

**USING ADVERTISEMENT IN ENGLISH LANGUAGE TEACHING TO
INCREASE LISTENING COMPREHENSION SKILL AT JUNIOR HIGH
SCHOOL 3 BONTOMARANNU**



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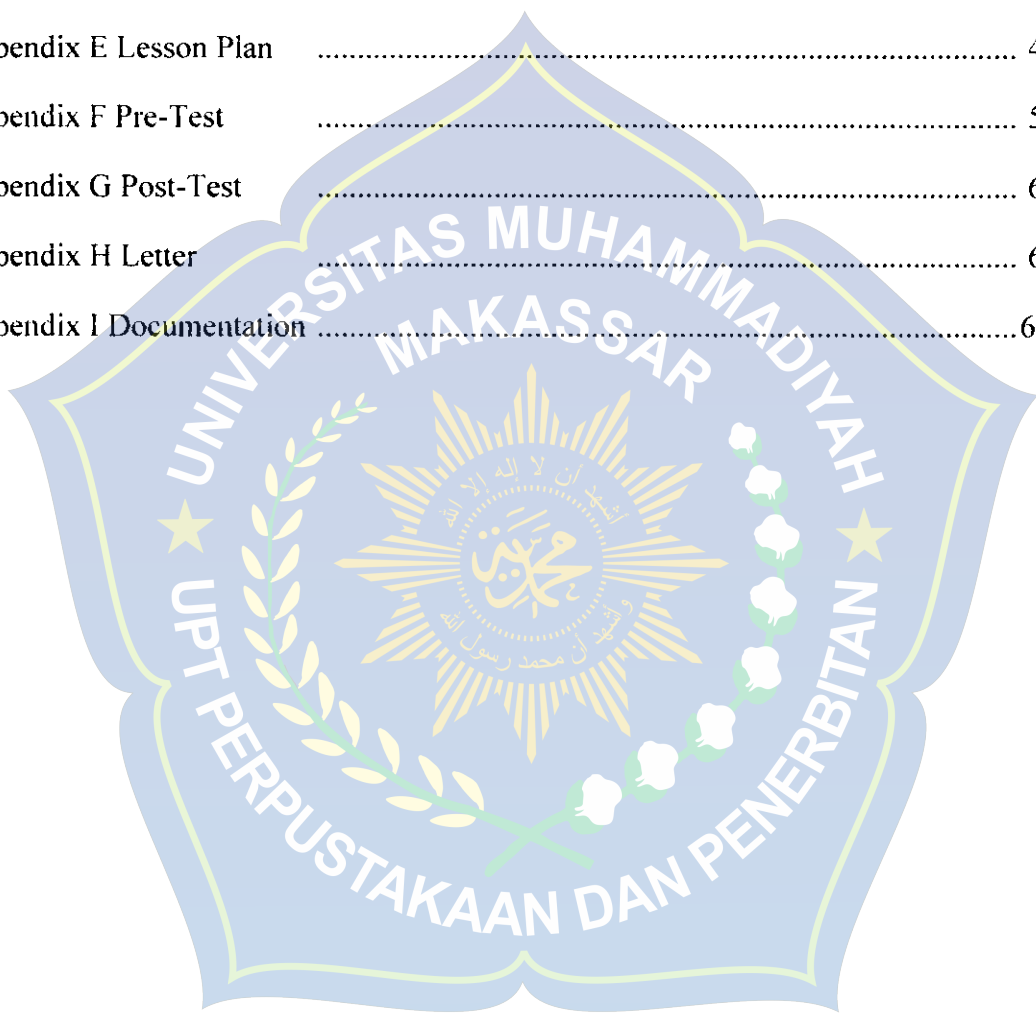
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advertisement is a verbal message, audible or visual, which sponsors can identify through one or several media.

Advertisement can be one of the most enjoyable ways to practice and develop listening skills. New vocabulary, pronunciation, use of technical language, (un)usual intonation, word and sentence stress, Ad music and songs, phrases and captions are the matters that matter in enhancing quality listening. Most of the advertisements in YouTube are in English and other language advertisements are available with English subtitles.

The researcher can take the conclusion that listening is a skill that students must master when learning English; if students are good at listening, they will understand and even do well at the productive skills of speaking and writing. Based on the explanation above, the problem of the present study are the students faced a lot of difficulties in listening skills such as could not understand the material correctly, the students made mistakes in answering the questions from the teacher, like inappropriate vocabulary, wrong spelling, could not catch the content of the text, and they also could not distinguish the pronunciation well.

According to pre-observation by interviewed SMPN 3 Bontomarannu teacher, the achievement of the students' in listening is still low and it needs improvement. Many students can't understand the words and meaning of the text that they are listening. To overcome this problem, the researcher tries to find a way to solve this problem by using advertisements and the researcher wants to conduct a research entitled "Using Advertisement in English Language Teaching

to Increase Listening Comprehension Skill at Junior High School 3 Bontomarannu.”

B. Problem Statement

Based on the explanation above, the problem statement in this research is:

“Does the use of advertisement increase students’ achievement in listening skill?”

C. Objective of the Research

“To find out whether or not the uses of advertisement increase students’ achievement in listening skill”.

D. Significance of the Research

1. For the Teacher

The finding of this research for the teachers was help teacher to know the students’ listening skill.

2. For the Students

The finding of this research for the students was help students to know their listening skill and learn through the use of advertisements.

3. For Others Researcher

The result of the research might become a reference and contribute informative input to solve the similar problem.

E. Scope of the Research

The limitation of this research was to increase the students' listening skill through the use of online advertisement which is a form of promotion that uses the

internet and the World Wide Web to increase students' listening skill especially in terms of accuracy of answer with educational topics in platform YouTube.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Finding

Fathiyousefabad & Farnoudkia (2020) found that the statistical results revealed that there was a significant improvement in the performance of the learners in terms of both vocabulary acquisition and listening comprehension. As a result, the use of TV advertisements had a positive influence on the learners' vocabulary acquisitions and improvement of listening comprehension regardless of the learners' gender.

Syafii et.al (2020) found that the implementation of Games in teaching listening comprehension could improve the students' listening ability. 2.74% of the students could obtain scores more than 60, and 90% have assertive responses on the application of games. This means that using games is significantly useful to be used for enhancing the students' listening skills.

Atsriyani (2017) the result of this research shows that (i) the use advertisement is effective to improve the speaking ability of the second year students of SMAN 5 Makassar. It can be seen that "t" with significance level 5% and degree of freedom 35 is 2.030, while the T-score is 89.13. This research indicated that Alternative Hypothesis (H_1) is accepted and Null Hypothesis (H_0) is rejected, because the students test (t_0) is higher than t-table (t_t). (ii) Advertisement is effective to rise the interest on speaking ability of the second year students of SMAN 5 Makassar. It can be seen that the students' percentage response from

questionnaire shows that 38.9% very high interest and 52.8% high interest, and 8.3% moderate and the mean score is 81.05.

Humairoh (2014) the result on her study it can be conclude that Project-Based Learning is applicable if this method implemented in teaching a spoken advertisement to the eighth graders of Junior High School. This finding is examined Based on the instruments of study that have been used, that are field note, observation sheets, interview, and transcription of students' spoken advertisement. Thus, Project-Based Learning as a teaching method is recommended in teaching a spoken advertisement.

Suwanto at.al (2021) stated that the application of this new learning method through the YouTube media platform is carried out through several stages, including the following. Preparation of teaching materials is very important, where there are many conditions that must be met so that learning can be well received by students. Indeed, the teaching materials themselves consist of various parts which are then combined, such as study instructions, subject matter or basic competencies, supporting information, exercises, work steps, and assessments

This research is different from the five previous researchers. The previous researchers aim to improve listening skill using another strategy like game, project based learning while this current research use educational online advertisement to increase students' listening skill.

B. Concept of Advertisement

a. Definition of Advertisement

Advertisement is the business of announcing that something is for sale or of trying to persuade customers to buy a product or service (Ivanovic & Collin, 2003). The American Marketing Association also defines advertisement as ‘the placement of announcements and persuasive messages in time or space purchased in any of the mass media by business firms, nonprofit organizations, government agencies, and individuals who seek to inform and/ or persuade members of a particular target market or audience about their products, services, organizations, or ideas’

Advertisement according to Kotler in Saragi & Ginting (2018), advertisement is defined as a form of non-personal presentation and promotion of ideas, goods or services by a particular sponsor that requires payment. Richards and Curran (2002) have stated about the effects of advertisement and argued that “it is a paid form of communication from an identifiable source and designed to persuade the receiver to take some action now or in the future”.

According to Widhayani (2020) stated that educational advertisement contains matters relating to the world of education. For example, advertisements for new students’ admissions, granting scholarships, graduations, courses etc. The purpose of this advertisement is quite clear, namely to obtain a good image so that they register for education organization by the institution.

Based on explanation above, the researchers can conclude that advertisement is a non-personal communication that is usually paid and persuasive in nature in order to offer a product aimed at the public.

b. Types of Advertisement

According to Durmaz (2011) there are several types of advertisement, including:

1. Digital Advertisement

a) Television advertisement / Music in advertisement

Television advertisement / Music in advertising with rapid growth of information technology and electronic media, television has topped the list among the media of advertisement. TV has the most effective impact as it appeals to both the eye and the ear. Certain forms of advertising such as TV advertisements typically require a large budget.

b) Radio advertisement

All of us are aware about a radio and must have heard advertisements for various products in it. It is rare for a company to shift all of its marketing allocation into promotions, however, because a radio advertisement, for example, may be needed to inform the consumer of the promotion.

c) Online advertisement

Online advertisement is a form of promotion that uses the Internet and World Wide Web for the expressed purpose of delivering marketing messages to attract customers. With online advertisement, the marketing aspect is made a lot

easier when the Internet arena is thrown into the picture. In this sense, all the things referred to the 'marketing' facet of a business are done online.

1. Physical advertisement

a) Press advertisement

Press advertisement describes advertisement in a printed medium such as a newspaper, magazine, or trade journal. Newspapers are a good medium for targeting individuals at or near the purchase decision. Magazines, through their editorial features and pictures, forge relationships with their readers that often last over time. There are several types of magazines: consumer or business and vertical or horizontal. There are hundreds of consumer magazines targeting every demographic and psychographic segment.

b) Mobile Billboard Advertisement

Mobile billboards are devices that expand on the concept of roadside billboards as a means of advertising various goods and services. Mobile billboard advertisement involves the strategic use of moving vehicles to promote different products to a wider range of potential clients.

c) In-Store Advertisement

In-store advertisement is any advertisement placed in a retail store. It includes placement of a product in visible locations in a store, such as at eye level, at the ends of aisles and near checkout counters, eye-catching displays promoting a specific product, and advertisements in such places as shopping carts and in-store video displays.

Pratama & Anggraini (2019) YouTube advertisement is a new online advertisement format that is being developed, has the characteristics of TV and social media and is different from traditional advertisement formats. YouTube displays various types of video that allow a brand to be displayed more prominently but customers find it difficult to recall the advertisement product information, so the role of brand becomes essential.

Ruslan & Haslinda (2021) Advertisement on YouTube all contains intent and purpose. The intent and purpose is to try to persuade or influence the audience to turn their gaze towards the product and service offered. The advertisement served generated 4 types of offers, namely offers profit, offer are informational, offers are easy, and offers are superior.

Advertisement on YouTube consists of four forms of advertisement, namely pre-roll advertisement that appear before the video that visitors want to see, advertisement that appear on the right side of the video page, advertisement that are searched for from the search result column, and advertisement that are on the home page Max et al in Febriani & Dewi (2019).

C. English Language Teaching

According to Patel & Jain (2008), English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. English plays a key role in our educational system and national life. English is a link language; it has greatly contributed to the advancement of learning. It reflects our ways and views. The teaching of

English should be made more practical and language-oriented. English is to be taught as a language of comprehension rather than as a literary language.

Crystal in McKay (2004) argues that English is rapidly assuming the role of an international language. He maintains that in inner circle countries, where English is spoken as a native language, there are between 320-380 million native speakers of English. The aim of learning English is to make the learners competent communicators and users of this language. There are various reasons why English is taught in all the countries. The first reason is English is the language of the world now and in this era most countries use English as a second language. All the communication, interaction, advertisements, etc. are predominantly in English language. Not knowing English means missing the chance to avail all the facilities provided on the internet. The second reason is English enhances personality, interactive skills, and imagination. No other language in the world is as comprehensive and fast-evolving as English is.

D. Concept of Listening

a. Definition of Listening

Listening is the nature of the communication process that must be mastered when learning English. If the students want to be a good listener, the students should understand and improve their listening ability. Listening became an important part of communication because it enables us to share our thoughts with others.

Many researchers have defined listening. According to Brown (2004) defines that listening as a student's spoken or written response that indicates

correct (or incorrect) auditory processing. Learners must actively think while listening in order to become better listeners. Many language learning activities include listening, both inside and outside of the language classroom. The improvement in listening skills will serve as a foundation for the development of other language skills.

According to Mahdavi (2008) defines listening as a process of receiving what the speaker actually say, constructing and representing meaning, negotiating meaning with the speaker and responding and creating meaning through involvement, imagination and empathy.

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. The process of listening is not only what they hear but also connect and understand with the information that they have already known.

Tarigan (2008: 28) in Hendrawaty (2019) that listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language.

Brown (2006) defined listening as a complex activity, and we can assist students in understanding what they hear by activating prior knowledge. The following section will look at another way teachers can help students improve their listening skills: training them in different types of listening.

Based on the explanation above, the researcher can conclude that listening is a process to listen and understand the meaning of what is said by the speaker and obtain information from what is conveyed by the speaker.

b. Types of Listening

Brown (2004) defined that there are four types of listening. That shows bellow:

- a) Intensive listening is for perception of the components (phonemes, words, intonation, discourse marks, etc.) of a larger stretch of language.
- b) Responsive listening is to a relatively short stretch of language, question, comprehension check, command, etc.) In order to make an equally short response.
- c) Selective listening is short monologues such as processing stretches of discourse for several minutes. The purpose is to understand information in a context of longer stretches of spoken language such as classroom direction from teacher, television, radio, news, or stories.
- d) Extensive Listening is a global understanding of spoken language. The purpose is performance ranges from listening to lengthy to listening a conversation and deriving a comprehensive message.

c. Elements of Listening

According to Shockingawful (2017) there are four elements of listening, which are as follows:

- a) Ability to Focus

The ability to focus refers to a student's or listener's ability to listen to the material from the audio. The ability to focus is divided into two parts: focus on the ears to listen to the audio and focus on the eyes to read and match the text to the audio. Eyes, for example, may not be adapting well to the numerous distractions in a typical classroom, as well as some noisy sound from outside the classroom.

b) General Understanding

General Understanding includes the ability of students or listeners to know the main idea of the content from the text. The listener can imagine comprehending the basic idea of something they hear.

c) Listening for Details

Listening for specific information is another term for listening for details. It entails comprehending the task and concentrating in order to gather information.

d) Accuracy of Answer

Accuracy of Answer refers to a student's or listener's ability to respond to a task with the correct answer. To get the correct answer, you must first understand the text and vocabulary

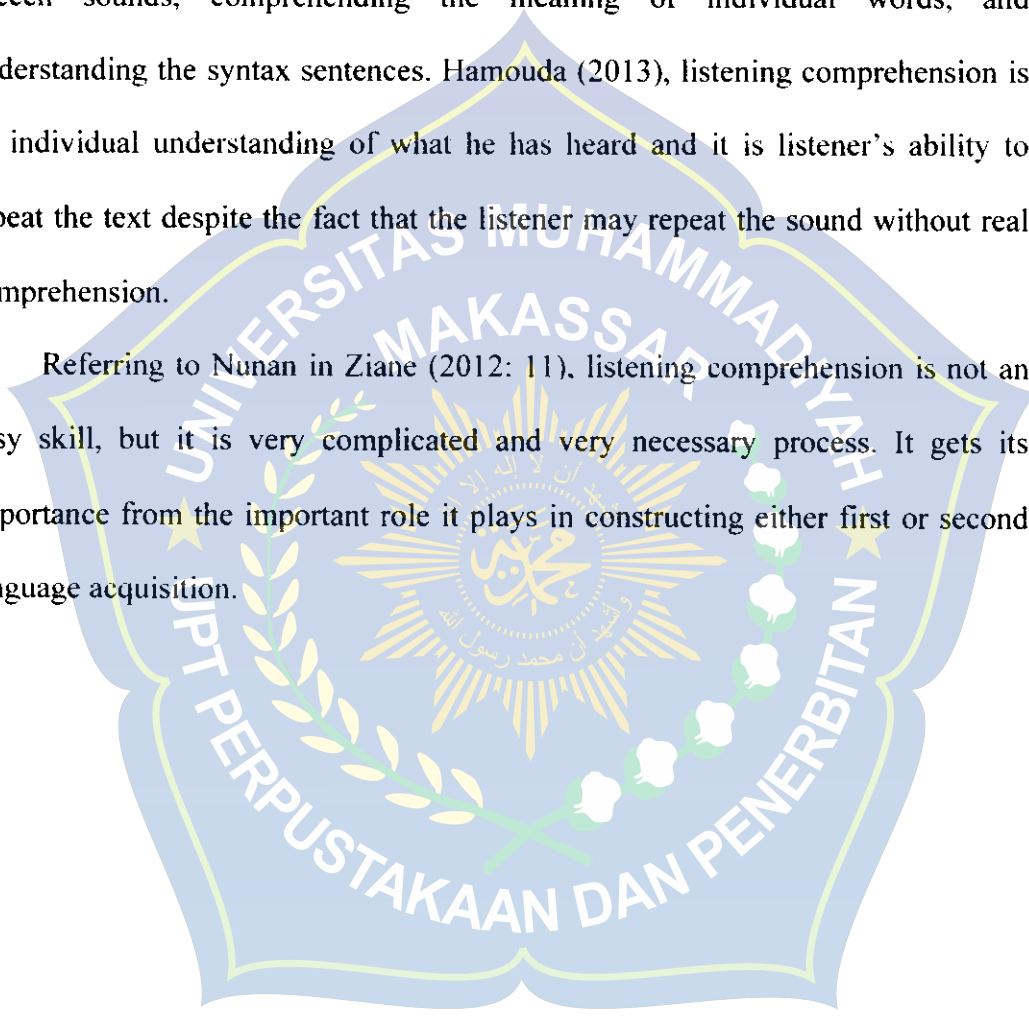
E. The Importance of Listening Comprehension

According to Chastain in Gilakjani and Sabouri (2016: 123), stated that the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition. Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, are some

elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker.

Kurita (2012) defined listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax sentences. Hamouda (2013), listening comprehension is an individual understanding of what he has heard and it is listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.

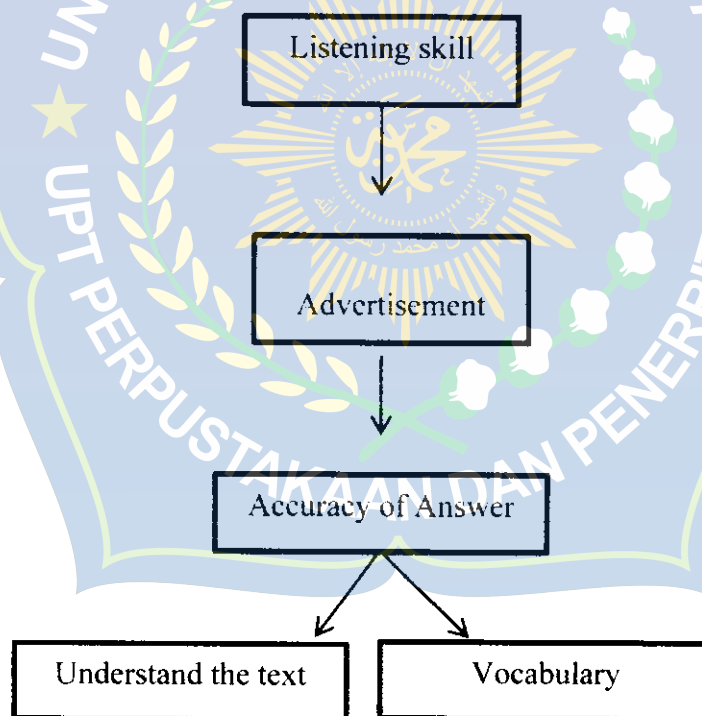
Referring to Nunan in Ziane (2012: 11), listening comprehension is not an easy skill, but it is very complicated and very necessary process. It gets its importance from the important role it plays in constructing either first or second language acquisition.



F. Conceptual Framework

In conceptual framework, conducted was input (pretest), process (treatment) and output (posttest). In (pretest) was conducted by researcher to measure the students' achievement in listening skill before apply advertisement. In the (treatment) the students will listened the audio about advertisement. The (post-test) was doing after all the treatments are giving to the students. The procedure of post-test is similar to the pre-test to know the students' achievement in listening skill after get treatments. The result will be compare with pre-test. Illustration of the conceptual framework below:

Figure 2.1. Conceptual framework



CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research conducted in a pre-experimental design used a quantitative approach. The researcher used Pre-Experimental Design because the researcher wants to know how to increase listening skill used in advertisements. The researcher took one class as pre-test and post-test. The design was shown below:

$O_1 \text{ X } O_2$

Sugiyono, (2013)

Explanation:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

1. Pre-Test

Before applying treatment to the students, the researcher gave the listening test to assess the students' prior level of listening skill. It was applied at the first meeting.

2. Treatment

The researcher gave treatment to the students. The researcher teaches by used online advertisements. In the treatment the research focused on the achievement listening skill of students.

In the first meeting the researcher explained material about advertisement in terms of the definition of advertisement, kinds of advertisements, the purpose of advertisement, etc. In the second meeting, the researcher showed the example of online advertisement, and told the students to mention the platform they know that they use in online advertisement. In the third meeting, the researcher plays the audio and asks students to listen carefully, after that the researcher challenges students to mention the word that they listen from the audio.

In the fourth until six meeting, the researcher gave the students a listening task containing an incomplete script with educational topics used in online advertisements and explained the way how to answer the test. In answering the test the researcher played three times the audio. The first listening, the students just listened to audio without taking notes, the second and third listening, students started to take notes based on their understanding or what they listen from the audio, and the third was the chance to fix their answer. After all the students finished filling in the blank on the script based what they had listen, the researcher told the students the correct answer.

3. Post-Test

After giving the treatment, the researcher gave the students a listening test to determine the effectiveness of used advertisements to increase the students' listening skill.

B. Research Variable and Indicators

a. Research Variable

1. Independent Variable

The independent variable is a variable that affected or is the cause of the change of the dependent variable; the dependent variable was used advertisement.

2. Dependent Variable

The dependent variable is a variable that is influenced or be a result, because of the independent variable. The dependent variable was students' listening skill.

b. Indicator

The indicator of this research focused on students' listening skill by used advertisement in term accuracy of answer filled in the blank test about advertisement which was gave by researchers.

C. Population and Sample

1. Population

The population in this research was 8th Grade students' at Junior High School 3 Bontomarannu. The population of this research was 89 students. In each of the four classes, there are eight A with 22 students, eight B with 20 students, eight C with 22 students and eight D with 25 students.

2. Sample

Sample was part of the number and characteristics possessed by the population. This research used purposive sampling techniques. The researcher took eight. According to the teacher, class eight A is one of class which has low listening than the other classes. With the national KKM standard for the eight

Table 3.1. Rubric for answering question

| No | Criteria | Score |
|----|----------------------------------|-------|
| 1. | If the students' answer is true | 1 |
| 2. | If the students' answer is false | 0 |

Harmer (2012)

2. Classify the students' scores into five levels as follows:

Table 3.2. Classify the students' score

| Classification | Score |
|----------------|--------|
| Excellent | 80-100 |
| Very good | 66-79 |
| Good | 56-65 |
| Poor | 41-55 |
| Very poor | ≤40 |

(Kariadinata, 2015)

Calculating the students mean score the pre-test and post-test used SPSS formula

3. Calculated the percentage of the students' listening skill with the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

P = Percentage

X₂ = Post-test mean score

X₁ = Pre-test mean score

(Mason, 2006:19 in Fitra 2021)

4. Calculated the value of test to indicate the significant between post-test and pre-test, the researcher used SPSS

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

The result of the data analysis collected by using pre-test and post-test was presented in this part. Pre-test was given before the treatment and post-test was given after treatment. Pre-test and post-test conducted to find out the students' increase in listening skill at Junior High School 3 Bontomarannu.

1. The Students Increase of Listening Skill

a. Pre-test

A pre-test was conducted to find out the data of the students' ability in listening skill before the treatment given. The result of the test showed the students' increase in listening skill before the treatment given. The result of the pre-test in listening skill of students could be seen below:

Table. 4.1 The score of pre-test

| | | |
|--------------------|---------|---------|
| N | Valid | 22 |
| | Missing | 0 |
| Mean | | 45.00 |
| Std. Error of Mean | | 4.779 |
| Std. Deviation | | 22.414 |
| Variance | | 502.381 |
| Range | | 60 |
| Minimum | | 20 |
| Maximum | | 80 |

Based on the data pre-test above, as clearly presented the mean of the total pre-test score in eight A was 45.00, the minimum score of the students was 20, maximum score of the students was 80 and standard deviation was 22.414.

b. Post-test

Post-test was conducted to find out the data of the students' increase in listening skill by using advertisement after the treatment was given. The result of the post-test in listening skill of students could be seen below:

Table 4.2 The score of post-test

| | | |
|--------------------|---------|---------|
| N | Valid | 22 |
| | Missing | 0 |
| Mean | | 84.09 |
| Std. Error of Mean | | 3.817 |
| Std. Deviation | | 17.904 |
| Variance | | 320.563 |
| Range | | 50 |
| Minimum | | 50 |
| Maximum | | 100 |

Based on the data post-test above, as clearly presented the mean of the total pre-test score in eight A was 84.09, the minimum score of the students was 50, maximum score of the students was 100 and standard deviation was 17.904.

Table 4.3 Mean Score of students' listening skill

| Indicator | Mean score | | Increase (%) |
|--------------------|------------|-----------|--------------|
| | Pre-test | Post-test | |
| Accuracy of answer | 45.00 | 84.09 | 86,67% |

Table 4.3 showed that the mean score of the students' in post-test increase after teaching listening skill in terms of the accuracy of answer by using advertisement. The mean score of the students in pre-test 45.00 and post-test which to be 84.09.

Table 4.4 The Rate Percentage Listening Skill

| No. | Classification | Score | Pre-test | | Post-test | |
|-----|----------------|----------|----------|-------|-----------|-------|
| | | | F | P (%) | F | P (%) |
| 1 | Excellent | 80 - 100 | 3 | 14% | 16 | 73% |
| 2 | Very good | 66-79 | 2 | 9% | 0 | 0% |
| 3 | Good | 56-65 | 4 | 18% | 5 | 23% |
| 4 | Poor | 41-55 | 1 | 4.5% | 1 | 4% |
| 5 | Very poor | ≤40 | 12 | 54.5% | 0 | 0% |
| | | | 22 | 100% | 22 | 100% |

Table 4.4 showed the students' score percentage in pre-test, which was done before treatment. there are 12 (54.5) students got very poor, 1 (4.5%) students' got poor, 4 (18%) students got good, 2 (9%) students got very good and 3(14%) students' got excellent. Then, in post-test there are 16 (73%) students' got excellent, 5 (23%) students got good, 1 (4.5%) students' got poor and then there is no student' got very poor. Based on the result, it can be concluded that the rate percentage in post-test was higher than the rate percentage of pre-test.

Paired Samples 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 - Posttest | -39.091 | 26.888 | 5.732 | -51.012 | -27.170 | -6.819 | 21 | .000 |

Table 4.5 T-Test Value

The table above shows that the t-test value (6.810) was higher than t-table value (1.720). It shows that advertisement greatly increase students' listening skill.

3. Hypothesis Testing

The significant level (α) = 0.05% and $df = 21$, and the t-table value is 1.720 because the t-test has a value 6.819, it can be concluded the t-test was higher that t-table ($6.819 > 1.720$) it means that after receiving treatment, the students listening skill increase. As a result, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted.

B. Discussion

1. Students' Increase in Listening Skill

Based on the result of the data analysis, it was proven that students' increase in listening skill by using advertisement got better. It could be seen by the comparison between pre-test and post-test of the experimental class there was an

increase on the students score where the pre-test score in the term of accuracy of answer was 45.00 and the post-test was 84.09.

In term of accuracy of answer in pre-test, the students were did not know how to choose the correct word in the test, because the students still confused with the sound of words that the speakers say and also because the students were lack of vocabularies that related to the topic were given and did not understand the meaning about the speakers say. So, it made the students have the mistakes in answer the test. It just like what Kurita (2012) said that learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. It could be seen in Table 4.1 that the students listening skill achievement in pre-test is mean score was 45.00 and it categoraize poor.

In the treatment, the researcher actually found that most of students got problem in listening skill. Many of them can't understand the word and meaning of the text that have they listen.

In the post-test, the students' listening skill was increase. The students can understand what the speakers say and choose the correct word in spoken text to fill the blank. In this case, the students not only able to discriminate the sound but also students got more vocabularies. The students' achievement in post-test was increase to become 84.09. It was higher score than pre-test score.

The score is described that the students' listening comprehension in pre-test was low where the students' could answer all tests but not all students' answer correctly. Then after giving treatment, the students mean score was 84.09 this

score was categorized as good where the some students' could answer all tests correctly. This score showed that the students' improvement percentage was 86.67%. This means, the students' listening comprehension in terms of accuracy of answer was increase after being exposed to treatment by using advertisement.

It is supported by Fathiyousefabad & Farnoudkia (2020) found that the statistical results revealed that there was a significant improvement in the performance of the learners in terms of both vocabulary acquisition and listening comprehension. As a result, the use of TV advertisements had a positive influence on the learners' vocabulary acquisitions and improvement of listening comprehension regardless of the learners' gender.

The use of advertisement is effective to increase students' listening skill. It was proved by the students' achievement mean score before being treated using advertisement. There was improvement of the students in listening skill in terms of the accuracy of answer from pre-test with the mean score was 45 to post-test with the mean score was 84.09 and the increase of pre-test and post-test was 86,67%.

This finding also strengthened by Tuzi et al. (2012) investigated the effect of TV advertisements on ESL/EFL learning. They discovered that TV ads are useful for language learning due to their inherent characteristics, i.e., the shortness of advertisements (30-50 seconds). They also specified that advertisements are created in many English-speaking countries and this result in providing the opportunity of having access to a variety of English's. They concluded that through using advertisements learners' language learning improved significantly.

It is supported by Atsriyani (2017) the result of research shows that (i) the use advertisement is effective to improve the speaking ability of the second year students of SMAN 5 Makassar. It can be seen that “t” with significance level 5% and degree of freedom 35 is 2.030, while the T-score is 89.13. This research indicated that Alternative Hypothesis (H_1) is accepted and Null Hypothesis (H_0) is rejected, because the students test (t_0) is higher than t-table (t_t). (ii) Advertisement is effective to rise the interest on speaking ability of the second year students of SMAN 5 Makassar. It can be seen that the students’ percentage response from questionnaire shows that 38.9% very high interest and 52.8% high interest, and 8.3% moderate and the mean score is 81.05.

Based on the result of the test, there is a significant of using advertisement to increase listening skill. After analyzing the results of the tests such us pre-test and post-test, the researcher found that the result of students listening skill based on the test showed that a significant increase in post-test score than pre-test. It can be seen that the mean score in pre-test was 45 while the mean score in post-test was 84.09.

After the students’ score analyzed using SPSS 21, both pre-test and post-test were significantly different. It was proved by the Sig. (2-tailed) (0.000) which is lower than $\alpha = 0.05$. Thus, it can be meant that H_1 is accepted whereas H_0 is rejected. So, it can be concluded that there is a significant difference between the score got in pre-test and post-test.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestion based on the findings and conclusions of this research.

1. The researcher concluded that the increase listening skill in terms of accuracy of answer. The achievement in mean score of pre-test was 45.00 and mean score of post-test was 84.09. The mean score of post-test is higher than pre-test.
2. The use of advertisement is effective to increase students' listening skill. It was proved by the students' mean score before being treated using advertisement was 45.00. This score categorized as poor, after giving a treatment, the students' mean score was 84.09. This score was categorized as good. The increase of pre-test and post-test was 86, 67%.
3. After the students' score analyzed using SPSS 21, both pre-test and post-test were significantly different. It was proved by the Sig. (2-tailed) (0.000) which is lower than $\alpha = 0.05$. Thus, it can be meant that H1 is accepted whereas H0 is rejected. So, it can be concluded that there is a significant difference of using advertisement in increase students' listening skill in term of accuracy of answer at the eight grade of SMP Negeri 3 Bontomarannu.

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APPENDIX A

The List name of VIII A

| No | Nama | Code |
|----|----------------------------|------|
| 1 | M. Pasha Kurniawan | N-1 |
| 2 | Ikram Warahmat | N-2 |
| 3 | Teguh Firansyah | N-3 |
| 4 | Muh. Aldi Faisal | N-4 |
| 5 | Muhammad Fahri Iqra | N-5 |
| 6 | Ahmad Galang Husaina | N-6 |
| 7 | Muh. Aidil Wahid | N-7 |
| 8 | Nurtami | N-8 |
| 9 | Firda Rahyuni | N-9 |
| 10 | Rara | N-10 |
| 11 | Dewi Riski Anggraini Putri | N-11 |
| 12 | Zul Fitri | N-12 |
| 13 | Fakhirah Muhlis | N-13 |
| 14 | Siti Almaira | N-14 |
| 15 | Alfira Puspita Indah Sari | N-15 |
| 16 | Rina | N-16 |
| 17 | Nasya Amelia Putri | N-17 |
| 18 | Alfira Ramadhani Imrang | N-18 |
| 19 | Liyana Dian Nafiah | N-19 |
| 20 | Nur Annisa | N-20 |
| 21 | Airin | N-21 |
| 22 | Muh. Bilal | N-22 |

APPENDIX B

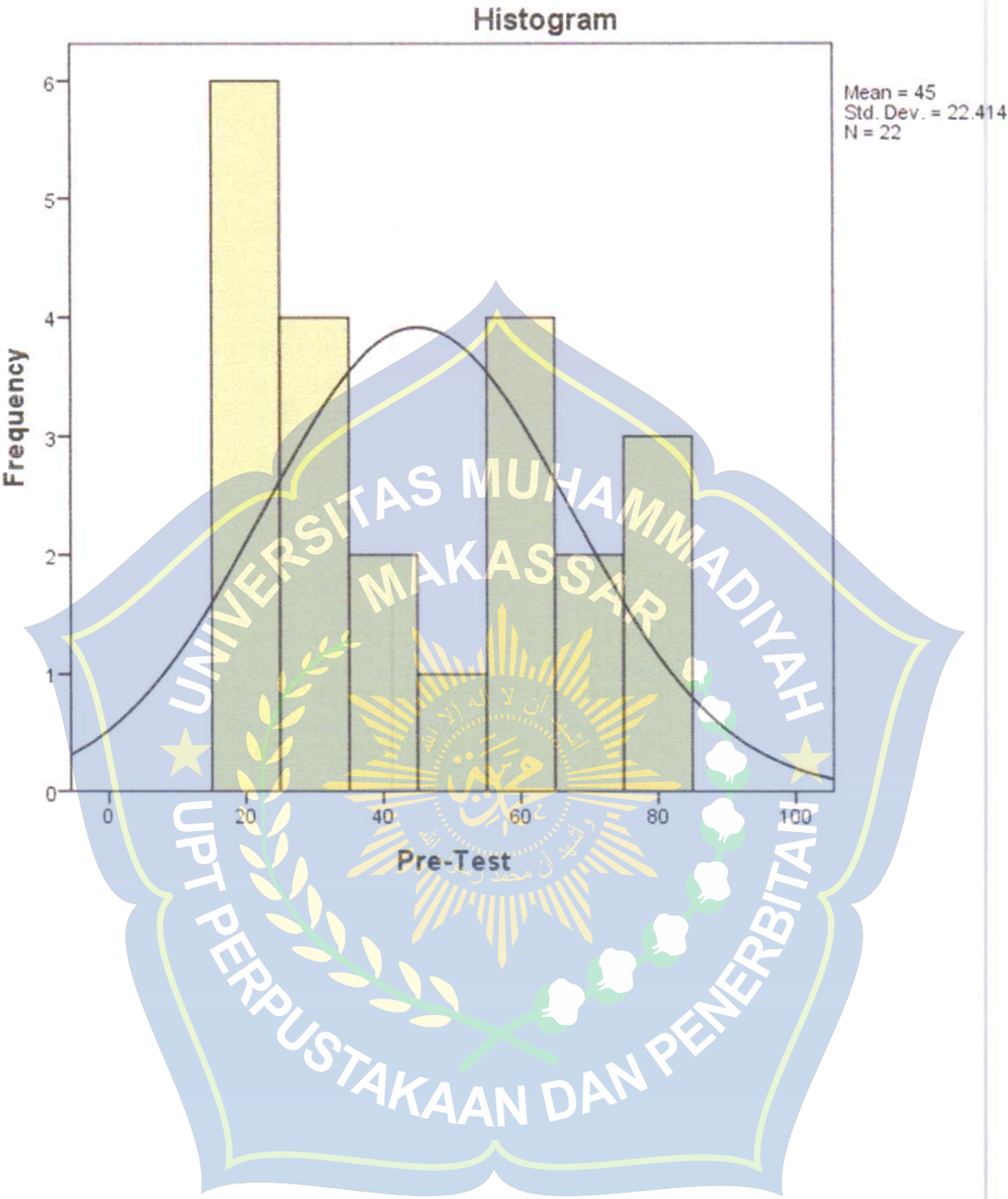
Data Analysis of students'

Score the Students in Pre-test and Post-test

| No | Sample | Pre-Test | Post-Test |
|----|--------|----------|-----------|
| 1 | N-1 | 40 | 100 |
| 2 | N-2 | 20 | 60 |
| 3 | N-3 | 20 | 80 |
| 4 | N-4 | 20 | 60 |
| 5 | N-5 | 30 | 50 |
| 6 | N-6 | 30 | 100 |
| 7 | N-7 | 40 | 100 |
| 8 | N-8 | 70 | 100 |
| 9 | N-9 | 60 | 90 |
| 10 | N-10 | 60 | 100 |
| 11 | N-11 | 60 | 100 |
| 12 | N-12 | 20 | 90 |
| 13 | N-13 | 70 | 100 |
| 14 | N-14 | 30 | 60 |
| 15 | N-15 | 30 | 60 |
| 16 | N-16 | 80 | 80 |
| 17 | N-17 | 50 | 100 |
| 18 | N-18 | 80 | 100 |
| 19 | N-19 | 80 | 80 |
| 20 | N-20 | 20 | 100 |
| 21 | N-21 | 20 | 60 |
| 22 | N-22 | 60 | 80 |

Classification the Students in Pre-test and Post-test

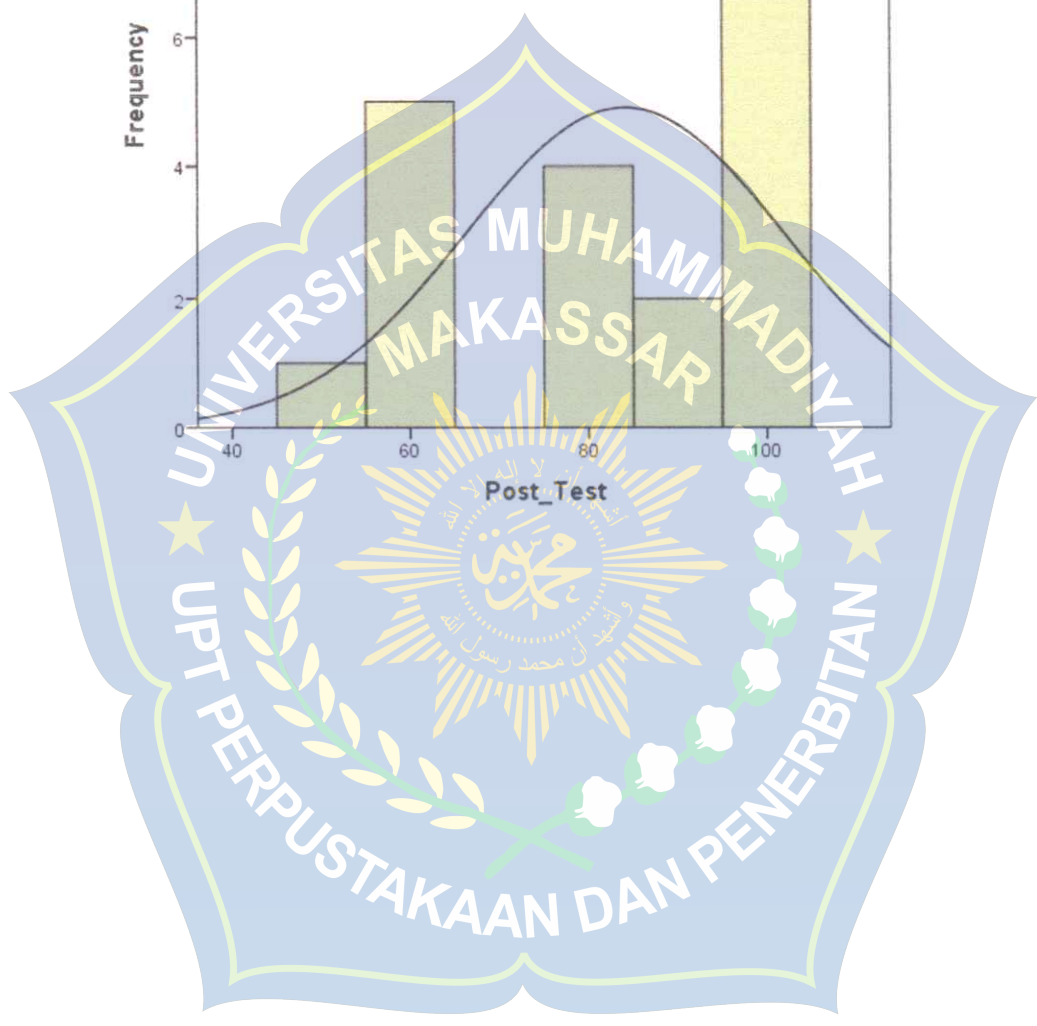
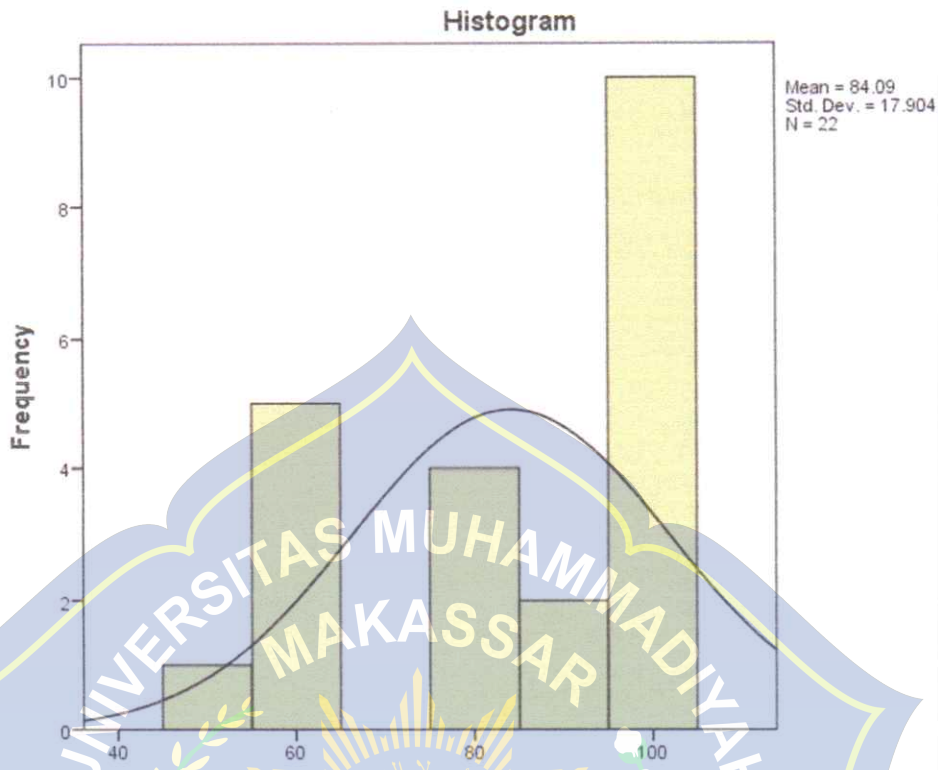
| NO | Sample | Pre-test | Classifications | Post-test | Classifications |
|----------------|--------|----------------|-----------------|-----------------|-----------------|
| 1 | N-1 | 40 | very poor | 100 | Excellent |
| 2 | N-2 | 20 | very poor | 60 | Good |
| 3 | N-3 | 20 | very poor | 80 | Excellent |
| 4 | N-4 | 20 | very poor | 60 | Good |
| 5 | N-5 | 30 | very poor | 50 | Poor |
| 6 | N-6 | 30 | very poor | 100 | Excellent |
| 7 | N-7 | 40 | very poor | 100 | Excellent |
| 8 | N-8 | 70 | very good | 100 | Excellent |
| 9 | N-9 | 60 | Good | 90 | Excellent |
| 10 | N-10 | 60 | Good | 100 | Excellent |
| 11 | N-11 | 60 | Good | 100 | Excellent |
| 12 | N-12 | 20 | very poor | 90 | Excellent |
| 13 | N-13 | 70 | very good | 100 | Excellent |
| 14 | N-14 | 30 | very poor | 60 | Poor |
| 15 | N-15 | 30 | very poor | 60 | Poor |
| 16 | N-16 | 80 | excellent | 80 | Excellent |
| 17 | N-17 | 50 | Poor | 100 | Excellent |
| 18 | N-18 | 80 | excellent | 100 | Excellent |
| 19 | N-19 | 80 | excellent | 80 | Excellent |
| 20 | N-20 | 20 | very poor | 100 | Excellent |
| 21 | N-21 | 20 | very poor | 60 | Poor |
| 22 | N-22 | 60 | Good | 80 | Excellent |
| total | | $\sum X = 990$ | | $\sum X = 1850$ | |
| mean score (X) | | 45 | | 84,09 | |



b. Post-test

| | | |
|--------------------|---------|---------|
| N | Valid | 22 |
| | Missing | 0 |
| Mean | | 84.09 |
| Std. Error of Mean | | 3.817 |
| Std. Deviation | | 17.904 |
| Variance | | 320.563 |
| Range | | 50 |
| Minimum | | 50 |
| Maximum | | 100 |

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 50 | 4.5 | 4.5 | 4.5 |
| | 60 | 22.7 | 22.7 | 27.3 |
| | 80 | 18.2 | 18.2 | 45.5 |
| | 90 | 9.1 | 9.1 | 54.5 |
| | 100 | 45.5 | 45.5 | 100.0 |
| | Total | 100.0 | 100.0 | |



APPENDIX C
T-Test Value

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre-Test | 45.00 | 22 | 22.414 | 4.779 |
| | Post_Test | 84.09 | 22 | 17.904 | 3.817 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|----------------------|----|-------------|------|
| Pair 1 | Pre-Test & Post_Test | 22 | .125 | .581 |

Paired Samples 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 - Post_Test | -39.091 | 26.888 | 5.732 | -51.012 | -27.170 | -6.819 | 21 | .000 |

APPENDIX D

T-Table

| df | A (For Two Group Sample) | | | | |
|----|--------------------------|---------|---------|---------|----------|
| | 0,50 | 0,20 | 0,10 | 0,050 | 0,02 |
| | A (For One Group Sample) | | | | |
| | 0,25 | 0,10 | 0,05 | 0,025 | 0,01 |
| 1 | 1.00000 | 3.07768 | 6.31375 | 12.7062 | 31.82052 |
| 2 | 0.8165 | 1.88562 | 2.91999 | 4.30265 | 6.96456 |
| 3 | 0.76489 | 1.63774 | 2.35336 | 3.18245 | 4.54070 |
| 4 | 0.7407 | 1.53321 | 2.13185 | 2.77645 | 3.74695 |
| 5 | 0.72669 | 1.47588 | 2.01505 | 2.57058 | 3.36493 |
| 6 | 0.71756 | 1.43976 | 1.94318 | 2.44691 | 3.14267 |
| 7 | 0.71114 | 1.41492 | 1.89458 | 2.36462 | 2.99795 |
| 8 | 0.70639 | 1.39682 | 1.85955 | 2.30600 | 2.89646 |
| 9 | 0.70272 | 1.38303 | 1.83311 | 2.26216 | 2.82144 |
| 10 | 0.69981 | 1.37218 | 1.81246 | 2.22814 | 2.76377 |
| 11 | 0.69745 | 1.36343 | 1.79588 | 2.20099 | 2.71808 |
| 12 | 0.69548 | 1.35622 | 1.78229 | 2.17881 | 2.68100 |
| 13 | 0.69383 | 1.35017 | 1.77093 | 2.16037 | 2.65031 |
| 14 | 0.69242 | 1.34503 | 1.76131 | 2.14479 | 2.62449 |
| 15 | 0.69120 | 1.34061 | 1.75305 | 2.13145 | 2.60248 |
| 16 | 0.69013 | 1.33676 | 1.74588 | 2.11991 | 2.58349 |
| 17 | 0.68920 | 1.33338 | 1.73961 | 2.10982 | 2.56693 |
| 18 | 0.68836 | 1.33039 | 1.73406 | 2.10092 | 2.55238 |
| 19 | 0.68762 | 1.32773 | 1.72913 | 2.09302 | 2.53948 |
| 20 | 0.68695 | 1.32534 | 1.72472 | 2.08596 | 2.52798 |
| 21 | 0.68635 | 1.32319 | 1.72074 | 2.07961 | 2.51765 |
| 22 | 0.68581 | 1.32124 | 1.71714 | 2.07387 | 2.50832 |
| 23 | 0.68531 | 1.31946 | 1.71387 | 2.06866 | 2.49987 |
| 24 | 0.68485 | 1.31784 | 1.71088 | 2.0639 | 2.49216 |
| 25 | 0.68443 | 1.31635 | 1.70814 | 2.05954 | 2.48511 |
| 26 | 0.68404 | 1.31497 | 1.70562 | 2.05553 | 2.47863 |
| 27 | 0.68368 | 1.3137 | 1.70329 | 2.05183 | 2.47266 |
| 28 | 0.68335 | 1.31253 | 1.70113 | 2.04841 | 2.46714 |
| 29 | 0.68304 | 1.31143 | 1.69913 | 2.04523 | 2.46202 |
| 30 | 0.68276 | 1.31042 | 1.69726 | 2.04227 | 2.45726 |

APPENDIX E

Lesson Plan

Sekolah : SMPN 3 Bontomarannu
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Iklan (Advertisement)
Pertemuan : Pertama
Alokasi Waktu : 60 Menit (1x Pertemuan)

A. Kompetensi Inti

- KI.1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar and Indicator

| Kompetensi Dasar | Indikator |
|--|--|
| 3.1 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk sesuai dengan konteks penggunaannya. | Mampu mengidentifikasi informasi terkait fungsi social, struktur teks, dan unsur kebahasaan teks dalam bentuk iklan, pendek dan sederhana. |

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 3 Bontomarannu
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Iklan (Advertisement)
Pertemuan : Kedua
Alokasi Waktu : 60 Menit (1x Pertemuan)

Tujuan Pembelajaran

Mampu mendengar atau menyimak dengan baik dan benar berdasarkan iklan yang telah di dengar

Langkah–langkah Pembelajaran

| | |
|--------------------------|---|
| Pendahuluan (15 menit) | <ul style="list-style-type: none">• Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin• Guru memberikan apersepsi dan motivasi• Guru menjelaskan kegiatan pembelajaran yang akan dilakukan. |
| Kegiatan Inti (35menit) | <ul style="list-style-type: none">• Guru membagikan kertas yang berisi teks iklan untuk di isi oleh siswa• Siswa menyimak audio iklan dari youtube yang diputarkan oleh guru• Guru meminta siswa untuk melengkapi “fill in the blank” dari teks dengan kata yang telah disediakan• Guru membantu siswa dalam proses pengerjaan teks yang diberikan |
| Penutup (10 menit) | <ul style="list-style-type: none">• Guru memberikan kesempatan kepada siswa untuk bertanya• Menyimpulkan materi• Guru menutup pembelajaran dengan salam |

Media Pembelajaran, Alat / Bahan & Sumber Belajar

- ❖ **Media** : Iklan dari YouTube
- ❖ **Alat/Bahan** : Laptop atau handphone, speaker
- ❖ **Sumber Belajar** : Internet

Materi Ajar

Fill in the blank with the correct word based on the audio you have heard!

| | | | | |
|----------|-------|---------|-------|-----------|
| Everyone | You | achieve | dream | Success |
| Her | Color | with | Start | Education |

Everyone has hopes and dreams for a better future _____ (1) regarding career realizing _____ (2) and achieving ambitions is possible by making right moves in the right direction proper guidance enables you to achieve what you want to (3) and fuels your flight for _____ (4). So what should I do next? I have assessed her potential witnessed her talent today. Thank you Empire, I'm adding (5) to her dreams. Let's _____ (6) building your dream empire together here at empire international _____ (7) and visa services.

Sumber: https://youtu.be/Nu9qco_m4gM

Key answer:

1. With

2. Dream

3. Achieve

4. Success

5. Color
6. start

7. Education

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 3 Bontomarannu
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Iklan (Advertisement)
Pertemuan : Ketiga
Alokasi Waktu : 60 Menit (1x Pertemuan)

Tujuan Pembelajaran

Mampu mendengar atau menyimak dengan baik dan benar berdasarkan iklan yang telah di dengar

| | |
|--------------------------|---|
| Pendahuluan (15 menit) | <ul style="list-style-type: none">• Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin• Guru memberikan apersepsi dan motivasi• Guru menjelaskan kegiatan pembelajaran yang akan dilakukan. |
| Kegiatan Inti (35menit) | <ul style="list-style-type: none">• Guru membagikan kertas yang berisi teks iklan untuk di isi oleh siswa• Siswa menyimak audio iklan dari youtube yang diputarkan oleh guru• Guru meminta siswa untuk melengkapi “fill in the blank” dari teks dengan kata yang telah disediakan• Guru membantu siswa dalam proses pengerjaan teks yang diberikan |
| Penutup (10 menit) | <ul style="list-style-type: none">• Guru memberikan kesempatan kepada siswa untuk bertanya• Menyimpulkan materi• Guru menutup pembelajaran dengan salam |

Media Pembelajaran, Alat / Bahan & Sumber Belajar

- ❖ **Media** : Iklan dari YouTube
- ❖ **Alat/Bahan** : Laptop atau handphone, speaker
- ❖ **Sumber Belajar** : Internet

Materi Ajar

Fill in the blank with the correct word based on the audio you have heard!

| | | | | |
|--------|------|-----|--------|--------|
| Future | Life | New | beauty | island |
|--------|------|-----|--------|--------|

Here in Cyprus brand new horizons wait you an _____ (1) of unique heavenly Mediterranean _____ (2) prepare to enjoy the warm welcome and relaxed lifestyle of this friendly and beautiful island. You will find yourself in a multicultural social environment making _____ (3) friends from all over the world, this is final International University the experience of a lifetime, a new home and a new _____ (4) waiting to be discovered here in Cyprus, now let's take a closer look. Final International University offers you an outstanding _____ (5) to a range of top quality faculties and program.

Sumber: <https://youtu.be/dwVuqkGdBYU>

Key Answer:

2. Island
3. New
4. Beauty
5. Life
6. future

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 3 Bontomarannu
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Iklan (Advertisement)
Pertemuan : Keempat
Alokasi Waktu : 60 Menit (1x Pertemuan)

Tujuan Pembelajaran
Mampu mendengar atau menyimak dengan baik dan benar berdasarkan iklan yang telah di dengar

| | |
|--------------------------|---|
| Pendahuluan (15 menit) | <ul style="list-style-type: none">• Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin• Guru memberikan apersepsi dan motivasi• Guru menjelaskan kegiatan pembelajaran yang akan dilakukan. |
| Kegiatan Inti (35menit) | <ul style="list-style-type: none">• Guru membagikan kertas yang berisi teks iklan untuk di isi oleh siswa• Siswa menyimak audio iklan dari youtube yang diputarkan oleh guru• Guru meminta siswa untuk melengkapi “fill in the blank” dari teks dengan kata yang telah disediakan• Guru membantu siswa dalam proses pengerjaan teks yang diberikan |
| Penutup (10 menit) | <ul style="list-style-type: none">• Guru memberikan kesempatan kepada siswa untuk bertanya• Menyimpulkan materi• Guru menutup pembelajaran dengan salam |

Media Pembelajaran, Alat / Bahan & Sumber Belajar

- ❖ Media : Iklan dari YouTube
- ❖ Alat/Bahan : Laptop atau handphone, speaker
- ❖ Sumber Belajar :Internet

A. Materi Ajar

Fill in the blank with the correct word based on the audio have you heard!

| | | | | |
|------------|---------|------|--------|-------|
| challenges | Friends | word | better | world |
|------------|---------|------|--------|-------|

Life is a journey full of _____ (1) and sometimes it can be challenge to make decision to make new home to find truth to make _____(2) to succeed to adapt to make the world a _____ (3) place. Here at Cyprus International University we overcome these challenges with a simple _____(4), we just say hi and that changes the _____(5).

Sumber: <https://youtu.be/oKu4GAeGjp8>

Key answer

- 1. Challenges
- 2. friends
- 3. better
- 4. word
- 5. world

- 1. Collage
- 2. Classroom
- 3. University
- 4. Field
- 5. Build
- 6. Education

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 3 Bontomarannu

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Iklan (Advertisement)

Pertemuan : Keempat

Alokasi Waktu : 60 Menit (1x Pertemuan)

Tujuan Pembelajaran

Mampu mendengar atau menyimak dengan baik dan benar berdasarkan iklan yang telah di dengar

| | |
|---------------------------------|--|
| <p>Pendahuluan (15 menit)</p> | <ul style="list-style-type: none"> • Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin • Guru memberikan apersepsi dan motivasi • Guru menjelaskan kegiatan pembelajaran yang akan dilakukan. |
| <p>Kegiatan Inti (35menit)</p> | <ul style="list-style-type: none"> • Guru membagikan kertas yang berisi teks iklan untuk di isi oleh siswa • Siswa menyimak audio iklan dari youtube yang diputarkan oleh guru • Guru meminta siswa untuk melengkapi “fill in the blank” dari teks dengan kata yang telah disediakan • Guru membantu siswa dalam proses pengerjaan teks yang diberikan |
| <p>Penutup (10 menit)</p> | <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi • Guru menutup pembelajaran dengan salam |

Media Pembelajaran, Alat / Bahan & Sumber Belajar

- ❖ **Media** : Iklan dari YouTube
- ❖ **Alat/Bahan** : Laptop atau handphone, speaker
- ❖ **Sumber Belajar** :Internet

A. Materi Ajar

Fill in the blank with the correct word based on the audio have you heard!

| | | | | |
|------------|---------|------|--------|-------|
| challenges | Friends | word | better | world |
|------------|---------|------|--------|-------|

Life is a journey full of _____ (1) and sometimes it can be challenge to make decision to make new home to find truth to make _____ (2) to succeed to adapt to make the world a _____ (3) place. Here at Cyprus International University we overcome these challenges with a simple _____ (4), we just say hi and that changes the _____ (5).

Sumber: <https://youtu.be/oKu4GAeGjp8>

Key answer

- 1. Challenges
- 2. friends
- 3. better
- 4. word
- 5. world

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 3 Bontomarannu

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Iklan (Advertisement)

Pertemuan : Kelima

Alokasi Waktu : 60 Menit (1x Pertemuan)

Tujuan Pembelajaran

Mampu mendengar atau menyimak dengan baik dan benar berdasarkan iklan yang telah di dengar

| | |
|--------------------------|---|
| Pendahuluan (15 menit) | <ul style="list-style-type: none">• Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin• Guru memberikan apersepsi dan motivasi• Guru menjelaskan kegiatan pembelajaran yang akan dilakukan. |
| Kegiatan Inti (35menit) | <ul style="list-style-type: none">• Guru membagikan kertas yang berisi teks iklan untuk di isi oleh siswa• Siswa menyimak audio iklan dari youtube yang diputarkan oleh guru• Guru meminta siswa untuk melengkapi “fill in the blank” dari teks dengan kata yang telah disediakan• Guru membantu siswa dalam proses pengerjaan teks yang diberikan |
| Penutup (10 menit) | <ul style="list-style-type: none">• Guru memberikan kesempatan kepada siswa untuk bertanya• Menyimpulkan materi• Guru menutup pembelajaran dengan salam |

Media Pembelajaran, Alat / Bahan & Sumber Belajar

- ❖ **Media** : Iklan dari YouTube
- ❖ **Alat/Bahan** : Laptop atau handphone, speaker
- ❖ **Sumber Belajar** : Internet

A. MATERI AJAR

Fill in the blank with the correct word based on the audio have you heard!

| | | |
|-----------|-----------|------------|
| Collage | Classroom | University |
| Education | Field | Build |

When you think about _____ (1) it's easy to think of it like a building or a large _____ (2). Test long hallways aisles of books a place where you're going to carve out your future but when you get there, you realize you're not the only one. When you go to _____ (3) its people meeting people, learning from each other and growing together it's not always about knowing exactly where you're headed, sometimes it's finding a way, it's about seeing the _____ (4) with your own eyes and learning from the best there are books there are tests there are classroom but there are very important part you can't put on paper, it's living. It's working together to _____ (5) something bigger than ourselves. It's laughter, its relationship, it's a good conversation with good friends, it's expressing who we are, and it's hard work but lots of fun. So we go to college for _____ (6) but in the end what we take away is the Experience SIU (Southern Illinois University)

Sumber: <https://youtu.be/tzMpWiGL8D8>

Key answer

- | | |
|---------------|--------------|
| 1. Collage | 5. Build |
| 2. Classroom | 6. Education |
| 3. University | |
| 4. Field | |

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 3 Bontomarannu

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Iklan (Advertisement)

Pertemuan : Keenam

Alokasi Waktu : 60 Menit (1x Pertemuan)

Tujuan Pembelajaran

Mampu mendengar atau menyimak dengan baik dan benar berdasarkan iklan yang telah di dengar

| | |
|--------------------------|--|
| Pendahuluan (15 menit) | <ul style="list-style-type: none"> Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin Guru memberikan apersepsi dan motivasi Guru menjelaskan kegiatan pembelajaran yang akan dilakukan. |
| Kegiatan Inti (35menit) | <ul style="list-style-type: none"> Guru membagikan kertas yang berisi teks iklan untuk di isi oleh siswa Siswa menyimak audio iklan dari youtube yang diputarkan oleh guru Guru meminta siswa untuk melengkapi “fill in the blank” dari teks dengan kata yang telah disediakan Guru membantu siswa dalam proses pengerjaan teks yang diberikan |
| Penutup (10 menit) | <ul style="list-style-type: none"> Guru memberikan kesempatan kepada siswa untuk bertanya Menyimpulkan materi Guru menutup pembelajaran dengan salam |

Media Pembelajaran, Alat / Bahan & Sumber Belajar

- ❖ **Media** : Iklan dari YouTube
- ❖ **Alat/Bahan** : Laptop atau handphone, speaker
- ❖ **Sumber Belajar** : Internet

Materi Ajar

Fill in the blank with the correct word based on the audio have you heard!

| | | | | | | |
|--------|------|-------|------|---------|-------|---------|
| friend | Help | Speak | open | receive | Leave | English |
|--------|------|-------|------|---------|-------|---------|

What's your dream _____ (1) Do you have fear while you speak or do you lack confidence when you are speaking but that is something is affecting you to _____ (2) yes friend we _____ (3) you to speak English naturally we develop your communicative English soft skills and managerial skills special battles for working functions MBA at engineering student there are endless opportunities waiting for you right now, all you have to do is _____ (4) the door and _____ (5) you have the potential to _____ (6) a lasting effect on this world. Cambridge spoken _____ (7) international language learning center. So friend change the way the world looks at you.

Sumber: <https://youtu.be/dhvbrPPNmr0>

Key answer

1. Friend
2. Speak
3. Help
4. Open
5. Receive
6. Leave
7. English

APPENDIX F
PRE-TEST

Fill in the blank with the correct word based on the audio you have heard!

| | | | | |
|---------|------------|------|-----|--------|
| Read | education | good | see | proud |
| becomes | technology | came | of | people |

The true purpose of _____(1) is to create possibility. It was a little hard for me, _____(2) laugh whenever I _____(3) sometimes. Well they knew how to read, and I didn't. I will never be _____(4) at reading, I will probably be held back again. It highlights the words that know where I am. When it's reading, I _____(5) spaces between the words and it easier to focus on. The first time I actually could read that book, I was _____(6) of myself. I was very proud _____(7) myself. Good job, Joey. When _____(8) and education _____(9) together, possibility _____(10) reality. I want to read every book in here.

Sumber: <https://youtu.be/nt3hz2vVj8c>

Key answer

1. Education

2. People

3. Read

4. Good

5. See
6. Proud

7. of

8. technology

9. came

10. becomes

APPENDIX G
POST-TEST

Fill in the blank with the correct word based on the audio you have heard!

| | | | | |
|---------|------------|------|-----|--------|
| Read | education | good | see | proud |
| becomes | technology | came | of | people |

The true purpose of _____(1) is to create possibility. It was a little hard for me, _____(2) laugh whenever I _____(3) sometimes. Well they knew how to read, and I didn't. I will never be _____(4) at reading, I will probably be held back again. It highlights the words that know where I am. When it's reading, I _____(5) spaces between the words and it easier to focus on. The first time I actually could read that book, I was _____(6) of myself. I was very proud _____(7) myself. Good job, Joey. When _____(8) and education _____(9) together, possibility _____(10) reality. I want to read every book in here.

Sumber: <https://youtu.be/nt3hz2vVf8c>

Key answer

1. Education
2. People
3. Read
4. Good
5. See
6. proud
7. of
8. Technology
9. Came
10. becomes

Name: *M. A. Y. A. S. A. S.*

Class: *X/1*

Is the following in the correct format for the introduction of a paper?

Introduction
Background
Statement of the problem
Statement of the purpose

The introduction of a paper is the first part of the paper. It is the part of the paper that tells the reader what the paper is about. It is the part of the paper that tells the reader why the paper is important. It is the part of the paper that tells the reader what the paper will do. It is the part of the paper that tells the reader what the paper will find. It is the part of the paper that tells the reader what the paper will conclude. It is the part of the paper that tells the reader what the paper will recommend. It is the part of the paper that tells the reader what the paper will do. It is the part of the paper that tells the reader what the paper will find. It is the part of the paper that tells the reader what the paper will conclude. It is the part of the paper that tells the reader what the paper will recommend.



APPENDIX H
Letter

MAJLIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

سورة التوبة
SURAT KEURANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menyatakan bahwa mahasiswa yang terdaftar namanya di bawah ini:

Nama : Nur Fala Al Farida
No. : 100520210001
Jurusan : Studi Islam dan Islamologi
Departemen :



Kepala UPT Perpustakaan dan Penerbitan

Nur Fala Al Farida, S.Pd
NIM 19041801



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Somba Oene No. 250 Telp. 822121 (941) 801580 Makassar 90221 E-mail: lp3m@umh-plp.ac.id



Nomor: 158/05-C-4-VIII/43/2022

11 Jumadil akhir 1443 H

Lamp: 1 (satu) Rangkap Proposal

14 January 2022 M

Hal: Permohonan Izin Penelitian

Kepada Yth:

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMID Prov. Sul-Sel

di-

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 8491/PK/PA-4-III/1443/2022 tanggal 12 Januari 2022, menerangkan bahwa mahasiswa yang dimaksud adalah:

Nama: NUR ELHI MUHAMMAD

No. Sumbuk: 10501110017

Fakultas: Fakultas Keguruan dan Ilmu Pendidikan

Jurusan: Pendidikan Bahasa Inggris

Pekerjaan: Mahasiswa

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

"Using Advertisement in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bontomatene"

Yang akan dilaksanakan dari tanggal 17 Januari 2022 s.d. 17 Maret 2022

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

Demikian yang perhatian dan kerjasannya diucapkan. Insha Allah SWT.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SALIN LP3M

Dr. Ir. Abubakar Idhan, MP.

NBM 1017716



UNIVERSITAS MUHAMMADIYAH
MAKASSAR

FAKULTAS PENDIDIKAN DAN KONSELING
JURUSAN PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa: NUR FATHA
NIM: 0053111807
Judul: Using Audio-recording in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bondowuranou
Masa: 01 Desember 2021
Tempat: SMP Negeri 3 Bondowuranou

| No. | Hari/tanggal | Kegiatan Penelitian | Nama Guru terkait | Paraf Guru terkait |
|-----|--------------------|---------------------|-------------------|--------------------|
| 1 | Senin / 18-07-2021 | Mengajukan Surat | | |
| 2 | Kamis / 22-07-2021 | Peny. kisi | | |
| 3 | Senin / 26-07-2021 | Peny. kisi | | |
| 4 | Kamis / 29-07-2021 | Peny. kisi | | |
| 5 | Senin / 02-08-2021 | Peny. kisi | | |
| 6 | Kamis / 05-08-2021 | Peny. kisi | | |
| 7 | Senin / 09-08-2021 | Peny. kisi | | |
| 8 | Kamis / 12-08-2021 | Peny. kisi | | |
| 9 | Senin / 16-08-2021 | Peny. kisi | | |
| 10 | Kamis / 19-08-2021 | Peny. kisi | | |
| 11 | Senin / 23-08-2021 | Peny. kisi | | |
| 12 | Kamis / 26-08-2021 | Peny. kisi | | |
| 13 | Senin / 30-08-2021 | Peny. kisi | | |
| 14 | Kamis / 02-09-2021 | Peny. kisi | | |
| 15 | Senin / 06-09-2021 | Peny. kisi | | |
| 16 | Kamis / 09-09-2021 | Peny. kisi | | |
| 17 | Senin / 13-09-2021 | Peny. kisi | | |
| 18 | Kamis / 16-09-2021 | Peny. kisi | | |
| 19 | Senin / 20-09-2021 | Peny. kisi | | |
| 20 | Kamis / 23-09-2021 | Peny. kisi | | |
| 21 | Senin / 27-09-2021 | Peny. kisi | | |
| 22 | Kamis / 30-09-2021 | Peny. kisi | | |
| 23 | Senin / 03-10-2021 | Peny. kisi | | |
| 24 | Kamis / 06-10-2021 | Peny. kisi | | |
| 25 | Senin / 10-10-2021 | Peny. kisi | | |
| 26 | Kamis / 13-10-2021 | Peny. kisi | | |
| 27 | Senin / 17-10-2021 | Peny. kisi | | |
| 28 | Kamis / 20-10-2021 | Peny. kisi | | |
| 29 | Senin / 24-10-2021 | Peny. kisi | | |
| 30 | Kamis / 27-10-2021 | Peny. kisi | | |
| 31 | Senin / 31-10-2021 | Peny. kisi | | |
| 32 | Kamis / 03-11-2021 | Peny. kisi | | |
| 33 | Senin / 07-11-2021 | Peny. kisi | | |
| 34 | Kamis / 10-11-2021 | Peny. kisi | | |
| 35 | Senin / 14-11-2021 | Peny. kisi | | |
| 36 | Kamis / 17-11-2021 | Peny. kisi | | |
| 37 | Senin / 21-11-2021 | Peny. kisi | | |
| 38 | Kamis / 24-11-2021 | Peny. kisi | | |
| 39 | Senin / 28-11-2021 | Peny. kisi | | |
| 40 | Kamis / 01-12-2021 | Peny. kisi | | |
| 41 | Senin / 05-12-2021 | Peny. kisi | | |
| 42 | Kamis / 08-12-2021 | Peny. kisi | | |
| 43 | Senin / 12-12-2021 | Peny. kisi | | |
| 44 | Kamis / 15-12-2021 | Peny. kisi | | |
| 45 | Senin / 19-12-2021 | Peny. kisi | | |
| 46 | Kamis / 22-12-2021 | Peny. kisi | | |
| 47 | Senin / 26-12-2021 | Peny. kisi | | |
| 48 | Kamis / 29-12-2021 | Peny. kisi | | |
| 49 | Senin / 02-01-2022 | Peny. kisi | | |
| 50 | Kamis / 05-01-2022 | Peny. kisi | | |
| 51 | Senin / 09-01-2022 | Peny. kisi | | |
| 52 | Kamis / 12-01-2022 | Peny. kisi | | |
| 53 | Senin / 16-01-2022 | Peny. kisi | | |
| 54 | Kamis / 19-01-2022 | Peny. kisi | | |
| 55 | Senin / 23-01-2022 | Peny. kisi | | |
| 56 | Kamis / 26-01-2022 | Peny. kisi | | |
| 57 | Senin / 30-01-2022 | Peny. kisi | | |
| 58 | Kamis / 02-02-2022 | Peny. kisi | | |
| 59 | Senin / 06-02-2022 | Peny. kisi | | |
| 60 | Kamis / 09-02-2022 | Peny. kisi | | |
| 61 | Senin / 13-02-2022 | Peny. kisi | | |
| 62 | Kamis / 16-02-2022 | Peny. kisi | | |
| 63 | Senin / 20-02-2022 | Peny. kisi | | |
| 64 | Kamis / 23-02-2022 | Peny. kisi | | |
| 65 | Senin / 27-02-2022 | Peny. kisi | | |
| 66 | Kamis / 03-03-2022 | Peny. kisi | | |
| 67 | Senin / 06-03-2022 | Peny. kisi | | |
| 68 | Kamis / 09-03-2022 | Peny. kisi | | |
| 69 | Senin / 13-03-2022 | Peny. kisi | | |
| 70 | Kamis / 16-03-2022 | Peny. kisi | | |
| 71 | Senin / 20-03-2022 | Peny. kisi | | |
| 72 | Kamis / 23-03-2022 | Peny. kisi | | |
| 73 | Senin / 27-03-2022 | Peny. kisi | | |
| 74 | Kamis / 30-03-2022 | Peny. kisi | | |
| 75 | Senin / 03-04-2022 | Peny. kisi | | |
| 76 | Kamis / 06-04-2022 | Peny. kisi | | |
| 77 | Senin / 10-04-2022 | Peny. kisi | | |
| 78 | Kamis / 13-04-2022 | Peny. kisi | | |
| 79 | Senin / 17-04-2022 | Peny. kisi | | |
| 80 | Kamis / 20-04-2022 | Peny. kisi | | |
| 81 | Senin / 24-04-2022 | Peny. kisi | | |
| 82 | Kamis / 27-04-2022 | Peny. kisi | | |
| 83 | Senin / 01-05-2022 | Peny. kisi | | |
| 84 | Kamis / 04-05-2022 | Peny. kisi | | |
| 85 | Senin / 08-05-2022 | Peny. kisi | | |
| 86 | Kamis / 11-05-2022 | Peny. kisi | | |
| 87 | Senin / 15-05-2022 | Peny. kisi | | |
| 88 | Kamis / 18-05-2022 | Peny. kisi | | |
| 89 | Senin / 22-05-2022 | Peny. kisi | | |
| 90 | Kamis / 25-05-2022 | Peny. kisi | | |
| 91 | Senin / 29-05-2022 | Peny. kisi | | |
| 92 | Kamis / 01-06-2022 | Peny. kisi | | |
| 93 | Senin / 05-06-2022 | Peny. kisi | | |
| 94 | Kamis / 08-06-2022 | Peny. kisi | | |
| 95 | Senin / 12-06-2022 | Peny. kisi | | |
| 96 | Kamis / 15-06-2022 | Peny. kisi | | |
| 97 | Senin / 19-06-2022 | Peny. kisi | | |
| 98 | Kamis / 22-06-2022 | Peny. kisi | | |
| 99 | Senin / 26-06-2022 | Peny. kisi | | |
| 100 | Kamis / 29-06-2022 | Peny. kisi | | |

Ketua Program Studi
FKIP Ummu Khairati Syam, S.Pd., M.Pd.
NIM 977 807

Mengetahui,
Kepala Sekolah Instansi

Dr. Ummi Khairati Syam, S.Pd., M.Pd.
NIM 977 807

Dr. H. Mahabang B. M.Pd.
NIM 19831914 198903 1 013



PEMERINTAH KABUPATEN GOWA
KANTOR DAIRY
SMP NEGERI 1 BONTOMARANNU

Nomor : 201/100/2019
NPSN : 40314255

SURAT KETERANGAN PENELITIAN

Yang Berhormat dan Berbahwa



DIS. H. MAHYANG RUMPA



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp. : (0411) 752301 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0510/BG-FKIP/LOA/B/VI/1443/2022

Dear NUR FITRI AL FIANA
It is our pleasure to inform you that, after reviewing your paper:
USING ADVERTISEMENT IN ENGLISH LANGUAGE TEACHING TO
INCREASE LISTENING COMPREHENSION SKILL AT JUNIOR HIGH
SCHOOL 3 BONTOMARANNU
The manuscript ID: 93
Detail checklist:


| Checkpoint | Yes | No |
|---|-----|----|
| The author has sent the manuscript by using the institutional email | √ | |
| the author has submitted the manuscript through the open journal system (OJS) | √ | |
| The manuscript according to the limitations or description of the journal | √ | |
| LoCT has been submitted by the author | √ | |
| The manuscript has followed the existing templates | √ | |
| The article processing charge (APC) has been submitted by the author | √ | |

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ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
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Head of English Education Department
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APPENDIX I
Documentation



CURRICULUM VITAE



Nur Fitri Al Fiana is a student of the English Department at the Muhammadiyah University of Makassar. She was born on December 31, 1999 in Tanabau, Selayar. She is the six child of seven daughters from the marriage of Hokko and Dempuriti. She began her study at TK Raudhatul Athpal and graduated in 2006. She continued her study at SD Inpres Tanabau, Selayar graduated in 2011. Then, she continued her education at MTsN 1 Bontolempangan, Selayar and graduated in 2014. Afterwards, she continued her study at SMA Negeri 8 Selayar and graduated in 2017. In the same year (2017), she was registered as a student of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title **Using Advertisement in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bontomarannu**