearing is the perception of the sound not necessarily paying attention, you must hear to listen.

For this, we have attention. It refers to a variety that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

The third stage is understanding, which consist of analyzing the meaning of what we have and understanding symbols we have and heard. We must analyze the stimuli we have perceived.

The next step, remembering is a vital listening method as a result of it implies that a personal, additionally to receiving and deciphering the message, has additionally superimposed it to the mind. However even

as our attention is selective, therefore too is our memory, what remembered could also be quite totally different from what was originally detected or seen.

In the penultimate stage, evaluating the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.

Finally, responding a stage during which in keeping with the response, the speaker checks if the message has been received properly. This stage needs that the receiver completed the method through verbal or nonverbal feedback.

c. Types of The Listening

According to Ramadhika (2014), there are types of Listening:

- a) Informative listening is the situation in which the primary concern of the listener is to understand the message. Listeners are successful to the extent that the meaning assigned to message is as close as possible to that intended by the sender.
- b) Relationship listening is either intended to help the individual or to improve the relationship between people.
- c) Appreciative listening includes listening to music for pleasure, listening to speakers because you like their style, your choice of

theater, television, radio, or film. It is the response of the listener, not the source of the message, which determines appreciative listening. What makes person appreciative listening can provide something else for another.

- d) Critical listening is the ability to listen objectively. Critical listening is a topic that deserves more attention that we can afford.
- e) Discriminative hearing is the ability to distinguish between different sound. It may be the most important type because the other four are basic. By being sensitive to changes in the frequency, size, power, pitch and focus of the focus of the speaker, the insightful listener may discern even nuances of difference in context.

Refers to Rost (2013) in his book defined is a part of communication process which includes six types of listening practice, as follows:

- a) Intensive listening is a type of listening that refers to listen to the text closely, with intention in decoding the input for analysis purposes.
- b) Selective listening is a type of listening that refers to listening for planning some goals in mind, to gather specific information to do a task.

- c) Interactive listening is a type of conversation interaction where the listeners take a role to understand through giving feedback, asking some questions, and supporting the speaker.
- d) Extensive listening is a type of listening that refers to listen in a few minutes at a time, focusing on the target language, often with a long-term purpose of appreciating and learning the context.
- e) Responsive listening is a type of listening practice where the listeners' responsiveness is very important and might be the purpose of the activity.
- f) Autonomous listening is a type of listening that focuses on independent listening without direct instruction from an instructor. Autonomous listening involved all types such as intensive, selective, extensive, responsive listening.

d. The Listening Process

According to Batova (2013) listening process divided in two steps:

- a) Bottom-up process decoding on the segmentation of the individual words out of the speech stream will require bottom-up processing. It is hindsight in it involves the recognition of word and the activation of lexical information relevant to known words.
- b) Top-down is broadly the opposite of bottom-up, stressing the use by the listener of their current awareness of a subject and the

related context in creating assumption about the meaning of the speaker and changing them to fit new incoming information as necessary.

e. Listening Activity

When teacher is teaching listening, it is very important to follow a pattern, Bueno, Madrid and McLaren (2011) establish the following pattern:

- a) Pre-listening would be the primary stage, wherever the context is established. The teacher creates motivation and students do some activities to make ready them for what they're going to hear.
- b) The following stage is listening, where learners do the mentioned task or find an answer. There are two kinds of material and procedures. On the one hand, intensive reading helps students to accumulate vocabulary and synchronic linguistics and it always takes place outside the room. They do it for pleasure so that, their knowledge of the language improves and it makes the student better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CD and activities such as answering a route on a map, making notes, etc.
- c) Post-listening the part where students have the opportunity to check their answer about they have been listening to, to give

feedback, and consolidate what they have learned. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

f. The Difficulties in Listening

According to Underwood (2012), there are seven problems in listening skill that student may encounter:

- a) The listener cannot control the speed of the person delivering message, and they feel the message delivered is gone they can understand the contents of the message. At the moment they can understand one message, at the sometime a message other is gone.
- b) Listeners don't have opportunity to ask the speaker to repeat or clarifying the message delivered, for example when listening radio, watching tv, so that the listener must be able to understand it as is.
- c) Limited vocabulary that is owned by listener, makes the listener unable understand the contents of the text he hears can even make them become bored and frustared.
- d) Listener failure to recognize and understand 'signs' sent by the speaker who cause the listener to be wrong inside understand the contents of the message it receives.

- e) Error interpreting message received, so the contents of that message are the delivered was received or interpreted differently by the listener.
- f) No able to concentrate because of various things, for example unattractive topics, fatigue physical, noisy environment and etc.
- g) Concern about differences ways and materials taught by the teacher with material that is heard through audio device or native speaker language English.

2. Fluent-U

a. Fluent-U Application

A new website called Fluent-U offers language instruction through several types of videos. The authentic content on Fluent-U includes news, conversations, talks about public speaking, and inspirational videos. Fluent-U transforms real content into courses for learning languages. Every video has a specific vocabulary that aids students in improving their public speaking abilities. After watching videos, flashcard exercises were given. Tasks were developed to assess how well the audience understood the topic. In such a situation, busy people or students will typically use practical devices to acquire new things rather than investing time in traditional study hall-based courses. (Altynbekova, 2020).

The Fluent-U portable stage was created to make life easier and more

interesting by providing us with practical information that can be used in real-world situations. It is vital to methodically complete all of the lessons and activities in the "Fluent-U" program in order to grasp the subject matter and acquire practical skills. Each has a theoretical section that explains its value. To make it simpler to locate and use, you can add some of your favorite classes to your favorites list. You will undoubtedly get more articulate and gain knowledge that is very practical in everyday life with consistent practice because you need to speak up and out a lot.

The platform analyzes transcripts word-for-word and displays the description of each word along with a fluency meter. As a result, learning becomes incredibly intuitive and integrated, and seeing the same words repeatedly encourages gradual vocabulary growth. The vocabulary on this platform is fairly wide because the films are drawn from real-world material. Even if you are a native speaker, there are numerous words that you might not have encountered. The platform provides us with words of this kind.

By pressing a word in the transcript and turning on the audio recording, you can even hear it said by a non-native speaker. They sound entirely inappropriate because they were produced by text-to-speech software. For a site that takes pleasure in its true eloquence, they are so robotic-like that it is almost humiliating. Text to speech software is not very helpful and is likely to make your entire experience miserable. Depending

on your preferences, you can also enable or disable subtitles, although due to the features it provides, it is extremely simple for you to leave them in subtitles.

Additionally, you may divide the movie into little segments and watch each one independently to learn everything at your own pace, which is crucial because everyone learns at a different rate. You may play the videos repeatedly until you comprehend them, which I find to be really helpful when learning on the platform.

We become tuned in to the activities that might be seen as the first stage of learning the English language as a result of Fluent-U. Through audio and video workouts, it is now possible to enhance a mobile multimedia system to educate listening abilities. The mobile multimedia Fluent-U English listening exercise system, according to Huang and Sun, raises the learner's proficiency in English listening to a high degree [7; 15]. It is also conceivable to create a platform where students can use voice services on their mobile phones to listen to text, followed by text-based listening tests.

Additionally, Fluent-U gives its users access to multimedia elements including speaking, listening, and pronunciation. The stage's inclusion of speech AIDS for voice transmission is a good help. In order to familiarize themselves with the proper manner to express new or unfamiliar terms and have the choice to meet their adjusting needs, students who have access to

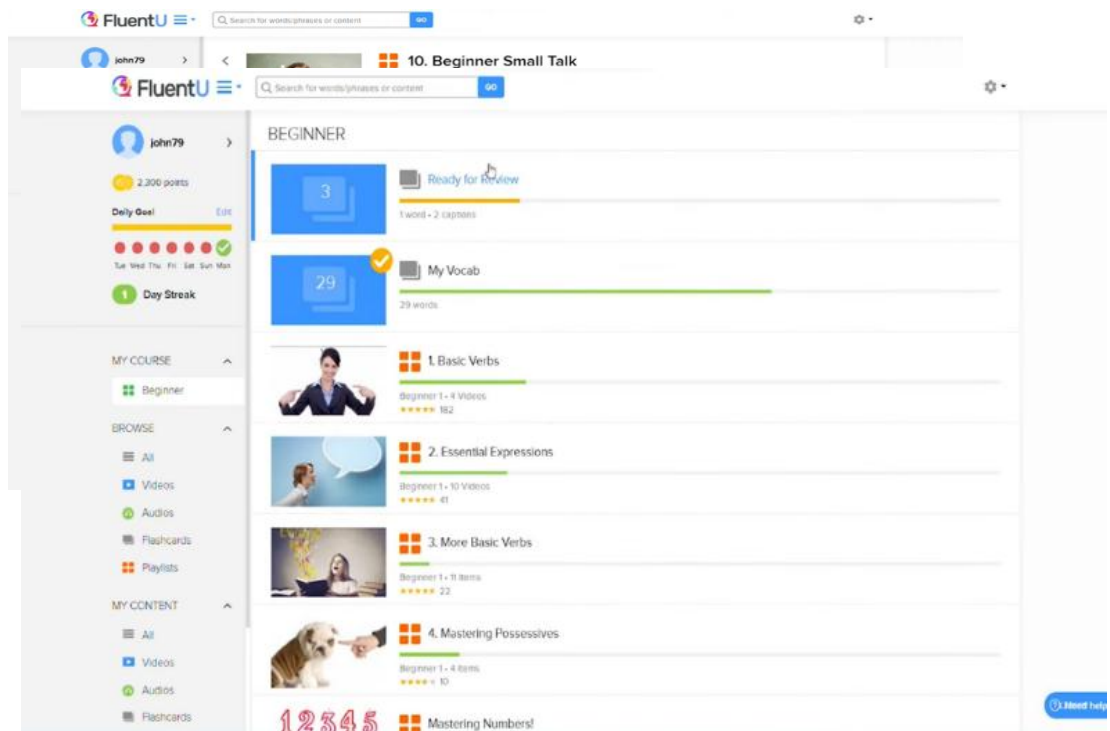
such offices download word references on and with sound highlights. (Zhussupov Roza, 2020).

b. How the Fluent-U Program Works

Now for the exciting part. Let's discuss the structure of the Fluent-U program and the topics covered in each class. Fluent-U, at its core, is a video platform for language instruction.

The basic tenet of the Fluent-U learning system is that the best method to learn a language is through exposure to and interaction with native speakers. Fluent-U achieves this by integrating video from YouTube and other sources into its own platform, which also includes quizzes, explanations, and subtitles. Whether you are studying Italian, Spanish, or German, that is actually the core of the entire Fluent-U platform.

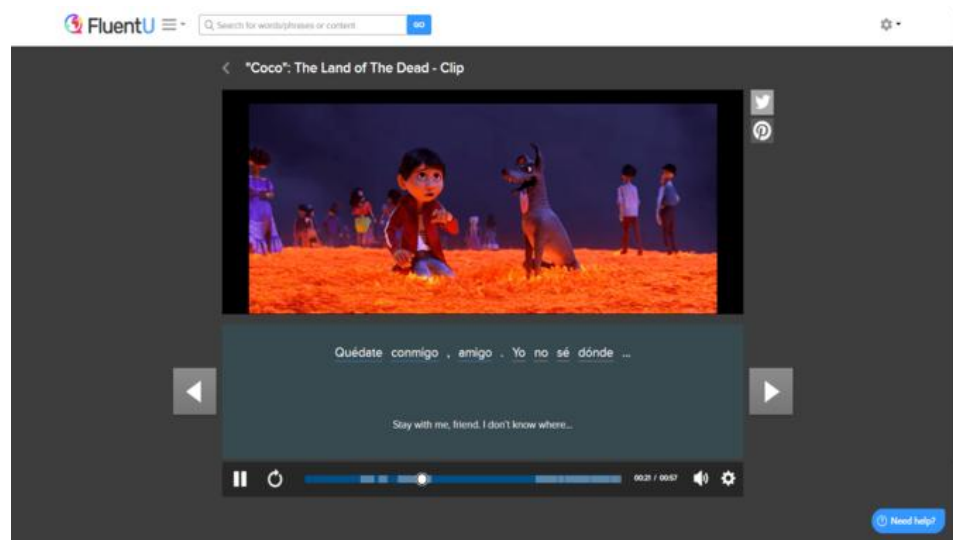
So how does this actually appear in practice? In any case, depending on your prior expertise, you can select beginner, intermediate, or advanced when you first sign up. Your course agenda, which is made up of various learning modules, will then be displayed to you. Each module consists of three or four courses and covers various subjects, grammatical elements, and other theme ideas.



Picture 2.1 Beginner small talk

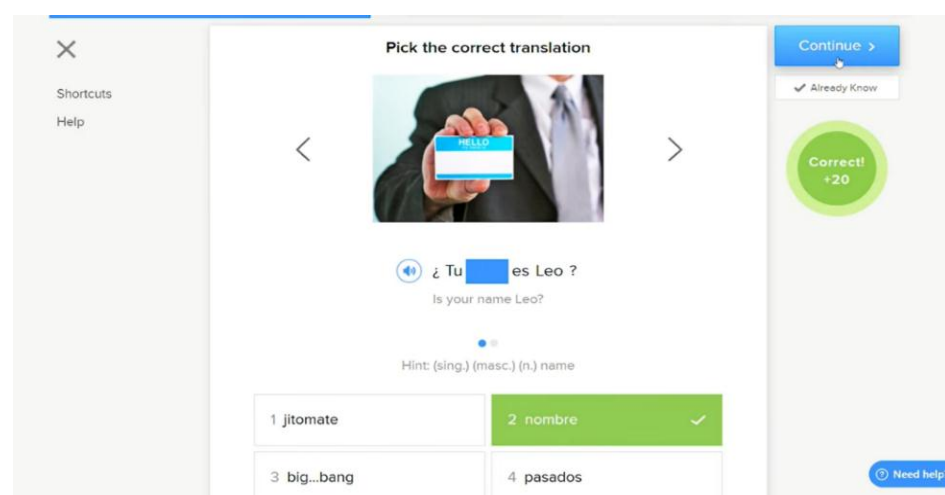
Picture 2.2 learning moduls for beginner

A module's individual lessons are all only 10 to 15 minutes long, on average. Usually, you'll begin by watching a video or listening to an audio clip where new words and phrases are presented.



Picture 2.3 Some Fluent-U lessons are audio-only
(but video is more common)

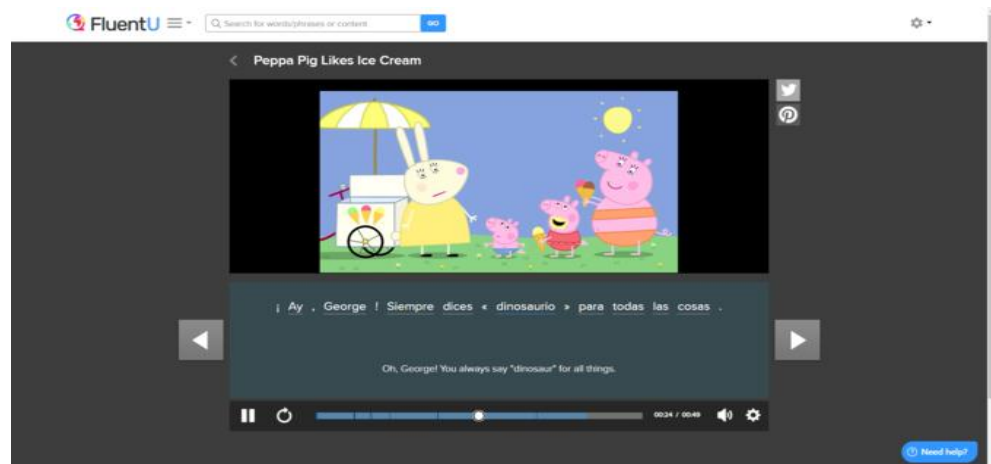
After that, you are asked to take a quiz to make sure you comprehend everything you have just studied. There are a variety of exercises in the test, such as multiple-choice questions, fill-in-the-blank questions, and sentence construction tasks. In all honesty, the diversity of exercises and drills is nice. And at a high level, that is indeed how the fundamental Fluent-U lessons operate. I'll go over the program's additional features, such as its extensive video library, because they are what truly distinguish Fluent-U from other similar services.



Picture 2.4 complete a quiz

1) Great For Visual Learners

I'd first like to point out that Fluent-U is a great option for visual learners. For those who adore visual involvement, it's very amazing. They include a ton of photos, graphics, videos, and subtitles in their language lessons.



e 2.5 Fluent-U is great for visual learners

The truth is that a huge portion of people learn best by seeing or hearing a word and connecting it to a specific image or video clip. The related image or video then serves as a memory aid to benefit these sorts

of learners when they are later asked to recollect the term. Just how some individuals take in and remember new words. If it describes your chosen learning style, Fluent-U will probably be a fantastic choice.

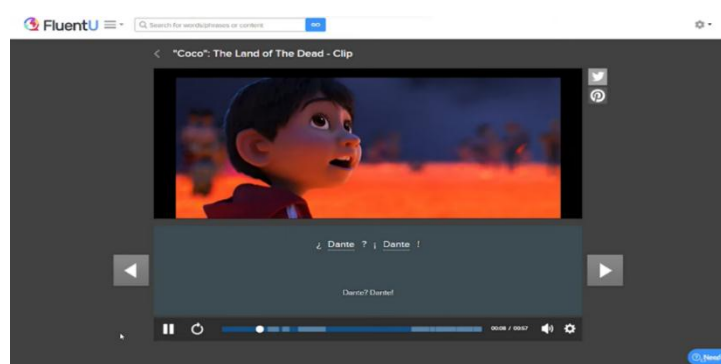
2) Deep Video Library

The video library at Fluent-U is another excellent feature. Fluent-U gives you access to tens of thousands of videos in your target language in addition to the fundamental lessons. To be clear, I'm not talking about tedious translation videos. These are actual videos, including cartoons, TV spots, movie trailers, music videos, and more.

Additionally, finding videos that suit your individual interests and proficiency level is quite simple with Fluent-U. You may use the search feature and a variety of other criteria to find your favorite videos. For instance, you might actually limit the content to movies about food and cuisine if you're learning Spanish, a beginner, and very interested in those topics. In that instance, a 2-minute recipe video on how to prepare tuna stuffed tomatoes is available, in which 23 new terms, including fresco, queso, and pimienta, are defined. You are then asked questions about what you just viewed thereafter.

Overall, it's just a really interesting and fun approach to pick up a new language. Since all you're doing is watching YouTube videos and

TV



bits, it

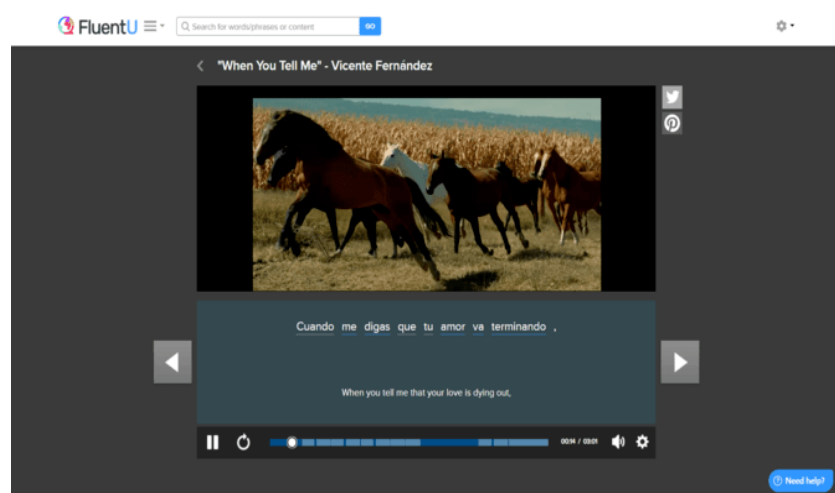
doesn't

even seem like you're learning. In the end, it's merely a pleasant diversion from the traditional language lessons.

Picture 2.6 video library

3) Video Breakdowns

Finally, I appreciate that Fluent-U adds several subtitles, suggestions, recommendations, and explanations to each video. This streamlines and facilitates the learning process. When you watch a video, for instance, a transcript appears below the screen that translates what is being said into both your native language and English.



Picture 2.7 The video breakdowns are very helpful

This makes it simple to follow along, even with more challenging videos that are possibly a little beyond of your level of proficiency. Additionally, when you hover your cursor over any word in the transcript box, Fluent-U immediately pauses the video and gives you a thorough analysis of that word, including its type (verb, preposition, noun, etc.) and tense (present tense, past tense, etc.).

C. Conceptual framewor

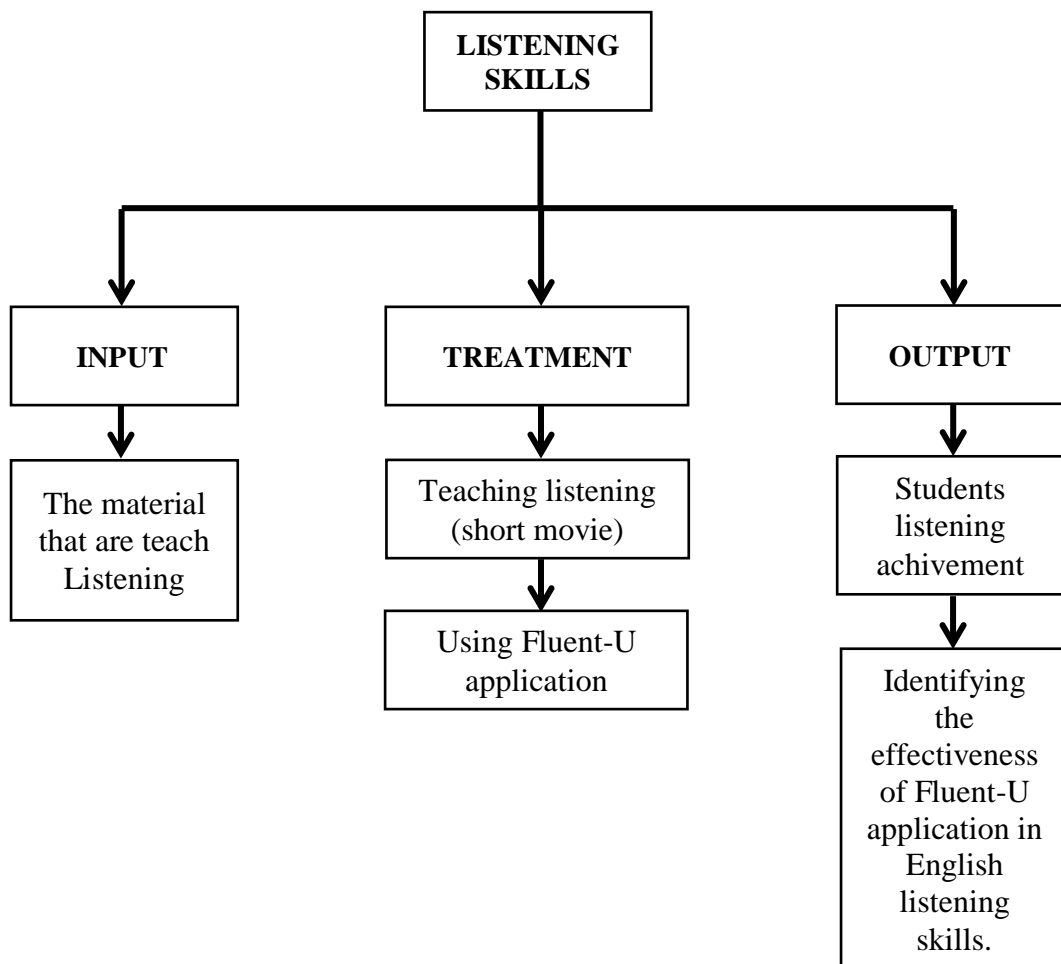


Figure 2.1 Conceptual Framework

This research discusses the impact of the Fluent-U application in English listening skill. First, the researcher gave a pre- test to students in multiple-choice and filling the blank questions in the question paper. After giving a pre-test, the researcher gives treatment using a piece of film in Fluent-U application. During the treatment, the researcher focused on improving students' listening through the fluent-U application in terms of beginner and pre- intermediate level. Lastly, the researcher gives a post-test in multiple choice and filling the blank questions with the same level of difficulty in the pre-test.

CHAPTER III METHODOLOGY

A. Research Design

In this study the researcher is conduct quantitative through experimental design. The researcher will apply a pre-experimental research design with pre-test and post-test.

Also, the researcher used test in the last meeting to find out the students' improvement through the use of "Fluent-U" Application. The design can be present as follow the figure below.

Table 3.1

| | | | | |
|---------------------------|----------|-----------|-----------|----------------------|
| One- Pre-test Post- | Pre-Test | Treatment | Post-test | Group and test |
| | O1 | X | O2 | |

Design

Where:

O₁: Pre-test

X: Treatment of Experimental group

O₂: Post-test

(Emzir, 2015:97)

B. Research Variable and Indicators

1. Independent Variable

A variable that can affect or react to a dependent variable is an independent variable. Fluent-U Application is used as the independent variable in this study.

2. Dependent Variable

A dependent variable is one that is affected or caused by another variable. Students' listening skills are dependent variables in this study.

3. Research indicators

The study's research indicator is how well Fluent adapts to students' listening abilities.

C. Population and Sample

The population of this research is students at class XI SMAN 12 Sinjai which totalled 2 class involved 30 students. The sample of this research class XI IPA involving 15 students.

The reason for talking samples in this research is for researcher can more easily, efficiently, and effectively analyse the require data. The teacher suggests choosing a sample class XI IPA.

| No. | Number of Students ‘ | |
|-------|----------------------|--------|
| | Male | Female |
| 1. | 5 | 10 |
| Total | 15 | |

Table 3.2 Sample of the research**D. Research Instrument**

Listening test used by the researcher as a pre-test and post-test to gauge how well students can interpret and comprehend the information. The pre-test administers before to the treatment to gauge the students' aptitude and ascertain whether or not they will use the Fluent-U Application effect their ultimate score on the post-test. After receiving therapy, the post-test is administered, and the outcomes of the pre-test and post-test compare.

E. Data Collection

After explaining the research instrument, let's move to the data collection. Data collection collects information from all the relevant sources to find answers to the research problem, testing the hypothesis, and evaluating the outcomes.

In collecting data, the researcher carried out the following steps:

a) First Meeting

Giving Pre-test

The pre-test administered before the present researcher using the Fluent-U application. The purpose of the pre-test is to gauge how well the students can comprehend the subject.

b) Second – Fifth Meeting

Treatment

- 1) The researcher explains how to use the Fluent-U application
- 2) The researcher played the film clips that had been provided
- 3) Students started listening to the film clips “Alice in Wonderland”
- 4) The researcher asked the students to listen to the film clips two or three times.
- 5) The researcher asked the students how their experience in listening to the film clips was.
- 6) The researcher plays the audio again, and instruct to listen carefully to answer questions orally.
- 7) The researcher asked the students listening to the film clips back two or three times.
- 8) The researcher strengthened the weaknesses of the previous meeting by solving problems in students’ listening skill
- 9) The researcher again gave verbal questions as in the previous meeting
- 10) The researcher gives the scores directly to students’ and the student who collects the most scores get an award from the researcher
- 11) After that the researcher motivated students to continue to improve their listening skills.

c) Six Meeting

Giving Post-test

Post-test has been given to the students after the treatment to find out How deep the adaptive the use of Fluent-U application in English Listening skill.

F. Data Analysis

In this research, the researcher used a listening test. The researcher focuses on how the effectiveness of Fluent-U application on students' listening skills. The pre-test is use to see the students' ability in understand the subject. Then a post-test is conduct to determine the effectiveness of Fluent-U application on students' listening skill. Researcher use statistical methods to analyze data.

1. Calculating the students score

$$\text{Scoring} = \frac{\sum \text{total correct answer}}{\text{Maximum Score}} \times 100$$

2. There were seven categories utilized to categorize the student's scores, and they were as follows:

Table 3.3 Classifying the student's Score in Listening

| Score | Classification |
|--------|----------------|
| 96-100 | Excellent |
| 86-95 | Early Good |
| 76-85 | Good |
| 66-75 | Fairly Good |
| 56-65 | Fair |
| 36-55 | Poor |
| 0-35 | Very Poor |

Depdikbud (2004)

3. To calculate the mean score of students' answer in both pre test and post test, the following formula was applied:

Formula:

$$x = \frac{\sum X}{N} \times 100$$

Where: x = Mean score

$\sum x$ = The row scor

N =The number of students

(Sudjiono 2003:78)

4. To determine each student's progress rate as a percentage between the pre and post test:

Formula:

$$p = \frac{K2-K1}{K2} \times 100 \%$$

where: P = Percentage

$K2$ = average score of post test

$K1$ = average score of pre test

(Sudjana 2003:76)

5. Calculating the percentages of scores for student's frequency and rate

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

6. The researcher utilized a t-test to determine whether students' Listening skills had improved :

Formula:

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where: t = Test of Significant Difference

D = The Mean of the Difference Score

$\sum D$ = The Sum of All Score

$\sum D^2$ = The Square of the Sum for Difference

N = The Total Number of Sample

(Sudjiono 2003:326)

7. Testing Hyppthesis

After getting the students 'significance scores (value of t), it compared with the value of the t -table. Suppose the value of the t -test is equal to or greater than the value of the t -table. In that case, it means that the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_1) is accepted because there is a significant difference between pre-test and post-test after applying the Fluent-u to improve students 'listening skill. The criteria for the hypothesis testing as follows:

Table 3.4 Criteria for the hypothesis testing

| Testing | Hypothesis | |
|----------------------------------|------------|----------|
| | H_0 | H_1 |
| $t\text{-test} > t\text{-table}$ | Rejected | Accepted |
| $t\text{-test} < t\text{-table}$ | Accepted | Rejected |

(Sudjiono, 2003: 326)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion about Improving students' English listening through the Fluent-U application. The findings of the research covered the result of the data collected through the test. In the discussion part, the researcher describes the interpretation of the findings.

A. Findings

The research findings using the Fluent-u application to improve English listening skills in the second grade of SMAN 12 Sinjai, combines quantitative data analysis with an experimental approach. Significantly the Fluent-U application is effective in improving English listening skills. According to research based on data collection from pre-test and post-test. The findings of the data analysis can be summarized as follow:

effectiveness of Fluent-U application in improving students' listening skills Based on the results of the study, students' English listening skills improved when they used the Fluent-U application. The difference between the average pre-test score of 65.33 and the post-test score of 71.66 showed that the percentage of students who improved their listening skills between the pre and post-test was 8.83%.

a. Pre-test

Pre-test was conducted before using the Fluent-U application to measure students' listening skills in listening comprehension. The students' were given a pre-test of this test. Before giving the pre-test, the researcher first introduced the Fluent-u application to the students'. The fluent-u application can be used by students' to improve listening skills, with this students' can be more interested in learning listening and this can improve students' listening skills. The researcher found that the students' pre-test results based on the assessment produced information as shown in the following table:

Table 4.1 The Pre-test Students' Rate Score

| No | Classification | Score | Pre-test | |
|-------|----------------|--------|-----------|------------|
| | | | Frequency | Percentage |
| 1 | Excellent | 96-100 | - | - |
| 2 | Early Good | 86-95 | - | - |
| 3 | Good | 76-85 | 1 | 6.67% |
| 4 | Fairly Good | 66-75 | 6 | 40% |
| 5 | Fair | 56-65 | 5 | 33.33% |
| 6 | Poor | 36-55 | 3 | 20% |
| 7 | Very Poor | 0-35 | - | - |
| Total | | | 15 | 100% |

According to data collected by researchers from the pre-test, three students scored in the Poor category (which represents 20% of the class), five students scored in the Fair category (33.33%), six students scored in the Fairly Good category (40%), and one student scored in

the Good category (6.67%). In addition, none of the students who have Very Poor, Early Good, and Excellent categories are very similar to each other. Researchers concluded from the percentage of students' Listening scores that their listening ability needed to be improved.

b. Post-Test

After the researcher treated the students', the Post-test measured the percentage of Listening Rate scores from the 15 students' SMAN 12 Sinjai second grades participated in the procedure.

Table 4.2 The Pre-test Students' Rate Score

| No | Classification | Score | Post-test | |
|-------|----------------|--------|-----------|------------|
| | | | Frequency | Percentage |
| 1. | Excellent | 96-100 | 0 | 0% |
| 2. | Early Good | 86-95 | 1 | 6.67% |
| 3. | Good | 76-85 | 0 | 0% |
| 4. | Fairly Good | 66-75 | 9 | 60% |
| 5. | Fair | 56-65 | 5 | 33.33 % |
| 6. | Poor | 36-55 | 0 | 0% |
| 7. | Very Poor | 0-35 | 0 | 0% |
| Total | | | 15 | 100% |

4.2 shows the results of students' listening scores on the post-test. According to the data above, one student (6.67%) is in the early good category, five students (33.33%) are in the Fair category, and nine students (60%) are in the Fairly Good category. No student falls into the excellent, poor, or very poor category.

As observed in relation to the students' listening scores above, post-test results improved further. Some students were in the Poor or Very Poor category and more than half of the students who took the test received either classification.

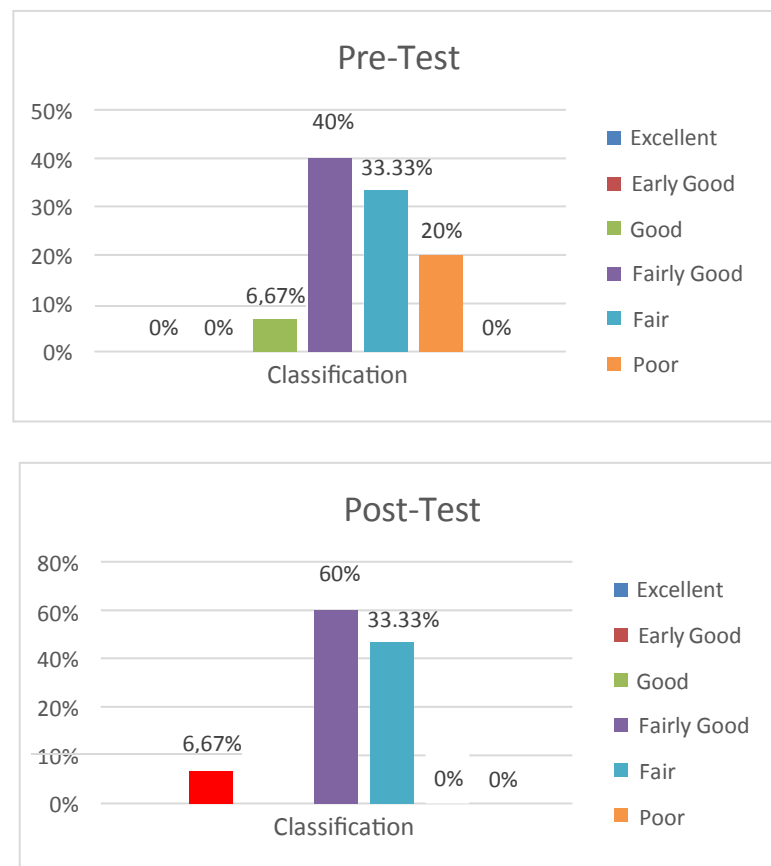


Figure 4.1 The Rate Frequency of The Students 'Listening Score in Pre-test and Post-test.

c. Mean Score

The Improvement of the mean score of students' listening can be seen in the following table.

Table 4.3 Mean Score of Students; Listening in Pre-test and Post-test.

| Indicator | Pre-Test | Post-Test | Improvement |
|--------------------|----------|-----------|-------------|
| Students Listening | 65.33 | 71.66 | 8.83% |

According to table of the mean listening score for the students, the pre-test result was 65.33 (Fair), and the post-test result was 71.66 (Fairly Good). The research was improved by 8.83%. It is safe to believe that the study on the effectiveness of the Fluent-u application for students' listening skills was successful.

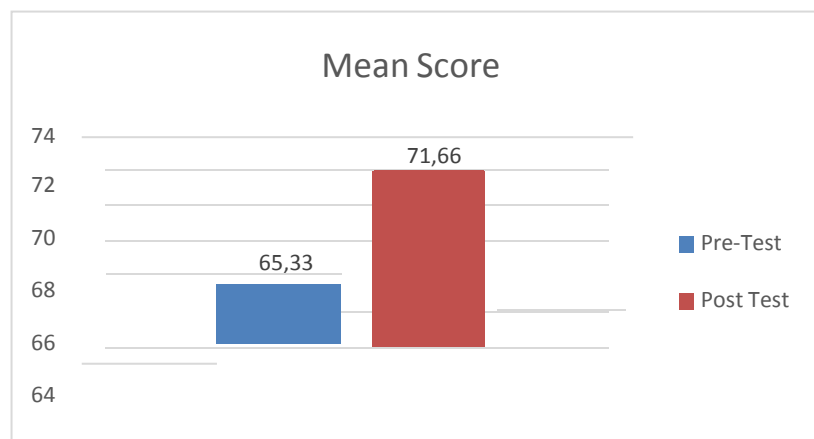


Figure 4. 2 Mean Score of Students 'Vocabulary in Pre-test and Post-test.

d. Hypothesis Testing

A hypothesis is the expected result in this study stated in chapter II. The hypothesis proposed in this study is the effectiveness of the fluent-u application in improving students' English listening skills.

The hypothesis was tested by using inferential analysis. In this case, the researcher used a t-test (test of significance) for the independent sample. The level of significance (α) = 0.05 with the degree of freedom (df) = $N - 1$, where N = number of subject (15 students) then the value of t-table is 2.14479 the t-test statistical. The analysis for the independent sample was applied, and the following table shows the result of the t-test calculation.

Table 4.4 The Comparison of T-test and T=table Score of the Students' Listening.

| Indicator | Pre-test | Post-test | Improvement |
|-----------------------|----------|-----------|-------------|
| Listening Improvement | 4,03 | 21,14 | 1,89% |

Table 4.4 demonstrates that the t-test score $94.03 > 2.14$) is higher than the value of the t-table. The alternative hypothesis (H1) is considered to have been accepted while the null hypothesis (H0) was rejected. The students listening score improved between the results

obtained before and after utilizing the fluent-u application as indicated by the significant number of 1.87.

B. Discussion

In this section, the conclusion of the findings is discussed. The purpose of this conversation is to discuss how effective the fluent-u application is in improving students' English listening skills. The explanation is based on the results of Pre-test and Post-test.

Fluent-u is a language learning platform that uses a wide variety of videos. This application offers a variety of video content, including news, discussions, inspirational films, and various teaching materials. Viewers are then given access to these films as a form of learning in aiding language acquisition, Altynbekova (2020). Fluent-u is one of the platforms that allows users to have good listening skills, as already explained after watching video content, this program requires its users to do some exercises. The user's listening skills are automatically improved by this activity.

In accordance with each claim made by the earlier researchers, the conclusions of this study was that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected because the t-test result was higher than the value of t-table ($4.03 > 2.14479$). The study showed that the alternative hypothesis, which was stated in chapter II, "There is an increase in students' listening skills through the fluent-u application", was

supported by the research. Listening is difficult for students' because their English vocabulary is limited. Secondly, students' rarely practice listening to English language content. Third, the large number of English accents makes them think it is very difficult. However, after several listening practices using and being introduced to the fluent-u application, their listening skills were better.

1. Students' Pre-test

The pre-test was carried out to determine students' ability to listen to a film clip in the form of a Disney film. The result showed that students' found it difficult to answer several multiple choice tests related to the film because they had too many of the same accents, insufficient vocabulary and lack of listening practice in class. The students' mean score in the pre-test was 65.33, which is in the Fair category. Related to the data above, it can be said that students' English listening skills are still low.

2. Students' Post-test

The post-test was utilized to locate the improvement of the students' listening skills after given a set of treatment. It has been conducted using the same media and samples during the pre-test based on the data found by the researcher, the students' listening skills is getting better. Most students' can listen to a few sentences by answering the test. This happened because students had received the material and also practiced with the fluent-u application. These result

show that students' listening skills have been improved and also show that this application is effective in improving students' listening skills. Moreover, the students' mean score in the post-test was 71.66, which is in the Fairly Good category.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

After going through the analysis and discussion all of the data obtained through the pre-experimental study at SMAN 12 Sinjai, there are several important points that can be concluded to answer to intended research questions. Researcher put forward several problems faced by students' in improving listening skills. Among them, the number of accents in English, loss of concentration, and learning strategies that are not effective for students. These things are obstacles for students' in improving their listening skills. Research that utilizes the Fluent-U application as a learning media to improve listening skills, most students show a positive response. After receiving the material and watching the short movie on the Fluent-U application, they felt that their listening had improved and the students were enjoyed with the material.

In accordance with the previous sentence, the Fluent-U application showed benefits for students. In the second grade of SMAN 12 Sinjai, after using the Fluent-U application, researchers saw an improvement in their listening and recognized its benefits as a learning media. It was demonstrated by the rise in the students' mean score from 65.33 to 71.66 between the pre-test and post-test. It went up 8.83%. Furthermore, the t-test result ($4.03 > 2.14479$) is better than the t-table

value. These results show that using the Fluent-U application is effective in improving students' listening skills.

B. SUGGESSTION

Based on the result of data analysis and conclusion of this research, the researcher also gives some suggestions for some elements related to this research, those are:

1. English teachers must prepare new methods or interesting learning applications in teaching listening. This can make students feel happy to be interested in the learning process but they remain focused on the material. And also researchers suggest teachers to apply the use of Fluent-U application in teaching students' listening.
2. Listening is the process of understanding to get information from what is heard and listening can add new vocabulary.
3. Listening through the use of Fluent-U application can make students able to improve listening which is more interesting and can make students enjoy the learning process more.
4. Student should help teachers use good educational applications or provide new media, they must also be serious and pay attention to their teachers in the learning process.
5. For other researchers, they must find new learning methods or strategies to apply their research which is better than some previous studies.

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Appendix 1**PRE-TEST****Directions:**

In this part of the test you will hear stories in English. The story will be repeated twice. This story will not be printed in your book, so you must listen carefully to understand what the speaker is saying. After you've listened to the story, read through the possible answers, and decide which would be the best answer to the question you hear.

Questions for number 1 – 6**The text from the audio:**

Alice was beginning to get very bored. She and her sister were sitting under the trees. Her sister was reading, but Alice had nothing to do once or twice she looked into her sister's book, but it had no pictures or conversations in it. "And what is the use of a book." Thought Alice, without pictures or conversations? She tried to think of something to do, but it was a hot day and she felt very sleepy and stupid. She was still sitting and thinking when suddenly a White Rabbit with pink eyes ran past her.

1. From the audio, where is the place of the story?
 - a. At home
 - b. In the park**
 - c. On the road
 - d. At school

2. What is the main characters name?
 - a. Alex
 - b. Alice**
 - c. Angle
 - d. Albert

3. When exactly is the situation in the story?
 - a. At night
 - b. At afternoon**
 - c. In the morning
 - d. At midnight

4. Bored, the synonym of the underlined word is....
 - a. Tired**
 - b. Happy
 - c. Sad
 - d. Angry

5. Who is Alice sitting under the tree with?
 - a. Her mother
 - b. Her pet
 - c. Her sister**
 - d. Her brother

6. What figure did Alice imagine in her daydream?
 - a. A cat
 - b. A rabbit**
 - c. An ant
 - d. An eagle

Question for number 7-10**The text from the audio:**

There was nothing really strange about seeing a White Rabbit. Alice was not even surprised when the White Rabbit said. ‘Oh dear! Oh dear! I shall be late!’ (Perhaps it was a little strange Alice thought later. But at the time she was not surprised.) But then the Rabbit took a watch out of its pucker, looked at it. And hurried on. At once Alice jumped to her feet. ‘I’ve never before seen a rabbit with either a pocket, or a watch to take out of it’ she thought. And she ran quickly across the field after the Rabbit. She did not stop to think, and when the Rabbit ran down a large rabbit hole Alice followed it immediately.

7. What color is the rabbit?
 - a. Black
 - b. Green
 - c. White**
 - d. Brown

8. What did the rabbit take out of this pocket?
 - a. A watch**
 - b. A compass
 - c. A handphone
 - d. A ring

9. Large, the antonym of the underlined word is...
 - a. Big
 - b. Little**
 - c. Huge
 - d. Small

10. How did Alice react when she saw the rabbit?

- a. She was shocked
- b. She is not surprised**
- c. She fainted
- d. She is angry

Questions for number 11 – 15

The text from the audio:

She was now in a long, dark room with three doors all around the walls, and she could not see the White Rabbit anywhere. She tried to open the doors, but they were all locked ‘How will I ever get out again?’ she thought sadly. Then she saw a little glass table with three legs, and on the top of it was a very small gold key. Alice took quickly the key and tried it in all the doors, but oh dear! Either the locks were too big, or the key was too small, but she could not open any of the doors. Then she saw another door, a door that was only forty centimetres high. The little gold key unlocked this door easily, but of course, Alice could not get through it – she was much too big. So, she lay on the floor and looked through the open door, into a beautiful garden with green trees and bright flowers.

11. How many doors did Alice see?

- a. 1 door
- b. 7 doors
- c. 2 doors
- d. 3 doors**

12. What is the color of the key that Alice finds?

- a. Black
- b. Brown

- c. Red
- d. Gold**

13. Which door did Alice enter?

- a. The door that is only 40 centimeters high**
- b. The biggest door
- c. The door that is 80 centimeters high
- d. The most luxurious door

14. How did Alice get through the door?

- a. She is lying down**
- b. She jumps
- c. She just stands
- d. She sleeps

15. Big, the synonym of the underlined word is...

- a. Small**
- b. Large
- c. Little
- d. Slow

Appendix 2

POST-TEST

Directions:

In this part of the test, you will hear and watch movies in English without subtitles. So, you have to listen and watch carefully to understand the information in the movie. As you watch the film, read through the possible answers, and decide which one would be the best answer to the given question.

1. From the audio, where is the place of the story?
 - a. At home
 - b. At school
 - c. On the road
 - d. In the park**

2. What is the main characters name?
 - a. Alex
 - b. Albert
 - c. Angle
 - d. Alice**

3. When exactly is the situation in the story?
 - a. At Afternoon**
 - b. At night
 - c. In the morning
 - d. At midnight

4. Bored, the synonym of the underlined word is....
 - a. Sad
 - b. Happy
 - c. Tired**
 - d. Angry

5. Who is Alice sitting under the tree with?
 - a. **Her sister**
 - b. Her pet
 - c. Her mother
 - d. Her brother

6. What figure did Alice imagine in her daydream?
 - a. A cat
 - b. An ant
 - c. **A rabbit**
 - d. An eagle

7. What color is the rabbit?
 - a. Black
 - b. **White**
 - c. Green
 - d. Brown

8. What did the rabbit take out of this pocket?
 - a. A ring
 - b. A compass
 - c. A handphone
 - d. **A watch**

9. Large, the antonym of the underlined word is...
 - a. Big
 - b. Small
 - c. Huge
 - d. **Little**

10. How did Alice react when she saw the rabbit?
 - a. She was shocked
 - b. She is angry

- c. She fainted
- d. She is not surprised**

11. How many doors did Alice see?

- a. 3 doors**
- b. 7 doors
- c. 2 doors
- d. 1 door

12. What is the color of the key that Alice finds?

- a. Black
- b. Brown
- c. Gold**
- d. Red

13. Which door did Alice enter?

- a. The luxurious door
- b. The biggest door
- c. The door that is 80 centimeters high
- d. The door that is only 40 centimeters high**

14. How did Alice get through the door?

- a. She sleeps
- b. She jumps
- c. She just stands
- d. She is lying down**

15. Big, the synonym of the underlined word is...

- a. Little
- b. Large
- c. Small**
- d. Slow

Appendix 3.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 12 SINJAI
Mata Pelajaran : Bahasa Inggris
Kelas : IX
Alokasi Waktu : 1 Pertemuan (2x45 menit)
Materi Pokok : Listening

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|--|---|
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. | 3.8.1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya. 3.8.2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas |

| | |
|--|---|
| | XI, sesuai dengan konteks penggunaannya. |
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI. | <p>4.8.1 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</p> <p>4.8.2 Membedakan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</p> |

B. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan dapat:

1. Siswa mengidentifikasi informasi dari teks deskriptif.
2. Siswa mengidentifikasi kosa kata melalui aplikasi Fluent-U
3. Siswa Menerapkan penggunaan aplikasi Fluent-U dalam pembelajaran listening

C. Langkah-langkah Pembelajaran

| Kegiatan Pendahuluan (10 menit) |
|--|
| <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menyapa siswa. 2. Guru meminta ketua kelas untuk memimpin do'a sebelum belajar. 3. Guru memeriksa kehadiran para siswa. 4. Guru memberitahukan materi yang akan dipelajari. 5. Guru menyampaikan tujuan pembelajaran yang akan dicapai. |
| Kegiatan Inti (40 menit) |
| <ol style="list-style-type: none"> 1. Peserta didik diberikan penjelasan mengenai materi <i>The definition of Listening and Fluent-U application as a medium to learn English.</i> 2. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, sampai ke pertanyaan yang berkaitan dengan materi <i>Listening and Fluent-U application as a medium to learn English.</i> 3. Peserta didik mendiskusikan materi dan mengerjakan tugas yang diberikan guru. 4. Peserta didik 59ocial59 guru menyimpulkan materi yang telah dipelajari tentang point-point penting yang telah diajarkan dengan kata-kata mereka sendiri dalam kegiatan pembelajaran yang baru dilakukan. |
| Kegiatan Penutup (10 menit) |
| <ol style="list-style-type: none"> 1. Guru mengingatkan siswa untuk mempelajari materi yang akan dibahas di pertemuan selanjutnya. 2. Guru mengakhiri pertemuan dengan berdo'a. |

3. Guru mengucapkan salam penutup.

D. Penilaian Hasil Pembelajaran

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

Penilaian Pengetahuan : Hasil pemahaman siswa melalui tes lisan.

Penilaian Keterampilan : Unjuk kerja kegiatan diskusi.

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 12 SINJAI
Mata Pelajaran : Bahasa Inggris
Kelas : IX
Alokasi Waktu : 1 Pertemuan (2x45 menit)
Materi Pokok : Listening

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|---|--|
| 3.8 Membedakan fungsi sosial struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait gejala alam atau social yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. | <p>3.8.3. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait gejala alam atau social yang tercakup dalam mata pelajaran lain di kelas XI sesuai dengan konteks penggunaannya.</p> <p>3.8.4. Membedakan fungsi sosial ,struktur teks, dan unsur kebahasaan beberapa teks tulis dengan memberi dan meminta informasi terkait gejala alamat atau social yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks</p> |

| | |
|--|--|
| | penggunaannya. |
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI. | <p>4.8.1 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</p> <p>4.8.2 Membedakan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p> |

B. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan dapat:

1. Siswa mengidentifikasi informasi dari teks deskriptif.
2. Siswa mengidentifikasi kosa kata melalui aplikasi Fluent-U
3. Siswa Menerapkan penggunaan aplikasi Fluent-U dalam pembelajaran listening

C. Langkah-langkah Pembelajaran

| Kegiatan Pendahuluan (10 menit) |
|---|
| <ol style="list-style-type: none"> 6. Guru mengucapkan salam dan menyapa siswa. 7. Guru meminta ketua kelas untuk memimpin do'a sebelum belajar. 8. Guru memeriksa kehadiran para siswa. 9. Guru memberitahukan materi yang akan dipelajari. 10. Guru menyampaikan tujuan pembelajaran yang akan dicapai. |
| Kegiatan Inti (40 menit) |
| <ol style="list-style-type: none"> 5. Guru menampilkan potongan dari film "<i>Alice in Wonderland</i>" yang akan di tampilkan melalui perangkat pembelajaran yang tersedia. 6. Guru memberikan kesempatan pada siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami pada film. 7. Peserta didik mendiskusikan materi dan mengerjakan tugas yang diberikan guru. 8. Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang pemahaman mereka terhadap film yang diputar dan kosakata yang mereka pahami.. |
| Kegiatan Penutup (10 menit) |
| <ol style="list-style-type: none"> 4. Guru mengingatkan siswa untuk mempelajari materi yang akan dibahas di pertemuan selanjutnya. 5. Guru mengakhiri pertemuan dengan berdo'a. 6. Guru mengucapkan salam penutup. |

D. Penilaian Hasil Pembelajaran

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

Penilaian Pengetahuan : Hasil pemahaman siswa melalui tes lisan.

Penilaian Keterampilan : Unjuk kerja kegiatan diskusi.

APPENDICES C

C.1 The Name of the selected students

C.2 The Students' Row of Pre-Test

C.3 The students' Row of Post-Test

C.4 The Table of students' Listening Totally Score Achievement

C.5 Classification of Students' Listening All Scores

C.6 Table of Percentage of Students' Listening Skills

C.7 Mean Score of the Pre-Test, Post-Test, and Gain

C.8 The Percentage of the Students' Listening Skills

C.9 Calculating the t-test all scores analysis of students' listening

C.10 Table Distribution Of T-Value

APPENDICES C.1

The Name of the selected students' of second grade of SMAN 12 SINJAI

| No | Sample | Class | Code |
|----|--------|--------|------|
| 1 | S-1 | XI IPA | S-1 |
| 2 | S-2 | XI IPA | S-2 |
| 3 | S-3 | XI IPA | S-3 |
| 4 | S-4 | XI IPA | S-4 |
| 5 | S-5 | XI IPA | S-5 |
| 6 | S-6 | XI IPA | S-6 |
| 7 | S-7 | XI IPA | S-7 |
| 8 | S-8 | XI IPA | S-8 |
| 9 | S-9 | XI IPA | S-9 |
| 10 | S-10 | XI IPA | S-10 |
| 11 | S-11 | XI IPA | S-11 |
| 12 | S-12 | XI IPA | S-12 |
| 13 | S-13 | XI IPA | S-13 |
| 14 | S-14 | XI IPA | S-14 |
| 15 | S-15 | XI IPA | S-15 |

APPENDICES C.2

The Students' Row of Pre-Test

| Respondents | Score |
|----------------|--------------|
| S-1 | 75 |
| S-2 | 55 |
| S-3 | 60 |
| S-4 | 55 |
| S-5 | 70 |
| S-6 | 60 |
| S-7 | 80 |
| S-8 | 70 |
| S-9 | 55 |
| S-10 | 70 |
| S-11 | 75 |
| S-12 | 60 |
| S-13 | 75 |
| S-14 | 60 |
| S-15 | 60 |
| Total | $\sum X=980$ |
| Mean Score (X) | $X=65.33$ |

APPENDICES C.3

Table of Students' Row Post-Test

| Respondents | Score |
|----------------|---------------|
| S-1 | 75 |
| S-2 | 60 |
| S-3 | 65 |
| S-4 | 65 |
| S-5 | 70 |
| S-6 | 65 |
| S-7 | 75 |
| S-8 | 60 |
| S-9 | 70 |
| S-10 | 75 |
| S-11 | 95 |
| S-12 | 75 |
| S-13 | 75 |
| S-14 | 75 |
| S-15 | 75 |
| Total | $\sum X=1075$ |
| Mean Score (X) | $X=71.66$ |

APPENDICES C.4

Table of Students' Listening Totally Score Achievement.

| Students | All Score | | D ($X_2 - X_1$) | D ² |
|----------|----------------|-----------------|-----------------------|-----------------|
| | Pre (X_1) | Post (X_2) | | |
| S-1 | 75 | 75 | 0 | 0 |
| S-2 | 55 | 60 | 10 | 100 |
| S-3 | 60 | 65 | 10 | 100 |
| S-4 | 55 | 65 | 20 | 400 |
| S-5 | 70 | 70 | 0 | 0 |
| S-6 | 60 | 65 | 10 | 100 |
| S-7 | 80 | 75 | -10 | 100 |
| S-8 | 70 | 60 | 20 | 400 |
| S-9 | 55 | 70 | 30 | 900 |
| S-10 | 70 | 75 | 10 | 100 |
| S-11 | 75 | 95 | 40 | 1600 |
| S-12 | 60 | 75 | 20 | 400 |
| S-13 | 75 | 75 | 0 | 0 |
| S-14 | 60 | 75 | 30 | 900 |
| S-15 | 60 | 75 | 30 | 900 |
| TOTAL | $\sum X_1=980$ | $\sum X_2=1075$ | $\sum D=220$ | $\sum D^2=6000$ |
| | | | $(\sum D)^2= 48.4000$ | |

APPENDICES C.5

Classification of Students' Listening All Scores.

| Students | Pre-Test | Classification | Post-Test | Classification |
|----------|----------|----------------|-----------|----------------|
| S-1 | 75 | Fairly Good | 75 | Fairly Good |
| S-2 | 55 | Poor | 60 | Fair |
| S-3 | 60 | Fair | 65 | Fair |
| S-4 | 55 | Poor | 65 | Fair |
| S-5 | 70 | Fairly Poor | 70 | Fairly Good |
| S-6 | 60 | Fair | 65 | Fair |
| S-7 | 80 | Good | 75 | Fairly Good |
| S-8 | 70 | Fairly Good | 60 | Fair |
| S-9 | 55 | Poor | 70 | Fairly Good |
| S-10 | 70 | Fairly Good | 75 | Fairly Good |
| S-11 | 75 | Fairly Good | 95 | Fairly Good |
| S-12 | 60 | Fair | 75 | Fairly Good |
| S-13 | 75 | Fairly Good | 75 | Fairly Good |
| S-14 | 60 | Fair | 75 | Fairly Good |
| S-15 | 60 | Fair | 75 | Fairly Good |

APPENDICES C.6

Table of Percentage of students' Listening skills

| No | Classification | Score | Content | | | |
|-------|----------------|--------|-----------|------------|-----------|------------|
| | | | Pre-Test | | Post-Test | |
| | | | Frequency | Percentage | Frequency | Percentage |
| 1 | Excellent | 96-100 | 0 | 0% | 0 | 0% |
| 2 | Early Good | 86-95 | 0 | 0% | 1 | 6.67% |
| 3 | Good | 76-85 | 1 | 6.67% | 0 | 0% |
| 4 | Fairly Good | 66-75 | 6 | 40% | 9 | 60% |
| 5 | Fair | 56-65 | 5 | 33.33% | 5 | 33.33% |
| 6 | Poor | 36-55 | 3 | 20% | 0 | 0% |
| 7 | Very Poor | 0-35 | 0 | 0% | 0 | 0% |
| Total | | | 15 | 100% | 18 | 100% |

APPENDICES C.7**Mean Score of the Pre-Test, Post-Test, and Gain**

- a. Mean score of students' listening pre-test

$$x = \frac{\sum X}{N} \times 100$$

$$x = \frac{980}{15} \times 100$$

$$x = 65.33 \text{ (intermediate)}$$

- b. Mean Score of Students' listening post-test

$$x = \frac{\sum X}{N} \times 100$$

$$x = \frac{1075}{15} \times 100$$

$$x = 71.66 \text{ (Good)}$$

- c. The students' Mean Score of Gain (D)

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{220}{15}$$

$$Md = 14.66$$

APPENDICES C.8

The Percentage of the Students' listening skills

$$X_1 = 65.33$$

$$X_2 = 71.66$$

The improvement of Students' score in content from Pre-Test to Post-Test:

$$p = \frac{x_2 - x_1}{K_2} \times 100 \%$$

$$p = \frac{71.66 - 65.33}{71.66} \times 100 \%$$

$$p = \frac{6.33}{71.66} \times 100 \%$$

$$p = \frac{6.33}{71.66}$$

$$p = 8.83\%$$

APPENDICES C.9

Calculating the t-test all score analysis of students' listening

$$t = \frac{Md}{\frac{\sqrt{\sum d^2 - \frac{(\sum d)^2}{N}}}{N(N-1)}}$$

$$t = \frac{14.66}{\frac{\sqrt{6000 - \frac{48400}{15}}}{15(15-1)}}$$

$$t = \frac{14.66}{\frac{\sqrt{6000 - 3.226,6}}{15(14)}}$$

$$t = \frac{14.66}{\frac{\sqrt{2.773,4}}{210}}$$

$$t = \frac{14.66}{\sqrt{13,2}}$$

$$t = \frac{14.66}{3.63}$$

$$t = 4.03$$

APPENDICES C.10. Table Distribution of T-Value

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = $N - 1 = 15 - 1 = 14$, T- table = 2.114479.

| Pr | 0.25 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | | | | | |
|----|--------|------|---------|-------|---------|-------|----------|--|----------|--|----------|--------|
| D | 0.50 | 0.20 | 0.10 | 0.050 | 0.02 | 0.010 | 0.002 | | | | | |
| 1 | 1.0000 | | 3.07768 | | 6.31375 | | 12.70620 | | 31.82052 | | 63.65674 | 318.30 |
| 2 | 0.8165 | | 1.88562 | | 2.91999 | | 4.30265 | | 6.96456 | | 9.92484 | 22.327 |
| 3 | 0.7648 | | 1.63774 | | 2.35336 | | 3.18245 | | 4.54070 | | 5.84091 | 10.214 |
| 4 | 0.7407 | | 1.53321 | | 2.13185 | | 2.77645 | | 3.74695 | | 4.60409 | 7.1731 |
| 5 | 0.7266 | | 1.47588 | | 2.01505 | | 2.57058 | | 3.36493 | | 4.03214 | 5.8934 |
| 6 | 0.7175 | | 1.43976 | | 1.94318 | | 2.44691 | | 3.14267 | | 3.70743 | 5.2076 |
| 7 | 0.7111 | | 1.41492 | | 1.89458 | | 2.36462 | | 2.99795 | | 3.49948 | 4.7852 |
| 8 | 0.7063 | | 1.39682 | | 1.85955 | | 2.30600 | | 2.89646 | | 3.35539 | 4.5007 |
| 9 | 0.7027 | | 1.38303 | | 1.83311 | | 2.26216 | | 2.82144 | | 3.24984 | 4.2968 |
| 10 | 0.6998 | | 1.37218 | | 1.81246 | | 2.22814 | | 2.76377 | | 3.16927 | 4.1437 |
| 11 | 0.6974 | | 1.36343 | | 1.79588 | | 2.20099 | | 2.71808 | | 3.10581 | 4.0247 |
| 12 | 0.6954 | | 1.35622 | | 1.78229 | | 2.17881 | | 2.68100 | | 3.05454 | 3.9296 |
| 13 | 0.6938 | | 1.35017 | | 1.77093 | | 2.16037 | | 2.65031 | | 3.01228 | 3.8519 |
| 14 | 0.6924 | | 1.34503 | | 1.76131 | | 2.14479 | | 2.62449 | | 2.97684 | 3.7873 |
| 15 | 0.6912 | | 1.34061 | | 1.75305 | | 2.13145 | | 2.60248 | | 2.94671 | 3.7328 |
| 16 | 0.6901 | | 1.33676 | | 1.74588 | | 2.11991 | | 2.58349 | | 2.92078 | 3.6861 |
| 17 | 0.6892 | | 1.33338 | | 1.73961 | | 2.10982 | | 2.56693 | | 2.89823 | 3.6457 |
| 18 | 0.6883 | | 1.33039 | | 1.73406 | | 2.10092 | | 2.55238 | | 2.87844 | 3.6104 |
| 19 | 0.6876 | | 1.32773 | | 1.72913 | | 2.09302 | | 2.53948 | | 2.86093 | 3.5794 |
| 20 | 0.6869 | | 1.32534 | | 1.72472 | | 2.08596 | | 2.52798 | | 2.84534 | 3.5518 |
| 21 | 0.6863 | | 1.32319 | | 1.72074 | | 2.07961 | | 2.51765 | | 2.83136 | 3.5271 |
| 22 | 0.6858 | | 1.32124 | | 1.71714 | | 2.07387 | | 2.50832 | | 2.81876 | 3.5049 |
| 23 | 0.6853 | | 1.31946 | | 1.71387 | | 2.06866 | | 2.49987 | | 2.80734 | 3.4849 |
| 24 | 0.6848 | | 1.31784 | | 1.71088 | | 2.06390 | | 2.49216 | | 2.79694 | 3.4667 |
| 25 | 0.6844 | | 1.31635 | | 1.70814 | | 2.05954 | | 2.48511 | | 2.78744 | 3.4501 |
| 26 | 0.6840 | | 1.31497 | | 1.70562 | | 2.05553 | | 2.47863 | | 2.77871 | 3.4350 |
| 27 | 0.6836 | | 1.31370 | | 1.70329 | | 2.05183 | | 2.47266 | | 2.77068 | 3.4210 |
| 28 | 0.6833 | | 1.31253 | | 1.70113 | | 2.04841 | | 2.46714 | | 2.76326 | 3.4081 |
| 29 | 0.6830 | | 1.31143 | | 1.69913 | | | | 2.46202 | | 2.75639 | 3.3962 |
| 30 | 0.6827 | | 1.31042 | | 1.69726 | | 2.04227 | | 2.45726 | | 2.75000 | 3.3851 |
| 31 | 0.6824 | | 1.30946 | | 1.69552 | | 2.03951 | | 2.45282 | | 2.74404 | 3.3749 |
| 32 | 0.6822 | | 1.30857 | | 1.69389 | | 2.03693 | | 2.44868 | | 2.73848 | 3.3653 |
| 33 | 0.6820 | | 1.30774 | | 1.69236 | | 2.03452 | | 2.44479 | | 2.73328 | 3.3563 |
| 34 | 0.6817 | | 1.30695 | | 1.69092 | | 2.03224 | | 2.44115 | | 2.72839 | 3.3479 |
| 35 | 0.6815 | | 1.30621 | | 1.68957 | | 2.03011 | | 2.43772 | | 2.72381 | 3.3400 |

APPENDICES D

Documentation









MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 14834/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : SRI KHAFIFAH SYARIANI
Stambuk : 105351112119
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : SINJAI / 02-02-2000
Alamat : Samata, Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Effectiveness of Fluent-U application in English Listening Skills for Students at SMAN 12 Sinjai

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
02 September 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



PEMERINTAH PROVINSI SULAWESI SELATAN
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| Lampiran | : - | Kepala Dinas Pendidikan Prov. |
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di-
Tempat

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|-------------------|--|
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| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Alamat | : Jl. Sultan Alauddin No. 259 Makassar |

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" THE EFFECTIVENESS OF THE FLUENTU APPLICATION IN ENGLISH LISTENING SKILLS FOR STUDENTS AT SMAN 12 SINJAI (Pre Experimental Research) "

Yang akan dilaksanakan dari : Tgl. **14 September s.d 07 November 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

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Pada Tanggal 14 September 2023

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Tembusan Yth
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2. *Pertinggal*



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Hal : Permohonan Izin Penelitian

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30 Nopember 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
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Makassar

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Nama : **SRI KHAFIFAH SYARIANI**
No. Stambuk : **10535 1112119**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVNESS OF FLUENT-U APPLICATION IN ENGLISH LISTENING SKILLS FOR STUDENTS AT SMAN 12 SINJAI "

Yang akan dilaksanakan dari tanggal 7 September 2023 s/d 7 November 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,



Dr. Muh. Arief Muhsin, M.Pd

NBM 1127761



PEMERINTAH PROVINSI SULAWESI SELATAN
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UPT SMA NEGERI 12 SINJAI

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Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Menyatakan bahwa benar yang tersebut namanya di atas telah melakukan penelitian di SMA Negeri 12 Sinjai, dalam rangka penyusunan Skripsi dengan judul " *THE EFFECTIVENESS OPF THE FLUENTU APPLICATION IN ENGLISH LISTENING SKILLS FOR STUDENTS AT SMAN 12 SINJAI (Pre Experimental Research)* " mulai dari tanggal 14 September s.d 07 November Juni 2023.

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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Sri Khafifah Syariani

Nim : 105351112119

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

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Makassar, 4 Desember 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nuraini, Kepala UPT P
NBM 064 697



The researcher, Sri Khafifah Syariani was born on 2nd February, 2000 in Sinjai. She is the third child from five siblings. Her father is Mr. Basri Tama and her mother is Mrs. Hariani. She has two sisters and two brothers. She started study at SD 41 Samaenre in 2006 to 2012. In 2012, she continued her junior High School at SMPN 1 Sinjai Selatan then graduated in 2015, in the same year, she continued her Senior High School at SMAN 12 Sinjai and finished it in 2018. Finally she continued her study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title *The Effectiveness of the Fluent-u Application In English Listening Skills For Students At SMAN 12 Sinjai*.