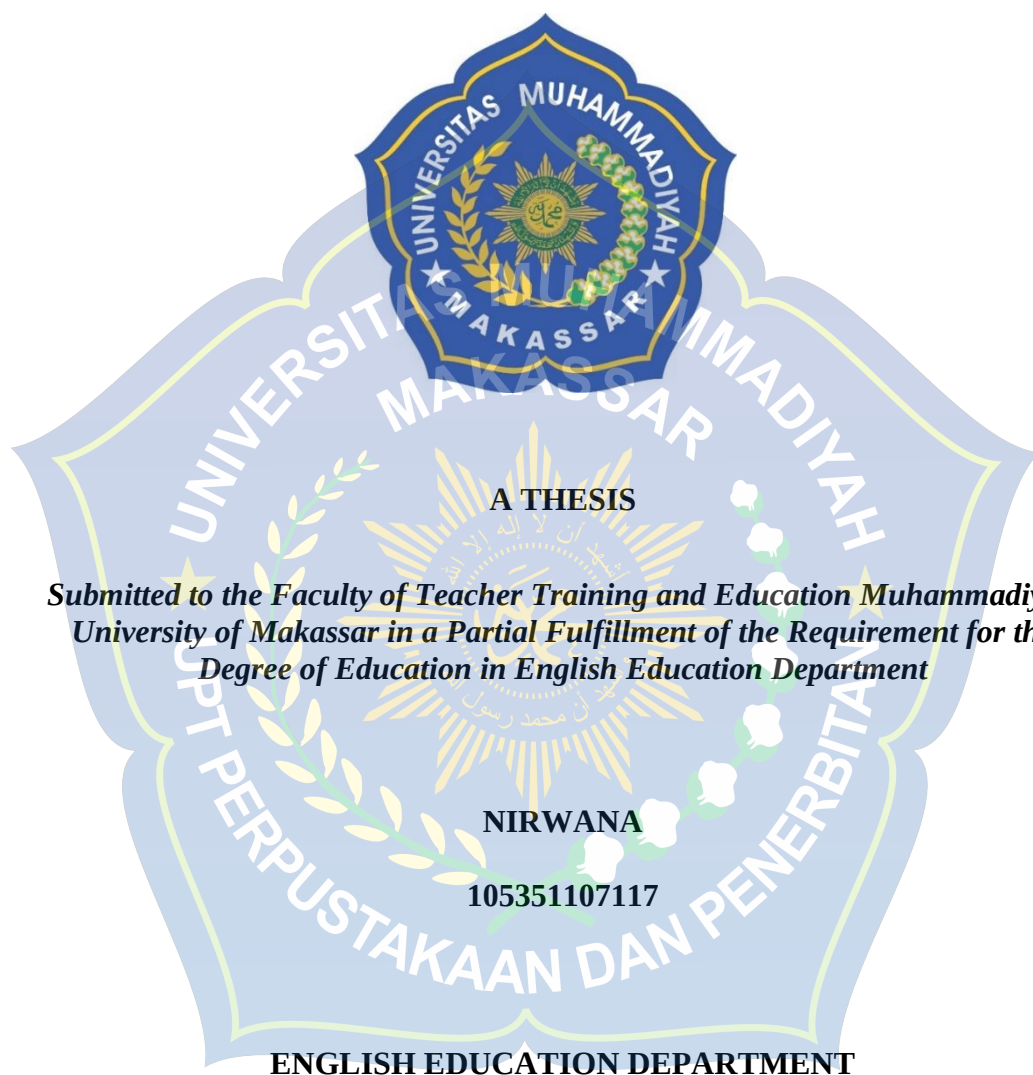


**The Use of Voice of America (VOA) Video as Media for Teaching**

**Listening Skill at SMP Negeri 13 Makassar**

***(A Pre Experimental study at the 8<sup>th</sup>)***



**A THESIS**

***Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in a Partial Fulfillment of the Requirement for the Degree of Education in English Education Department***

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**ENGLISH EDUCATION DEPARTMENT**

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**2022**



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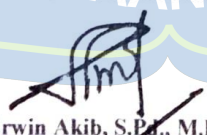
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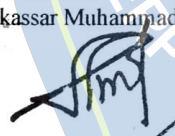
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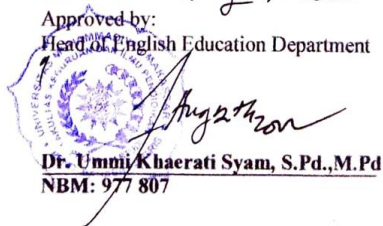
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|------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------|------|
| 10/6/2022  | IV        | - Findings<br>- Rense the organization<br>- Rense the formula (percentage)<br>(include in chapter 3)                                 |      |
| 15/7/2022  | III<br>IV | - findings no. 2 rense all<br>- Past Tense<br>- Tables (rense them)                                                                  |      |
| 21/07/2022 | III<br>IV | - questionnaire (recount the data)<br>Abstract<br>- past tense<br>Tables (give name)<br>questionnaire (recount the<br>negative data) |      |
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Yang Membuat Pernyataan

Nirwana

## MOTTO AND DEDICATION

### MOTTO

The best preparation for tomorrow is doing your best today.

(H. Jackson Brown, Jr)

### DEDICATION

I dedicate this thesis to my parents, my sister, and all my best friends for your prayers and support so that I can finish the thesis.

## ABSTRACT

Nirwana, 2022. The Use of Voice of America (VOA) Video as Media for Teaching Listening Skill at SMP Negeri 13 Makassar (*Pre-Experimental Method at the 8<sup>th</sup> grade of SMP 13 Makassar*). Faculty of Teacher Training and Education. Universitas Muhammadiyah Makassar. (Supervised by Andi Tenri Ampa and St. Asmayanti AM)

This research aimed to know the increased of students' listening skill and their responses of the use of Voice of America (VOA) Video as Media for Teaching Listening Skill in learning English. This research used a pre-experimental method where the data were gained from the listening test and questionnaire. In collecting data the research was taken through a pre-test and post-test with 20 questions each and the questionnaire has 20 items that are used to determine students' responses to using Voice Of America (VOA) video in teaching listening skill. The sample of this study was class 8<sup>th</sup> of SMP Negeri 13 Makassar which consisted of 30 students.

The results of this research showed that the students' differences before and after treatment was significantly different. The students' pre-test mean score in terms students listening was 70.43 to 86 in post-test with 22.10% increased.

The statistical analysis with a significant level of  $P = 0.05$  and the degree of freedom ( $df$ ) = 29 above, indicating  $t\text{-test} = 130,6$  the  $t\text{-table value} = 2,045$ . The findings found that in response students got a strongly agree 13.78, agree 11.67, neutral 14.33, disagree 12.67 and strongly disagree got 14.44. This means that students do not agree that using VOA as a media to teach listening cannot improve their listening.

Finally, it can be concluded that the use of Voice of America (VOA) Video as Media for Teaching Listening Skill was quite capable of providing a good effect in learning English, especially on listening skills.

Keywords: Listening skill, Voice Of America

## ABSTRAK

Nirwana, 2022. Penggunaan Video Voice of America (VOA) Sebagai Media Pembelajaran kemampuan mendengarkan di SMP Negeri 13 Makassar (Metode Pra-Eksperimen di kelas 8 SMP Negeri 13 Makassar). Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. (Dibimbing oleh Andi Tenri Ampa dan St. Asmayanti AM)

Penelitian ini bertujuan untuk melihat peningkatan dan respon penggunaan Video Voice of America (VOA) sebagai Media Pengajaran keterampilan Listening dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan metode pra-eksperimen dimana data diperoleh dari tes mendengarkan dan angket. Dalam mengumpulkan data penelitian ini dilakukan melalui pre-test dan post-test dengan masing-masing 20 pertanyaan dan kuesioner memiliki 20 item yang digunakan untuk menentukan tanggapan siswa terhadap penggunaan video Voice Of America (VOA) dalam pengajaran keterampilan mendengarkan. Sampel penelitian ini adalah siswa kelas 8 SMP Negeri 13 Makassar yang berjumlah 30 siswa.

Hasil penelitian menunjukkan bahwa perbedaan siswa sebelum dan sesudah perlakuan berbeda nyata. Nilai rata-rata pre-test siswa dalam hal mendengarkan siswa adalah 70,43 menjadi 86 pada post-test dengan peningkatan 22,10%. Analisis statistik dengan taraf signifikansi  $P = 0,05$  dan derajat bebas ( $df$ ) = 29 diatas menunjukkan  $t\text{-test} = 130,6$  nilai  $t\text{-tabel} = 2,045$ . Hasil penelitian menemukan bahwa pada respon siswa mendapat jawaban sangat setuju 13,78, setuju 11,67, netral 14,33, tidak setuju 12,67 dan sangat tidak setuju 14,44. Ini berarti bahwa siswa tidak setuju bahwa menggunakan VOA sebagai media untuk mengajar mendengarkan tidak dapat meningkatkan keterampilan mendengarkan mereka.

Akhirnya dapat disimpulkan bahwa penggunaan penggunaan Video Voice of America (VOA) sebagai media pengajaran kemampuan mendengarkan begitu efektif dalam meningkatkan kemampuan cara mendengarkan dan kefasihan siswa dalam mendengarkan.

Kata Kunci: Kemampuan Mendengarkan, Voice Of America.

## ACKNOWLEDGEMENT

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In the name of Allah, the Beneficent, the Merciful.

Praise and gratitude be to Allah for giving Strength and guidance for the researcher in order that this thesis will be finished thoroughly. Peace and blessing be upon Prophet Muhammad SAW, his families, his relatives and every one of his followers.

This thesis was written to fulfill one among requirements to get the scholar degree at the English Department of Faculty Teacher Training and Education, Muhammadiyah University of Makassar. Special thanks to:

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The Writer



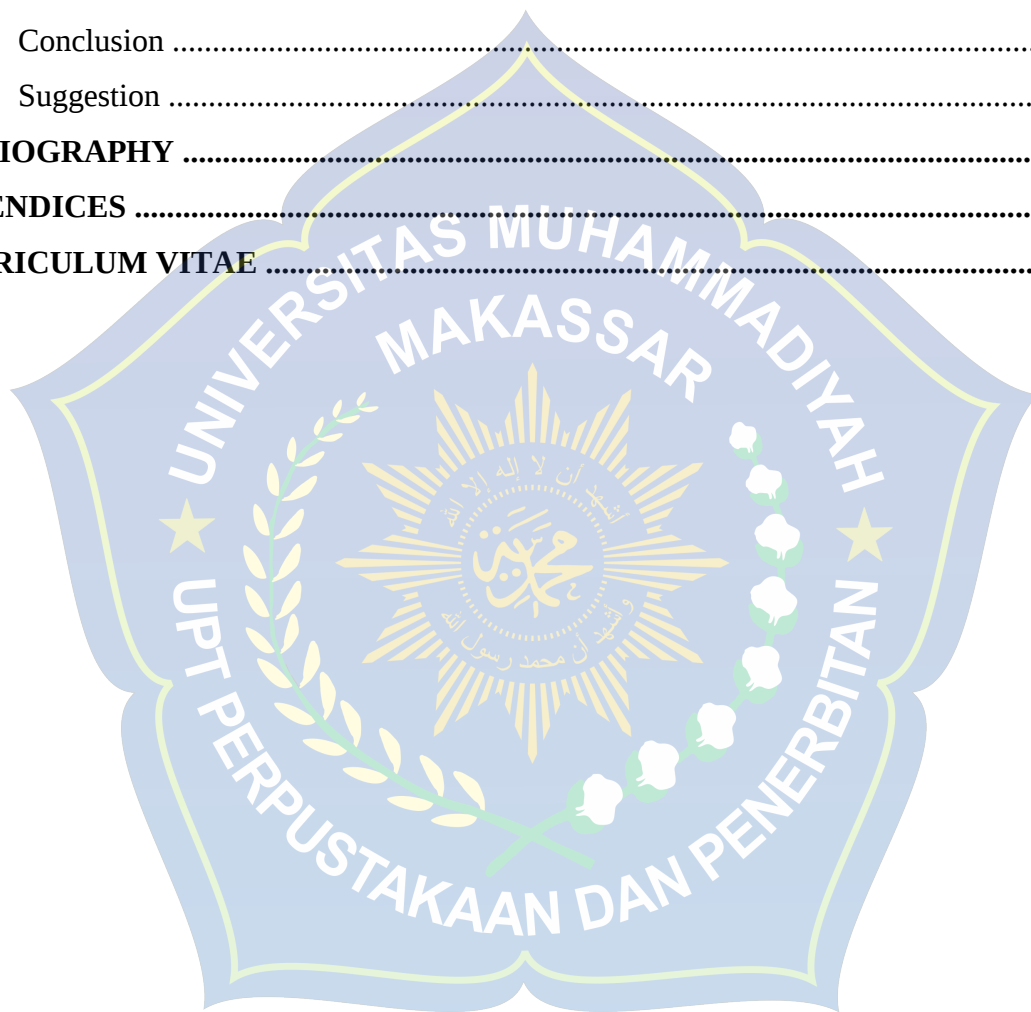
Nirwana



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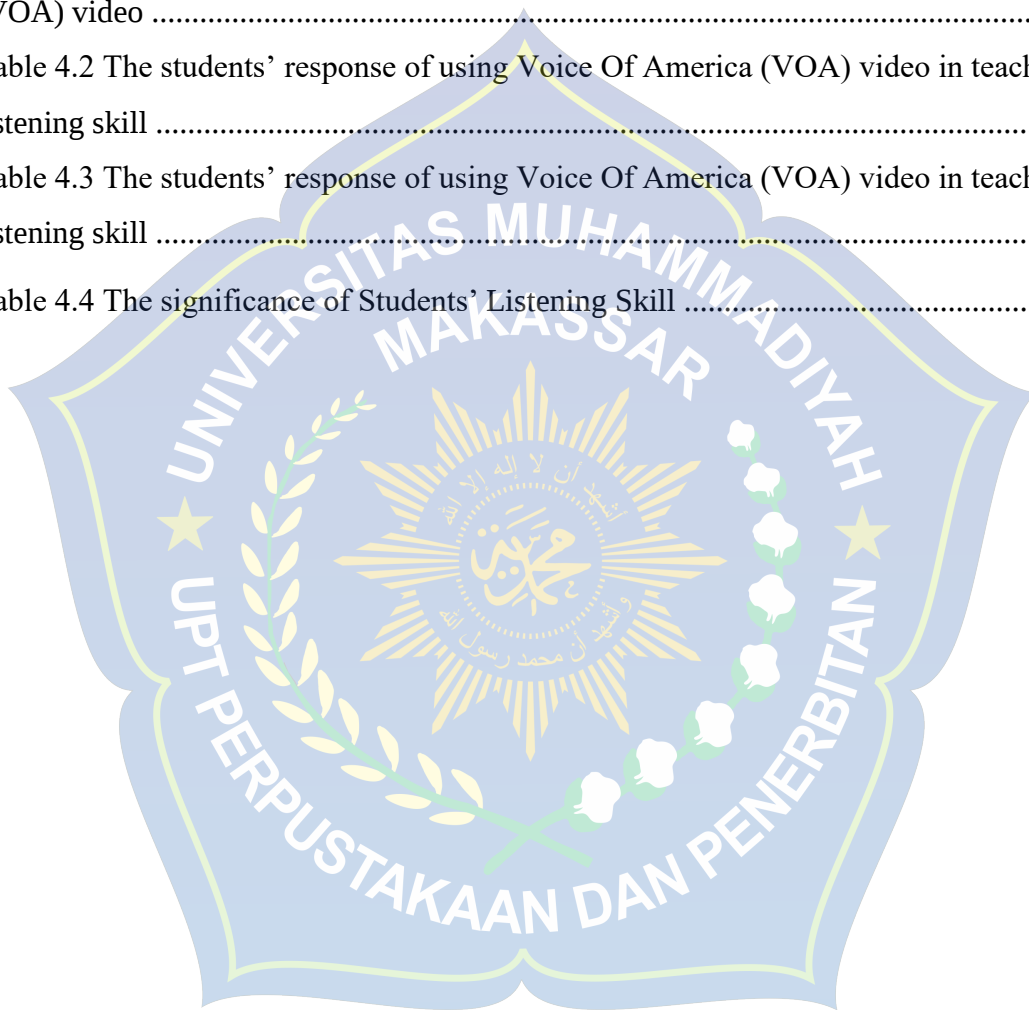
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## CHAPTER 1

### INTRODUCTION

#### A. Background

Language is a skill or tool that allows humans and others to communicate their thoughts, ideas, and information to one another. English is the world's oldest language and international language with millions of words that is also used as a form of interaction people from all around the world can communicate with each other. English is a foreign language study in Indonesia from elementary school through university for that learning English is very important because when communicating with other people who come from other countries use English while books and the internet use English. In learning English, students are expected to learn skills in the form of speaking, reading, writing, and listening. One of the skills that need to be learned is listening because listening can help understand the words that are heard when communicating with others.

Listening is a process in which learners acquire information and use it to create meaning as part of the communication process. Listening is a common thing in our daily life. It can be seen that most people spend most of their time listening to languages with varying degrees of attention, it necessitates the skill to listen because listening is such an important skill in everyday conversation, English learners should devote time and effort to develop their listening skills.

For many students learning English particularly listening is difficult. It is impossible to deny the challenges that students will encounter especially when it is the first time to improve their listening. This could be due to the lack of students' interest in learning English, especially listening, or it is difficult to understand the content of what they are listening to.

The use of media is an interesting thing that is needed in the learning process in the classroom to help students, especially learning English. Learning media may play an increasingly important role in today's learning activities, which emphasizes procedural and active learning skills for Nurseto (2011: 20), the material is easier and clearer. Learning can be said to be successful if students can obtain all the material, both in the form of knowledge and skills provided by educators, and remember and apply it in various fields of science.

Students can learn to listen by using VOA video as a media. VOA itself is the largest broadcaster in the United States by providing more than 40 languages that provide content in the form of digital, television, and radio. VOA was founded in 1942 which provides comprehensive news. The use of VOA videos as a media in listening can be used to help students improve their listening because the native speakers in the VOA videos speak slowly so that students can understand what they are feeling. This can be an innovation for teachers to use VOA video media in teaching English, especially in listening so that students have motivation because they find it interesting when learning to use videos.

Based on the above review, this research focuses on "The Use of Voice Of America (VOA) Video as Media for Teaching English Listening Skill at SMP Negeri 13 Makassar"

## **B. Research Question**

The researcher formulated the research problems based on the background in the following question forms:

1. How is the increase of students' listening skill using Voice Of America (VOA) video?
2. How is the students' response of using Voice Of America (VOA) video in teaching listening skill?

### C. Objective of The Research

Relating to the problem statement mention above, the researcher stated that objectives of the study are to find out the students' increase in listening skill by using Voice Of America (VOA) video and the students' response of using Voice Of America (VOA) video in teaching listening skill.

### D. Significance of The Research

The results of this study was expected to provided a significant contribution to teachers, students, researchers, and institutions.

#### 1. Teachers

The results of this study was expected to assist teachers in varying or innovating how they teach students listening skill using Voice Of America (VOA) video.

#### 2. Students

It can increase their listening skills by using Voice Of America (VOA) video as a media for teaching listening skill.

#### 3. Researcher

The results of the study was expected to gave some knowledge and experience in the teaching and learning process, particularly in the teaching of listening skill. It can also be used as a new reference for the use of Voice Of America (VOA) video in the teaching and learning process.

#### 4. Institution

VOA videos as a media in the teaching and learning process not only teach students' listening but can learn pronunciation in videos and indirectly increase students' vocabulary. If the application of VOA video as a learning media can run well, it can improve institutional performance among other institutions.

### **E. Scope of the Research**

This research used a VOA video from the YouTube channel VOA Learning English News for teaching listening skill on various topics such as sports, economies, health, and disaster. This study focused on VOA video as a learning media that can increase students' listening skill using Voice Of America (VOA), especially in intensive listening.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Related Findings

Many researchers have been conducting studies related to this research, there are as follows:

1. Laeli, Oktarini (2021), in their journal conclude that The use of VOA listening material as a source can encourage and assist students in their listening learning in the classroom. The VOA program also offers a variety of listening materials on a variety of interesting topics, all of which are tailored to the student's English ability levels which range from beginner to advanced. Furthermore, the findings of this study will provide an original and enjoyable alternate learning exercise that English teachers can use in class.
2. Tasya, Tohidin, Priajana (2018), in their journal conclude that the use of VOA videos as a media in the learning process made students focus on the material provided through VOA videos so that their use in learning students' listening skills could be effectively used and the students chose to agree to use VOA video as media teaching listening as much as 50%.
3. Astuti, Dj, Musfirah (2019) in their journal conclude that using VOA English learning videos has a contribution to improving students' listening skills. This may be observed in the results of the pre-test which has increased from before. Using VOA English learning videos as one of the right activities in teaching and learning listening because students can recognize English sounds is also very useful for those who will use VOA videos in learning English as one of the right activities for learning to listen.

The researcher above has similarities and differences with this study. The similarity between previous and this research is that the researcher wants to know the increase in

students' listening through VOA videos whether the students' abilities have increased or not. Then, the difference in this study is the use of media and techniques in improving students' listening

The similarity of this research is to find out the students' the use of Voice Of America (VOA) video as media for teaching listening skill. The differences of this research are location to do research and sample.

## **B. Some Partinent Ideas0**

In this stage, the researcher looks into several aspects of Voice Of America.

### **1. The Concept of Voice Of America (VOA)**

Based on website VOA divides three types of listening in which people involved, namely:

#### **a. Definition of Voice Of America (VOA)**

Based on the VOA website Voice of America (VOA) is an international news broadcaster with language services in 40 languages and VOA was founded in 1942 which provides comprehensive news. VOA delivers environmental news, food, healthcare, and education information. VOA is freely accessible on its website in the form of news articles, radio, and videos, as well as on YouTube and also distributed by satellite, cable, FM, and MW, on a network of more than 2,500 affiliated stations. VOA News stands for Voice of America News.

The VOA is an example of instructional media or multimedia (audiovisual) media, which includes both visual and audible information. Founded in 1942 VOA has been committed to providing comprehensive news from reliable sources of information by telling the truth to the audience, the news presented by VOA itself is about events that are currently happening or trending in America and the world.

Minh (2018) said there are 3 features in this VOA. The first is that it has a limited 1500-word vocabulary. The majority of them are simple words that describe an object, an activity, or a feeling. The second is that the idioms used are simple and explained very carefully and the sentences are simple and short containing one idea. The third is that when giving news or information, the sentences are spoken slightly later than usual so that they help people who want to learn English, particularly in terms of pronunciation.

VOA is divided into three categories: radio, video, and articles and so that anyone can choose to listen to news via audio, videos, or read the news directly in the article.

**b. The Advantages of using Voice Of America (VOA)**

Minh (2018:25) states that some advantages of using VOA, namely:

1. This VOA can be accessed easily through its website or on YouTube, which makes it easier for students who want to learn English.
2. The continuous and repeated use of words in presenting the news and its intonation will make it easier for students to learn the correct pronunciation.
3. The themes provided in the news are also entertaining, educational, and detailed, which can help students comprehend pronunciation with varied intonations in a variety of contexts.

Meanwhile, according to Nan and Mingfang in Minh (2018) there are advantages to using VOA namely:

1. The use of words repeatedly with different context collocations that make it easier for students to learn new vocabulary.

2. Students are enthusiastic about learning English with interesting, informative, and detailed reports used to express current issues that are widely discussed around the world.

**c. Disadvantages of VOA ( Video media)**

According to Fatma in Massarappi (2018) there are disadvantages in using video as media in teaching learning process as:

- a. Viewing conditions are poor.
- b. The syndrome of 'nothing new'
- c. Poor quality types and disks

**d. VOA Products and Programs**

Based on Risawati (2020) there are VOA Products and Programs, namely:

1. Every week, VOA broadcasts roughly 1,000 hours of radio and television programming each week to a global audience of about 100 million people. Language services have their own websites and use social media platforms such as Facebook, Twitter, and YouTube to share material and connect with their consumers.
2. Millions of people around the world enjoy VOA's music and English learning programs
3. VOA's seven television studios create a wide range of programs, including news, call-in shows, and interviews.
4. Journalists at the VOA News Center work closely with a global network of journalists to produce a constant stream of balanced and comprehensive news and analysis on critical subjects, US government policies, and cultural developments.

## 5. Radio

Voice Of America has a radio program that has a variety of topics from various countries. Voice Of America (VOA) can be accessed through podcasts, iTunes, or through its website. The term "audio" refers to noises broadcast over the radio that listeners can hear by guessing the words said by the VOA news anchor. Each week, VOA broadcasts roughly 1,800 hours of radio programming to a global audience of approximately 236.6 million people. This VOA program is delivered via satellite, cable, shortwave, FM, medium wave, streaming audio, with a global network of 1,200 affiliated stations.

## 6. Youtube

On the VOA youtube channel, there are various types of topics and various issues brought by the news. On this channel there is also a Voice Of America (VOA) Learning English program that allows anyone who wants to learn English to access the VOA channel on YouTube because one of the advantages is that it displays subtitles, making it easier for students or people who want to learn English through Voice Of America (VOA) the video.

## 2. The Concept of Listening Skill

In this stage, the researcher explores some elements of listening which are the definition of listening and the process of teaching listening.

### a. Definition of Listening Skill

According to Kline in Rahmah (2018), listening is the process of hearing, attending to, and comprehending listening messages, or messages delivered via sound. in According to Underwood in CJ, Weda, Atmowardoyo (2018), listening is the activity of paying attention to and attempting to understand what is being said we can derive meaning from what we hear. As a result, listening is a talent that requires

someone to pay attention to another person. When someone listens, they demonstrate a willingness and ability to comprehend what is being stated. A person prefers to pay conscious attention to what is being stated during this process in order to grasp it.

Cullen on Rahmah (2018) states that listening comprehension is a complicated operation. It involves two important processes:

- a. The first is bottom-up processing, in which the ear constructs words, phrases, and meaning from the sound.
- b. The second type of processing is top-down processing, in which the listener employs prior information to decipher the meaning of a communication.

Based on the findings, the researcher believes that listening is a process that involves hearing something with one's ears, comprehending the meaning, negotiating the meaning/message, and lastly responding to what has been heard.

#### b. Kinds of Listening

According to Brown on Nirwana (2022) said that listening is an important component in language learning and teaching because learners listen more than they talk in class. There are two types of listening, intensive and extensive listening, according to Harmer on Fitra (2021). Among them are:

##### a. Intensive Listening

Intensive listening is a kind of listening learning activity that occurs in the classroom and in which the teacher typically employs recorded materials as media, such as videotapes or disks. Students have direct interaction with the teacher and practice listening strategies to improve their understanding of how different sound structures and lexical choices can affect words. Reading aloud, interviews or conversations are all examples of intensive listening. The main goal of intensive listening is not just to increase students' listening skills

but also their confidence. This kind of listening can be aided by media such as movies, songs, and videos. Students may watch as much media as they choose because the main focus is for students to recognize and be aware of what they listen to in order to get used to the materials they listen to.

#### b. Extensive Listening

Extensive listening can be demonstrated by listening to a conversation and inferring a message or intent. Making conclusions and finding the gist are both parts of extensive listening. In extensive listening, the teacher gives the students the freedom to select the subject matter of their extensive listening so they can do it for enjoyment. Additionally, extensive listening doesn't just take place in the classroom; it can also take place outside the classroom, such as in the student's home or while the student is traveling. The content varies; it may include audiobooks, music, or movies.

Listening to that is utilized to comprehend the speaker's intent is known as informative listening. Informative Listening is a condition in which the listener's main focus is to comprehend the message that may be found in every aspect of our life.

This is a popular choice in the classroom. The last sort of listening is appreciative listening, which is when students enjoy or appreciate what the teacher is saying. Because it is based on individual students, this style is rarely used in the classroom. When individuals are enjoying a concert or a speech, they practice appreciative listening.

#### Elements of Listening

There are four elements of listening, according to Shockingawful (2017):

##### a. Ability to focus

Namely the ability to focus students in listening to material from audio.

b. General Understanding

Students or listeners with general understanding can grasp the main idea of the text's content and are usually quick to grasp the idea of the text, and listeners with general understanding may imagine the general meaning of something they hear.

c. Listening for details

Listening for specific information is a term that refers to listening for details. It necessitates comprehension of the activity and the ability to concentrate in order to catch specific details.

c. Accuracy of answer

The ability of students or listeners to correctly answer the task is referred to as the accuracy of the answer.

d. The Nature of Listening

According to Underwood on Rahmah (2018), in order to understand spoken language well, we must be able to figure out what speakers mean when they use certain words in specific ways on specific occasions in order to comprehend spoken language correctly. The second type of processing is top-down processing, in which the listener employs prior information to decipher the meaning of a communication.

McKeating on Rahmah (2018) claims that the listener goes through the following procedures when generating a message from a stream of sound:

a. Perception

The process of distinguishing spoken sounds is referred to as sound perception. Listeners can recognize and understand the sounds they hear by grouping them into familiar units and using intonation to indicate word boundaries using linguistic skills.

b. Decoding

Decoding is the process through which a listener decodes a message by taking in pieces rather than just sentences.

c. Prediction and selection.

The ability to accurately predict certain items allows listeners to listen without trying to catch every word. The listener's stress is reduced when unknown or unheard words are predicted.

e. The Process of Listening

Devito on Rahmah (2018) states that the process of listening can be described as a series of five types, namely:

1. Receiving

Receiving refers to the act of hearing something. When you open your ears or come into touch with auditory stimuli triggers the natural process of hearing.

2. Understanding

The stage at which you find out or figure out what the speaker is trying to convey is called understanding.

3. Remembering

Messages that you have received and comprehended must be maintained for at least some time; you can aid your memory by taking notes or recording the message on tape.

4. Evaluating

Evaluating entails making some judgments about the messages. In most cases, if you know the person well enough, you will be able to recognize the information and hence respond accordingly. You must discern facts from

assumptions, views, and the speaker's personal interpretations when evaluating the communications.

## 5. Responding

There are two types of responses: those made while the speaker is speaking and those made after the speaker had finished speaking.

## f. Technique in Teaching Listening

Teachers can be perplexed while trying to figure out what approaches to employ when teaching listening. As a result, teachers should be more imaginative and pushed in their search for the best technique. Here are some of the author's listening teaching strategies. The following is an excerpt from Nation & Newton's (2015) research:

### a. Oral close exercise

Is when the students are listening to a story, the teacher will occasionally pause to allow the students to guess the next word in the story.

### b. Silent viewing (for language)

The teacher plays the video at normal speed but without sound.

### c. Freeze frame

We may "freeze" the picture at any point throughout a video sequence. This is a great way to get students to predict what will happen next or what the character will say next, and it's expected that they will apply video approaches. The availability of stimuli to acquire language by guessing words, as well as interesting language activities based on what is visible on the screen, can help students perceive language imaginatively.

### g. Factors Affecting Listening

According to Boyle on Putri (2021) Listener factors, speaker factors, and material factors are the three aspects that determine listening skill.

#### a. The Listener

Choosing an interesting topic will increase the listener's understanding. A listener who actively participates in the discussion knows more about the topic than a listener who only listens to discourse on the recorded material.

#### b. The Speaker

The speaker's factors, such as how he employs language forms, have an impact on the listener's comprehension. Exposure, or the rate at which information is delivered, may be too quick, too sluggish, or have too many pauses, requiring a high level of comprehension from the listener.

#### c. Visual Support

A learner's ability to grasp visual aids such as video, pictures, diagrams, gestures, facial expressions, and body language increases comprehension. This is doable with the appropriate amount of assistance from gestures and pictures.

### h. Difficulties in Teaching Listening Skill

Teaching listening, particularly in English as a Foreign Language, requires specific attention to some factors that have a large influence on the speech process, can often inhibit comprehension if not addressed, and can make the process difficult. Listening as a foreign language may appear to be the most important. They misunderstand the language because they are unaware of stress and intonation patterns while hearing English sounds, and accent variances make it difficult for students to identify the words they hear.

### C. Conceptual Framework

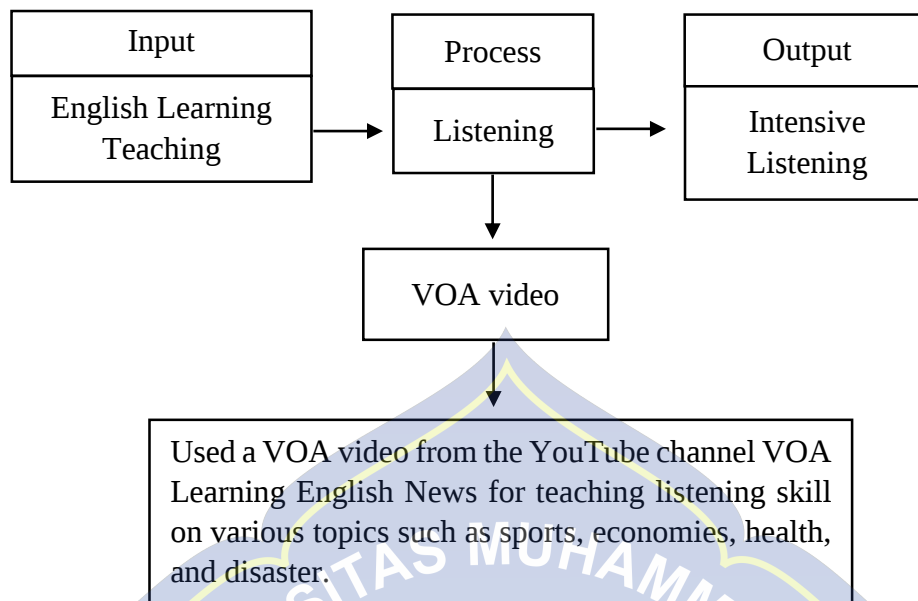


Figure 2.1 The conceptual Framework

This analysis will compare the students' achievement on the pre-test, treatment, and post-test. Finally, classify the students' scores and collect complete data from all study instruments, including pre-test and post-test, to determine the students' ability after treatment.

### D. Hypothesis

The hypothesis of the research is formulated as follows:

H<sub>0</sub>: The use of Voice Of America (VOA) video as media can't increase students' listening skill at SMPN 13 Makassar.

H<sub>1</sub>: The use of Voice Of America (VOA) video as media can increase students' listening skill at SMPN 13 Makassar.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this study the researcher used pre-experimental design. One form of pre-experimental design that researcher chose are pre-test and post-test design. The researcher gave pre-test to the students' before giving the treatment. When the treatment completed once, researcher provide a post test. The amount of effect of treatment can be accurately known by comparing between pre-test and post-test results. The figure of the research design was as follows:



Figure 3.1

(Gay, 1981)

Where:

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

X : Treatment

#### 1. Pre-test

The students were given a video as a pre-test to assessed and test listening skills.

The pre-test took place in one meeting.

#### 2. Treatment

Treatment was carried out 6 times with different video topics. Each video playback was carried out 3 times and wrote down the points of the sentences that have been listened to for a duration of 45 minutes. After the treatment the researcher gave a questionnaire.

### 3. Post-test

The students were given the post-test after giving treatment.

## **B. Research Variables and Indicators**

### a. Independent Variabel

In this reasearch the independent variables was the use of Voice Of America (VOA) video as media.

### b. Dependent variable

In this research the dependent variable was for teaching listening skill.

### c. Indicators

The indicators of this research was intensive listening.

## **C. Population and Sample**

### 1. Population

The population of this study was the Eight grade students of SMP Negeri 13 Makassar which consisted of 30 students and was divided into 11 classes.

### 2. Sample

The researcher used cluster random sampling in determining research samples. At the school there was 11 classes at the Eight grade level, the researcher chose class 8.5 the class consisted of 30 students.

## **D. Research Instrument**

There are two tests used, the first was a listening test to determine the increase of students listening skill using Voice of America (VOA) video and the second was to used a questionnaire to determine the students response of using Voice of America (VOA) video in teaching listening skill.

### E. Procedure of Data Collection

The data gathered by the researcher using the following procedure:

1. The students were giving a pre-test, after which students were shown the video 3 times, for the first screening students were given the opportunity to see the video and in the second and third screenings students would only listened the audio for a duration of 50 minutes.
2. Treatment was conducted after giving a pre-test. Students were given treatment after being given a pre-test. Each student meeting was played a VOA video 3 times with the first playback focused on the video without doing anything and in the second and third screenings students only listened the audio while wrote down important points or information contained in the video. This treatment was be conducted in six meetings with a duration of 50 minutes.
3. After doing the treatment, students were given a questionnaire with a duration of 50 minutes to fill it out.
4. The researcher were giving a post-test which students were shown the video 3 times, for the first screening students were given the opportunity to see the video and in the second and third screenings students would only play audio for a duration of 50 minutes.

### F. Technique of Data Analysis

The data analysis in the pre-experimental design from the test analyzed by quantitavive research :

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

$$Score = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 100$$

(Gay, 1981:298)

2. Students' scores are divided into seven categories:

Table 3.1 Classification of the students' listening skill

| No | Classification | Score  | Frequency | Percentage % |
|----|----------------|--------|-----------|--------------|
| 1  | Excellent      | 96-100 |           |              |
| 2  | Very good      | 86-95  |           |              |
| 3  | Good           | 76-85  |           |              |
| 4  | Fairly good    | 66-75  |           |              |
| 5  | Fair           | 56-65  |           |              |
| 6  | Poor           | 36-55  |           |              |
| 7  | Very poor      | 0-35   |           |              |

(Depdikbud, 1985)

3. Calculated the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  = Mean score

$\sum x$  = Sum of score in the group

N = Number of sample

(Gay, 2006: 320)

4. To calculate the percentage of students who improved on their pretest and post-test using the formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where: P : Rate percentage

X1 : The mean score of pre-test

X2 : The mean score of post-test

5. To find out the significant differences between the score of pre-test and post-test, the researcher uses the following formula:

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

Where:

t = Test of Significant

D = The difference between the scores of pre-test and post-test (X1-X2)

$\bar{D}$  = The mean score of the difference between the scores of pre-test and post-test

$\sum D^2$  = The Sum of the difference scores

N = The number pairs of subject in the study

1 = Constant Number

(Gay, 1981: 331)

Data from the questionnaire to find out the students' responses using Voice Of America (VOA) video in teaching listening skill.

Table 3.2 Likert Scale and Scoring

| Items             | Score    |          |
|-------------------|----------|----------|
|                   | Positive | Negative |
| Strongly Agree    | 5        | 1        |
| Agree             | 4        | 2        |
| Neutral           | 3        | 3        |
| Disagree          | 2        | 4        |
| Strongly Disagree | 1        | 5        |

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

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant value

(Sugiyono, 2017:135)

Table 3.3 Category of the students response on the use of Voice Of America (VOA)

| Category  | Score Classification | Frequency | Percentage % |
|-----------|----------------------|-----------|--------------|
| Excellent | 81-100               |           |              |
| Good      | 61-80                |           |              |
| Fair      | 41-60                |           |              |
| Poor      | 21-40                |           |              |
| Very poor | <20                  |           |              |
| Total     |                      |           |              |

(Sudarmono, 2012:15)

2. The result questionnaire were analyzed by using the following percentage system.

To get the main score of the students, the researcher used the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

Which:

$\bar{x}$  = The mean of the score.

$\sum x$  = Total Score

$n$  = Total sample

(Gay, 2006:320)

If questionnaires consisted of 20 items, the score is classified as follow:

20 x 5 = 100 maximum score

20 x 3 = 60 neutral

20 x 1 = 20 undecided score/ low score.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This research was conducted at the eight grade students of SMP Negeri 13 Makassar. For the class the researcher took 8.5 as the experimental class which taught using VOA video as treatment. The data which were analyzed in this research was the result of the test.

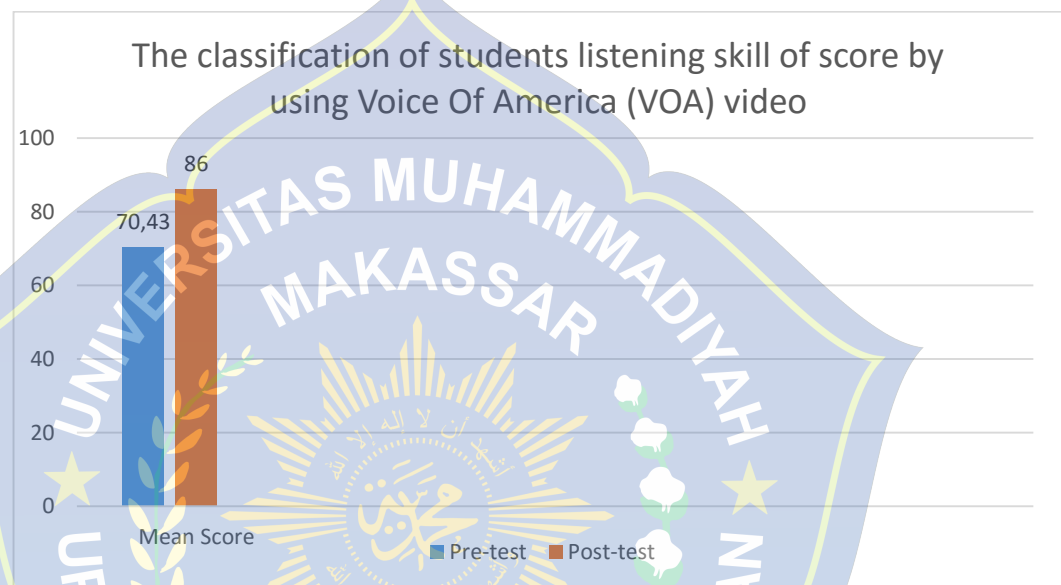
##### 1. The increase of students' listening skill using Voice Of America (VOA) video

The researcher utilized the test to answer the research question in the first chapter. The first test is termed a pre-test and the second test is called a post-test. The goal of this exam is to assess students' capacity to listen before and after receiving treatment by utilizing the VOA video to teach listening skills. Class 8.5 was chosen as the sample class for the pre-test students were assigned to listen a news several times the students would be given a question to find out how well the students were and then given treatments using VOA videos.

**Table 4.1 Mean Score of the increase of students' listening skill using Voice Of America (VOA) video**

| No | Indicator Listening | Mean score    |                | Increased (%) |
|----|---------------------|---------------|----------------|---------------|
|    |                     | Pre-test (X1) | Post-test (X2) |               |
| 1  | Intensive Listening | 70.43         | 86             | 22.10%        |

The table shows that students' listening skill using Voice of America (VOA) increased. The average value of students in the pre-test was 70.43, while the average value of students in the post-test was 86, it can be determined that the post-test results have increased.



Based on the figure, it can be concluded that the use of Voice Of America (VOA) video as media for teaching listening skills had increased students' listening skills.

In the post-test there was a significant increase in students. The increase achieved by students in the classification of students listening skill of post-test score by using Voice Of America (VOA) video that there are only 5 all of thirty students got excellent and 10 students at level very good, the rest of the students are below got good.

## 2. The students' response of using Voice Of America (VOA) video in teaching listening skill

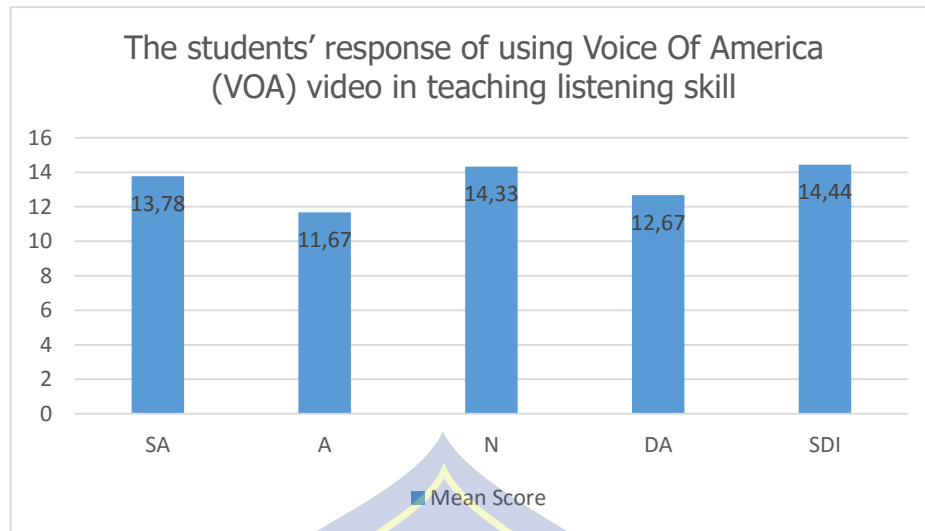
To know students' listening skill the researcher used questionnaire consists of 20 items to see the response of using Voice Of America (VOA) video.

The interpretation scores can be categorized in the following table based on the findings to better understand the level of students' response to using the Voice Of America (VOA) video in teaching listening skills in the classroom and that the score is from the total score from the Likert scale:

**Table 4.3 The students' response of using Voice Of America (VOA) video in teaching listening skill**

| Category  | Score Classification | Frequency | Percentage% |
|-----------|----------------------|-----------|-------------|
| Excellent | 81-100               | 16        | 53.33%      |
| Good      | 61-80                | 14        | 46.66%      |
| Fair      | 41-60                | 0         | -           |
| Poor      | 21-40                | 0         | -           |
| Very poor | <20                  | 0         | -           |
| Total     |                      | 30        | 100%        |

The table above shows that there are only 16 all of thirty students got excellent and 14 students at level good, the rest of the students are below none got fair, poor and very poor.



From the chart above, it can be concluded that the classification of students responses to the use of Voice Of America (VOA) video looks higher at strongly disagree which means students argue that using VOA cannot help students to increased their listening.

### 3. Hypothesis Testing (T-Test of Significant)

The hypothesis was tested using t-test to verify whether the use of VOA video for teaching listening skill differed significantly from the improvement of students' conventional approaches. Hypothesis testing between pre-test and post-test can be determined by using the t-test. The result of the analysis are significant with a significance level of 0.05 with degrees of freedom (df) = N-1: where N: the number of students 30. This can be seen as follows:

Based on the significance level of 0.05 and the degree of freedom (df) = 29 above, the t-table value = 2,045. The results of the t-test can be seen in the following table:

**Table 4.4 The significance of Students' Listening Skills**

| Value     | T-Test | T-Table | Comparison     | Classification |
|-----------|--------|---------|----------------|----------------|
| Post-Test | 5.107  | 2,045   | t-test>t-table | Significance   |

The t-test value is larger than the t-table value for  $\alpha = 0.05$  and degrees of freedom (df) = t-ratio of 2,045, as shown in Table 4.4. The t-test value is bigger than the ration value, according to the calculations.  $5.107 > 2,045$  at the t table On the basis of these findings, the null hypothesis (H0) is rejected, whereas the alternative hypothesis (H1) is supported. There was a difference between the students in the pre-test and post-test, but it was significant.

## **B. Discussion**

The preceding section's summary of data acquired from listening skills revealed that the students' listening skills had improved. It was backed up by the mean score and percentage of students who passed the pre-test and post-test. The further explanations are given below:

### **1. The increase of students' listening skill using Voice Of America (VOA) video**

According to Lestari (2016), using videos that students can view helps inspire them to better comprehend what they are studying because students can not only listen but also see. Students might be motivated to be more engaged and attentive in studying the contents of the text by using YouTube videos as media. Not only does using videos encourage students, but it also makes teaching simpler to recall and retain information because students not only listen but also watch. Akufah in Tasya, Tohidin and Prajana (2018) concludes that the use of video as a media in teaching listening to news items is effective. According to Mirvan in Rinanda, Suparno, Tarjana (2019), using video resources in the classroom might increase students' willingness to study since it exposes them to a broad range of situations that can help them understand similar events in real

life. Based on the VOA website, VOA consists of websites and social media platforms such as Facebook, Twitter, and YouTube for sharing content and interacting with audiences. On YouTube VOA, there is an English learning channel that has many playlist options that you can choose from. One of the playlists is News Words, in which there is already a sentence text spoken in the video so that students can easily practice their listening skill.

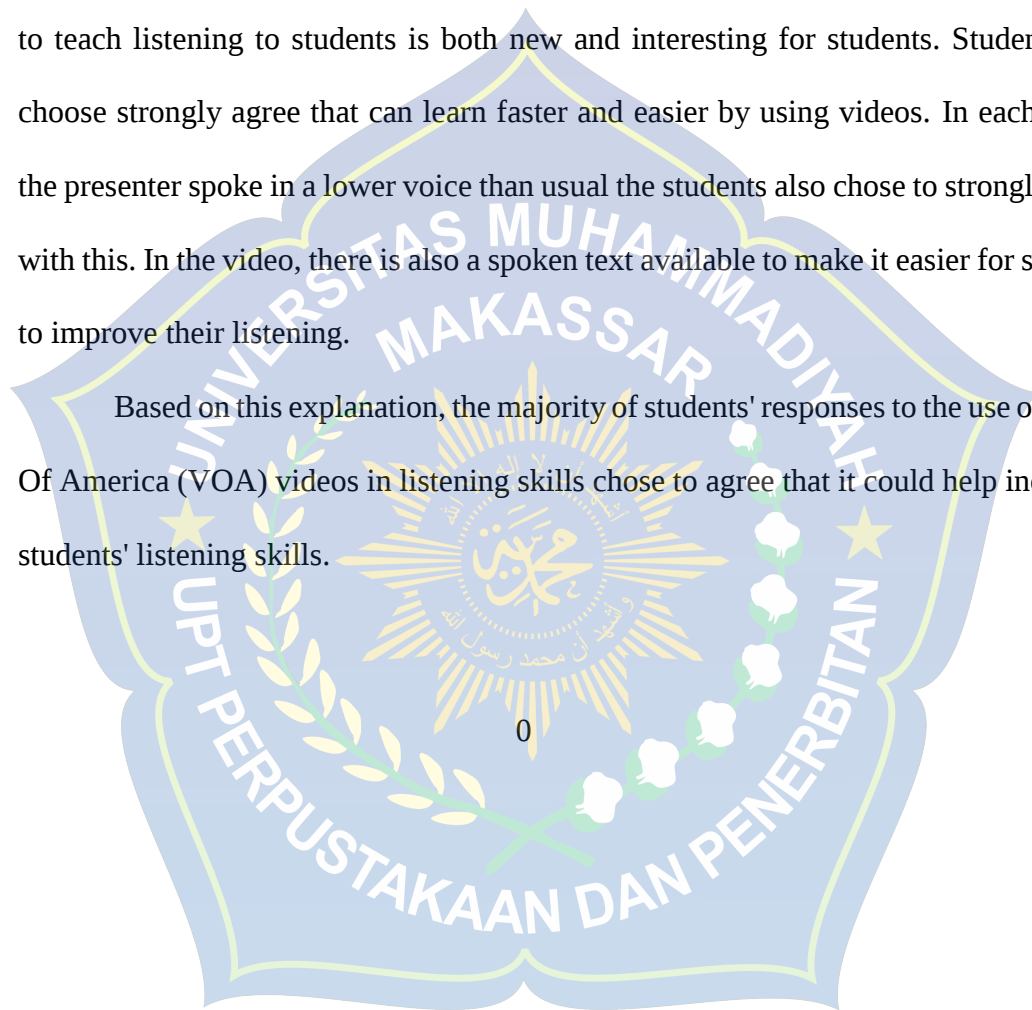
Based on this explanation, using VOA video as a media to teach listening can be used as a new thing to teach listening to students. This can be seen from the results of the pre-test which increased in the post-test after being given treatment by playing VOA videos at each meeting. As for the results of the post-test, there is an increase in getting excellent, and the rest only a few students get poor and very poor, which means the Voice of America (VOA) video increases the students listening skill.

## **2. The students' response of using Voice Of America (VOA) video in teaching listening skill**

The researcher gave a questionnaire to the students after the treatment was carried out, the result of the questionnaire was that the number of students chose good which could be said that the use of Voice of America (VOA) was used in teaching listening to get a positive response their listening skills. Students can remember the material taught and help students learn English by using VOA videos. Some students agree that they can learn faster and easier because these VOA videos are very accessible. Using this VOA video can help students understand listening and are interested in learning to listen using VOA videos. Based on Tasya, Tohidin and Praja (2018), it was found that many students chose to strongly agree that using VOA news videos had an effect on students' listening.

According to Mirvan on Norazeen (2017), students' opinions of using video media are favorable since their listening improves and they become more enthusiastic about learning about skills and language. The number of students who chose to agree that the use of Voice Of America (VOA) video in teaching listening skills made them find one way that could be used to improve their listening skills. The number of students who choose strongly agree means that using Voice of America (VOA) video as a media to teach listening to students is both new and interesting for students. Students also choose strongly agree that can learn faster and easier by using videos. In each video, the presenter spoke in a lower voice than usual the students also chose to strongly agree with this. In the video, there is also a spoken text available to make it easier for students to improve their listening.

Based on this explanation, the majority of students' responses to the use of Voice Of America (VOA) videos in listening skills chose to agree that it could help increased students' listening skills.



## CHAPTER V

### CONCLUSION AND SUGGESTION

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

#### A. Conclusion

Based on the results of previous research and discussion, the use of Voice Of America (VOA) Video as Media for Teaching listening Skill, especially listening skills was significant enough to increased listening skills in 8th grade students of SMP Negeri 13 Makassar. The researcher analyzed the data obtained from students with one class in the pre-test and post-test. The results in the pre-test have increased after the treatment is carried out, this can be seen from the post-test results, which proves that the use of VOA videos in teaching listening skills contributes to students.

Using VOA video is a medium that can be used in teaching listening skills. This can be seen from the results of the t-test and t-table values, where the t-test value is higher than the t-table.

The results of student responses to the use of Voice of America (VOA) video as a media for learning listening skills can be seen from the number of students who choose strongly disagree which means students argue that using VOA cannot help students to increased their listening.

## B. Suggestion

Based on the above conclusions, the writer would to provide the following suggestions:

1. Students should be more motivated in doing learning english especially listening skill.
2. It is recommended that you use VOA video as media for teaching listening skill.
3. Teachers can use this VOA video as a media to increased students' listening skills in class.
4. More significantly, the students in the Voice of America cc video must understand that learning is a two-way process, not just a teacher-centered one. It implies that students play an important role in deciding their academic success. As a result, individuals must actively participate in the learning process. It is also suggested that English teachers use a variety of media to teach listening skills. This may inspire students to improve their listening skills in order to improve their grades.

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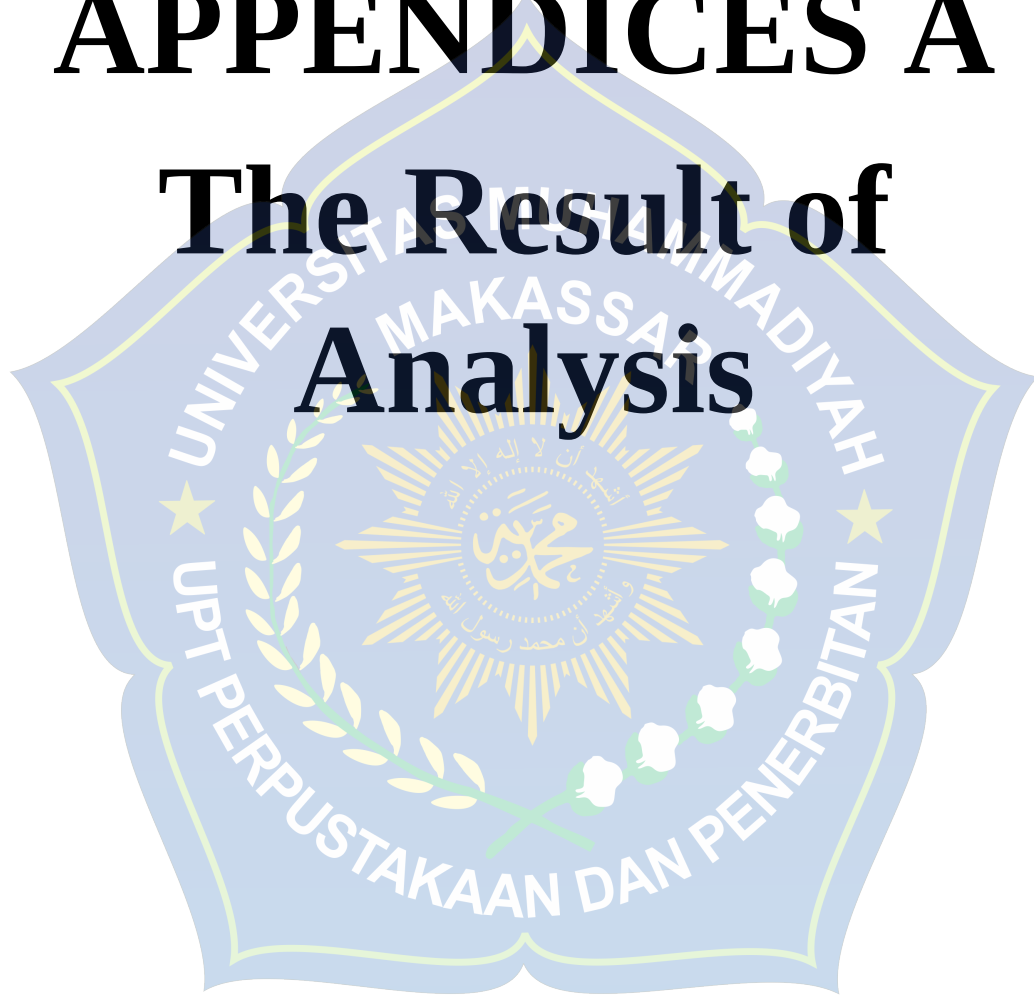
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# **APPENDICES A**

## **The Result of Analysis**



## APPENDICES A.1

### Data of Pre-Test and Post-Test

#### 1. The Row Score of Students' Pre-Test

| No  | Sample                  | Final Score | Classification |
|-----|-------------------------|-------------|----------------|
| 1   | Anisa Muchtar           | 50          | Poor           |
| 2   | Suci Ramadhani          | 33          | Very Poor      |
| 3   | Muh. Rayhan. S          | 75          | Fairly Good    |
| 4   | Nurmala Dewi            | 70          | Fairly Good    |
| 5   | Nailah                  | 10          | Very Poor      |
| 6   | Andi Azmar Mappanyompa  | 75          | Fairly Good    |
| 7   | Siti nur                | 100         | Excellent      |
| 8   | Dhita Safira Putri Olli | 100         | Excellent      |
| 9   | Muh. Ilham              | 70          | Fairly Good    |
| 10  | Muammar said            | 85          | Good           |
| 11  | Muh. Fachri Abiyan      | 95          | Very Good      |
| 12  | Muh. Nurul Haq          | 50          | Poor           |
| 13  | Muh. Fadli              | 70          | Fairly Good    |
| 14  | Nabila Keyza            | 40          | Poor           |
| 15  | Rafly Pratama           | 85          | Good           |
| 16  | Adhasari Ulya           | 100         | Excellent      |
| 17  | Nayla Ridwan            | 100         | Excellent      |
| 18. | Fiona Nurafrilia Amri   | 95          | Very Good      |

|            |                               |       |             |
|------------|-------------------------------|-------|-------------|
| 19         | M. Abid                       | 90    | Very Good   |
| 20         | Naurah Zalsabila Qirana       | 60    | Fair        |
| 21         | Rakha Alfaiz                  | 90    | Very Good   |
| 22         | Aysar Al-Faiq                 | 50    | Poor        |
| 23         | Andi Nabila Zahira            | 60    | Fair        |
| 24         | Suci Ramadani                 | 95    | Very Good   |
| 25         | Nafla A Ismail                | 95    | Very Good   |
| 26         | Muh. Farrel Ilham Nugroho Poa | 40    | Poor        |
| 27         | Muh. Payza Rezky              | 40    | Poor        |
| 28         | Adriel Kenzie Danish          | 60    | Fair        |
| 29         | Nurul Saskiyah Ivanka         | 60    | Fair        |
| 30         | Bima Azaky                    | 70    | Fairly Good |
| $\Sigma x$ |                               | 2.113 |             |
| $X1$       |                               | 70.43 |             |

## 2. The Row Score of Students' Post-Test

| No  | Sample                  | Final<br>Score | Classification |
|-----|-------------------------|----------------|----------------|
| 1   | Anisa Muchtar           | 85             | Good           |
| 2   | Suci Ramadhani          | 70             | Fairly Good    |
| 3   | Muh. Rayhan. S          | 85             | Good           |
| 4   | Nurmala Dewi            | 85             | Good           |
| 5   | Nailah Ulayya Misbah    | 40             | Poor           |
| 6   | Andi Azmar              | 95             | Very Good      |
| 7   | Siti nur Azakiyah       | 100            | Excellent      |
| 8   | Dhita Safira Putri Olli | 100            | Excellent      |
| 9   | Muh. Ilham              | 85             | Good           |
| 10  | Muammar said            | 95             | Very Good      |
| 11  | Muh. Fachri Abiyan      | 95             | Very Good      |
| 12  | Muh. Nurul Haq          | 85             | Good           |
| 13  | Muh. Fadli              | 90             | Very Good      |
| 14  | Nabila Keyza            | 60             | Fair           |
| 15  | Rafly Pratama           | 95             | Very Good      |
| 16  | Adhasari Ulya           | 100            | Excellent      |
| 17  | Nayla Ridwan            | 100            | Excellent      |
| 18. | Fiona Nurafrilia Amri   | 100            | Excellent      |
| 19  | M. Abid                 | 95             | Very Good      |

|            |                               |       |             |
|------------|-------------------------------|-------|-------------|
| 20         | Naurah Zalsabila Qirana       | 75    | Fairly Good |
| 21         | Rakha Alfaiz                  | 95    | Fairly Good |
| 22         | Aysar Al-Faiq                 | 80    | Good        |
| 23         | Andi Nabila Zahira            | 80    | Good        |
| 24         | Suci Ramadani                 | 95    | Very Good   |
| 25         | Nafla A Ismail                | 95    | Very Good   |
| 26         | Muh. Farrel Ilham Nugroho Poa | 60    | Fairly Good |
| 27         | Muh. Payza Rezky              | 85    | Good        |
| 28         | Adriel Kenzie Danish          | 85    | Good        |
| 29         | Nurul Saskiyah Ivanka         | 75    | Fairly Good |
| 30         | Bima Azaky                    | 95    | Very Good   |
| $\Sigma x$ |                               | 2.580 |             |
| $X^2$      |                               | 86    |             |

## APPENDICES A.2

### The Rate Percentage of Students' Score

#### 1. The Rate Percentage Listening

| No    | Classification | Pre-Test |       | Post-Test |       |
|-------|----------------|----------|-------|-----------|-------|
|       |                | F        | %     | F         | %     |
| 1     | Excellent      | 4        | 13.33 | 5         | 16.66 |
| 2     | Very Good      | 6        | 20    | 9         | 30    |
| 3     | Good           | 1        | 3.33  | 9         | 30    |
| 4     | Fairly Good    | 6        | 20    | 5         | 16.66 |
| 5     | Fair           | 4        | 13.33 | 1         | 3.33  |
| 6     | Poor           | 6        | 20    | 1         | 3.33  |
| 7     | Very Poor      | 2        | 6.66  | 0         | 0     |
| TOTAL |                | 30       | 100   | 30        | 100   |

## APPENDIX A.3

### Calculation of the Mean Score of Pre-Test and Post-Test

#### 1. The Mean Score

##### a. Pre-Test

$$X^1 = \frac{\sum X}{N} = \frac{2.113}{30} = 70,43$$

##### b. Post-Test

$$X_2 = \frac{\sum X}{N} = \frac{2.580}{30} = 86$$

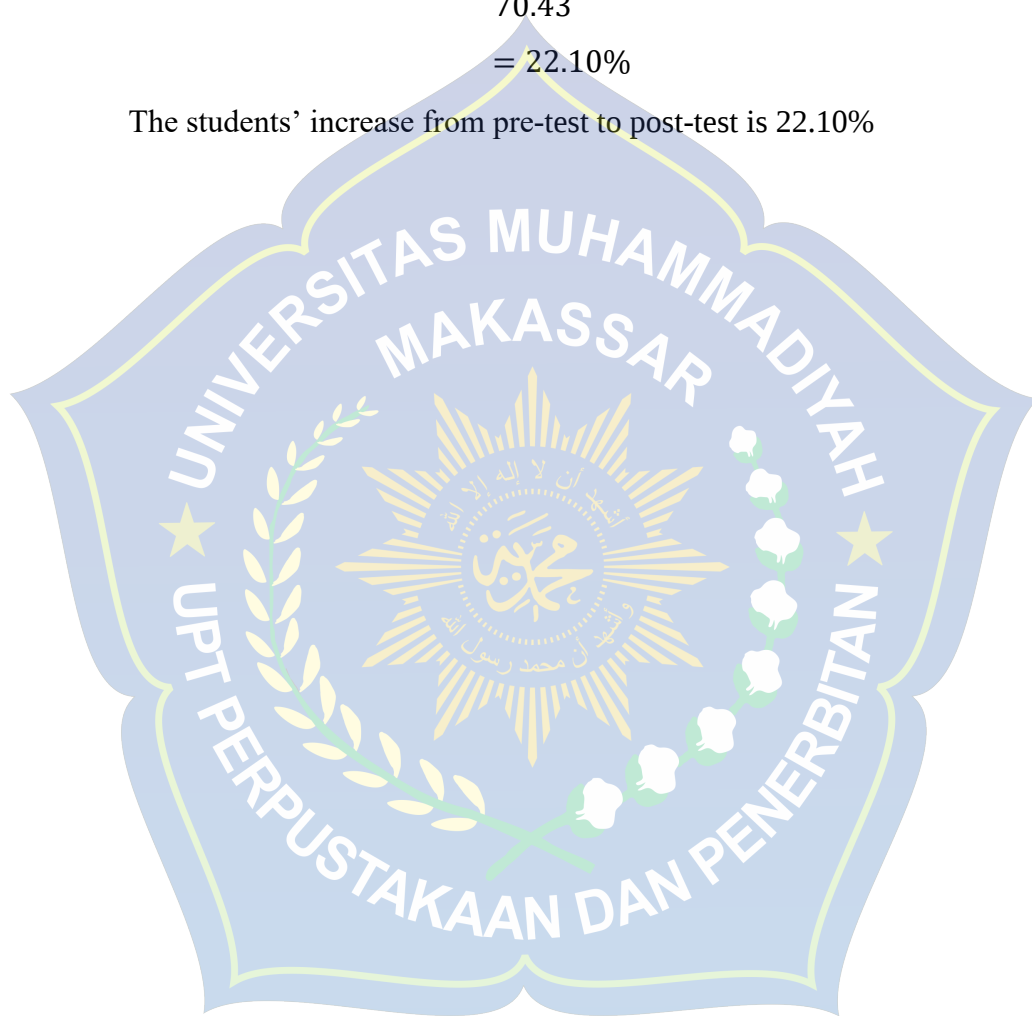
#### 2. The Percentage of the Students' Improvement in Listening Skill

Mean Score of post-test ( $X_2$ ) : 86

Mean Score of pre-test ( $X_1$ ) : 70.43

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{86 - 70.43}{70.43} \times 100 \\ &= \frac{15.57}{70.43} \times 100 \\ &= 22.10\% \end{aligned}$$

The students' increase from pre-test to post-test is 22.10%



#### APPENDICES A.4 Scoring Analysis of Pre-Test and Post-Test

| No | Name | Pre-Test Score |           | Post-Test Score |           | D (X2-X1) | D <sup>2</sup> |
|----|------|----------------|-----------|-----------------|-----------|-----------|----------------|
|    |      |                | Mean (X1) |                 | Mean (X2) |           |                |
| 1. | S-1  | 50             | 25        | 80              | 42.5      | 17.5      | 306,25         |
| 2  | S-2  | 33             | 16.5      | 70              | 35        | 18.5      | 342.25         |
| 3  | S-3  | 75             | 37.5      | 85              | 42.5      | 5         | 25             |
| 4  | S-4  | 70             | 35        | 85              | 42.5      | 7.5       | 56.25          |
| 5  | S-5  | 10             | 5         | 40              | 20        | 15        | 225            |
| 6  | S-6  | 75             | 37.5      | 95              | 47.5      | 10        | 100            |
| 7  | S-7  | 100            | 50        | 100             | 50        | 0         | 0              |
| 8  | S-8  | 100            | 50        | 100             | 50        | 0         | 0              |
| 9  | S-9  | 70             | 35        | 85              | 42.5      | 7.5       | 56.25          |
| 10 | S-10 | 85             | 42.5      | 95              | 47.5      | 5         | 25             |
| 11 | S-11 | 95             | 47.5      | 95              | 47.5      | 0         | 0              |
| 12 | S-12 | 50             | 25        | 85              | 42.5      | 17.5      | 306,25         |
| 13 | S-13 | 70             | 35        | 90              | 45        | 10        | 100            |
| 14 | S-14 | 40             | 20        | 60              | 30        | 10        | 100            |
| 15 | S-15 | 85             | 42.5      | 95              | 47.5      | 5         | 25             |
| 16 | S-16 | 100            | 50        | 100             | 50        | 0         | 0              |
| 17 | S-17 | 100            | 50        | 100             | 50        | 0         | 0              |
| 18 | S-18 | 95             | 47.5      | 100             | 50        | 2.5       | 6.25           |
| 19 | S-19 | 90             | 45        | 95              | 47.5      | 2.5       | 6.25           |
| 20 | S-20 | 60             | 30        | 75              | 37.5      | 7.5       | 56.25          |

|              |      |              |                |              |              |              |                 |
|--------------|------|--------------|----------------|--------------|--------------|--------------|-----------------|
| 21           | S-21 | 90           | 45             | 95           | 47.5         | 2.5          | 6.25            |
| 22           | S-22 | 50           | 25             | 80           | 40           | 15           | 225             |
| 23           | S-23 | 60           | 30             | 80           | 40           | 10           | 100             |
| 24           | S-24 | 95           | 47.5           | 95           | 47.5         | 0            | 0               |
| 25           | S-25 | 95           | 47.5           | 95           | 47.5         | 0            | 0               |
| 26           | S-26 | 40           | 20             | 60           | 30           | 10           | 100             |
| 27           | S-27 | 40           | 20             | 85           | 42.5         | 22.5         | 506.25          |
| 28           | S-28 | 60           | 30             | 85           | 42.5         | 12.5         | 156.25          |
| 29           | S-29 | 60           | 30             | 75           | 37.5         | 7.5          | 56.25           |
| 30           | S-30 | 70           | 35             | 95           | 47.5         | 12.5         | 156,25          |
| <b>TOTAL</b> |      | <b>2.113</b> | <b>1.056,5</b> | <b>2.580</b> | <b>1.290</b> | <b>228,5</b> | <b>3.042,25</b> |
| <b>MEAN</b>  |      | <b>70,43</b> | <b>35,21</b>   | <b>86</b>    | <b>43</b>    | <b>7,61</b>  | <b>101,40</b>   |

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

$$= \frac{7.61}{\sqrt{\frac{3.042,25 - \frac{(228,5)^2}{30}}{30(30-1)}}}$$

$$= \frac{7.61}{\sqrt{\frac{3.042,25 - 1.740,40}{870}}}$$

$$\begin{aligned}
 &= \frac{7.61}{\sqrt{\frac{1.301,85}{870}}} \\
 &= \frac{7.61}{1.49} \\
 &= 5.107
 \end{aligned}$$

The Value of T-Table

Level of significance (p) = 0.05

Degree of freedom (df) = N-1 = 30-1 = 29

T-Table = 2,045



## APPENDICES A.5

Table Distribution of T-Table

| Df | Level of Significance for two-tailed test |       |       |        |        |        |
|----|-------------------------------------------|-------|-------|--------|--------|--------|
|    | 0,5                                       | 0,2   | 0,1   | 0,05   | 0,02   | 0,01   |
|    | Level of Significance for one-tailed test |       |       |        |        |        |
|    | 0,25                                      | 0,1   | 0     | 0,025  | 0,01   | 0.005  |
| 1  | 1,000                                     | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 |
| 2  | 0,816                                     | 1,886 | 2,920 | 4,303  | 6,965  | 9,926  |
| 3  | 0,765                                     | 1,638 | 2,353 | 3,183  | 4,541  | 5,841  |
| 4  | 0,741                                     | 1,533 | 2,132 | 2,776  | 3,747  | 4,604  |
| 5  | 0,727                                     | 1,476 | 2,015 | 2,571  | 3,365  | 4,032  |
| 6  | 0,718                                     | 1,440 | 1,943 | 2,447  | 2,143  | 3,707  |
| 7  | 0,711                                     | 1,451 | 1,895 | 2,365  | 2,998  | 3,499  |
| 8  | 0,706                                     | 1,397 | 1,860 | 2,306  | 2,896  | 3,355  |
| 9  | 0,703                                     | 1,383 | 1,833 | 2,262  | 2,821  | 3,250  |
| 10 | 0,700                                     | 1,372 | 1,812 | 2,226  | 2,764  | 3,169  |
| 11 | 0,697                                     | 1,363 | 1,769 | 2,201  | 2,718  | 3,106  |
| 12 | 0,695                                     | 1,356 | 1,782 | 2,179  | 2,681  | 3,055  |
| 13 | 0,694                                     | 1,350 | 1,771 | 2,160  | 2,650  | 3,120  |
| 14 | 0,692                                     | 1,345 | 1,761 | 2,143  | 2,624  | 2,977  |
| 15 | 0,691                                     | 1,341 | 1,753 | 2,331  | 2,604  | 2,947  |
| 16 | 0,690                                     | 1,337 | 1,746 | 2,120  | 2,583  | 2,921  |

|          |       |       |       |       |       |       |
|----------|-------|-------|-------|-------|-------|-------|
| 17       | 0,689 | 1,333 | 1,740 | 2,110 | 2,567 | 2,898 |
| 18       | 0,688 | 1,330 | 1,734 | 2,101 | 2,552 | 2,878 |
| 19       | 0,688 | 1,328 | 1,729 | 2,093 | 2,539 | 2,861 |
| 20       | 0,687 | 1,325 | 1,725 | 2,086 | 2,528 | 2,845 |
| 21       | 0,686 | 1,323 | 1,721 | 2,080 | 2,518 | 2,831 |
| 22       | 0,686 | 1,321 | 1,717 | 2,074 | 2,505 | 2,819 |
| 23       | 0,685 | 1,319 | 1,714 | 2,690 | 2,500 | 2,807 |
| 24       | 0,685 | 1,318 | 1,711 | 2,640 | 2,492 | 2,797 |
| 25       | 0,684 | 1,316 | 1,708 | 2,060 | 2,485 | 2,787 |
| 26       | 0,684 | 1,315 | 1,706 | 2,056 | 2,479 | 2,779 |
| 27       | 0,684 | 1,314 | 1,703 | 2,052 | 2,473 | 2,771 |
| 28       | 0,683 | 1,313 | 1,701 | 2,048 | 2,467 | 2,763 |
| 29       | 0,683 | 1,311 | 1,699 | 2,045 | 2,462 | 2,756 |
| 30       | 0,683 | 1,310 | 1,697 | 2,042 | 2,457 | 2,750 |
| 40       | 0,681 | 1,303 | 1,684 | 2,021 | 2,423 | 2,704 |
| 60       | 0,679 | 1,296 | 1,671 | 2,000 | 2,390 | 2,660 |
| 120      | 0,677 | 1,289 | 1,658 | 2,890 | 2,358 | 2,617 |
| $\infty$ | 0,674 | 1,282 | 1,645 | 1,960 | 2,326 | 2,576 |

# APPENDICES A.6 Students' response of using Voice Of America (VOA)

## video in teaching listening skill

| No | Statement                                                                                   | SA<br>% | A<br>% | N<br>% | DA<br>% | SDI<br>% |
|----|---------------------------------------------------------------------------------------------|---------|--------|--------|---------|----------|
| 1  | VOA video helps the students to understand more about listening                             | 60      | 26,67  | 13,33  | 0       | 0        |
| 2  | Tseaching listening through VOA video makes the students' interested in learning English    | 50      | 26,67  | 23,33  | 0       | 0        |
| 3  | The students' feel VOA video can help their learning English                                | 46,67   | 40     | 13,33  | 0       | 0        |
| 4  | The students' feel that learning using VOA video as media can improve their listening skill | 30      | 43,33  | 26,67  | 0       | 0        |
| 5  | The students' be able to understand the lesson using VOA video                              | 20      | 36,67  | 3,33   | 36,67   | 3,33     |
| 6  | VOA video can help the students' to discover new information                                | 50      | 30     | 20     | 0       | 0        |
| 7  | The students' can learn faster and easier using VOA video                                   | 30      | 43,33  | 26,67  | 0       | 0        |
| 8  | VOA video can make it easier for the students' to find new information                      | 43,33   | 26,67  | 26,67  | 3.33    | 0        |

|    |                                                                                                                                |       |       |       |       |       |
|----|--------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| 9  | Using VOA videos make it easier for the students' to improve their listening                                                   | 46,67 | 33,33 | 16,67 | 3,33  | 0     |
| 10 | The students' listening can improve when the presenter speaks slowly                                                           | 36,67 | 33,33 | 30    | 0     | 0     |
| 11 | By using VOA videos in the learning process it becomes boring                                                                  | 0     | 3,33  | 10    | 36,67 | 50    |
| 12 | The students' can't improve their listening skill using VOA videos                                                             | 0     | 0     | 20    | 33,33 | 46,67 |
| 13 | The students' didn't understand when learning English to use VOA videos                                                        | 0     | 0     | 26,67 | 30    | 43,33 |
| 14 | Using VOA video is not helpful in students' listening                                                                          | 0     | 3,33  | 26,67 | 36,67 | 33,33 |
| 15 | The students' didn't interested in learning to use VOA video                                                                   | 0     | 0     | 16,67 | 30    | 53,33 |
| 16 | The students' can't find the information in the VOA video                                                                      | 0     | 3,33  | 23,33 | 36,67 | 36,67 |
| 17 | The students' not interested in strengthening their listening skills because the information in the VOA video is uninteresting | 0     | 3,33  | 10    | 30    | 56,67 |

|    |                                                                               |        |        |        |       |        |
|----|-------------------------------------------------------------------------------|--------|--------|--------|-------|--------|
| 18 | In the VOA video, the students' can't understand what the presenter is saying | 0      | 0      | 26,67  | 33,33 | 40     |
| 19 | The students' listening can't improve when the presenter speaks faster        | 0      | 0      | 30     | 33,33 | 36,67  |
| 20 | The students' couldn't learn faster and easier using video                    | 0      | 0      | 30     | 36,67 | 33,33  |
|    | Total Score                                                                   | 413,34 | 353,21 | 420,01 | 380   | 433,33 |
|    | Mean Score                                                                    | 13,78  | 11,67  | 14,33  | 12,67 | 14,44  |

### APPENDICES A.7 Table of Questionnaire

| Subject     | Question Number |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Final Score | Category  |
|-------------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------------|-----------|
|             | 1               | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |             |           |
| 1           | 4               | 3 | 5 | 5 | 3 | 4 | 3 | 4 | 4 | 3  | 4  | 3  | 5  | 3  | 5  | 3  | 3  | 5  | 5  | 5  | 79          | Good      |
| 2           | 5               | 5 | 5 | 5 | 4 | 3 | 5 | 4 | 5 | 5  | 5  | 4  | 5  | 3  | 5  | 5  | 5  | 5  | 1  | 1  | 85          | Excellent |
| 3           | 4               | 5 | 3 | 5 | 1 | 5 | 5 | 2 | 3 | 4  | 3  | 3  | 4  | 4  | 5  | 3  | 5  | 5  | 5  | 5  | 79          | Good      |
| 4           | 4               | 3 | 4 | 5 | 2 | 3 | 4 | 4 | 5 | 4  | 3  | 5  | 5  | 4  | 5  | 3  | 4  | 4  | 4  | 3  | 78          | Good      |
| 5           | 4               | 4 | 3 | 4 | 3 | 5 | 3 | 5 | 4 | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 1  | 3  | 75          | Good      |
| 6           | 3               | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 3  | 3  | 72          | Good      |
| 7           | 3               | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4  | 4  | 4  | 4  | 3  | 5  | 4  | 5  | 4  | 3  | 3  | 75          | Good      |
| 8           | 5               | 5 | 3 | 3 | 3 | 4 | 3 | 4 | 5 | 5  | 5  | 3  | 3  | 5  | 5  | 3  | 4  | 3  | 2  | 3  | 76          | Good      |
| 9           | 4               | 5 | 5 | 3 | 5 | 3 | 3 | 4 | 5 | 5  | 4  | 3  | 4  | 5  | 3  | 5  | 5  | 5  | 2  | 3  | 81          | Excellent |
| 10          | 4               | 3 | 5 | 4 | 3 | 5 | 5 | 4 | 5 | 5  | 5  | 5  | 4  | 5  | 4  | 4  | 5  | 3  | 4  | 2  | 84          | Excellent |
| 11          | 4               | 4 | 5 | 5 | 3 | 4 | 3 | 3 | 3 | 4  | 4  | 4  | 4  | 3  | 4  | 5  | 5  | 3  | 3  | 4  | 77          | Good      |
| 12          | 5               | 5 | 5 | 3 | 4 | 5 | 3 | 4 | 3 | 3  | 4  | 4  | 3  | 4  | 4  | 4  | 4  | 3  | 3  | 4  | 77          | Good      |
| 13          | 5               | 5 | 5 | 3 | 4 | 5 | 3 | 4 | 3 | 3  | 2  | 5  | 3  | 2  | 5  | 2  | 2  | 3  | 3  | 2  | 69          | Good      |
| 14          | 3               | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 3  | 5  | 5  | 5  | 5  | 5  | 4  | 5  | 5  | 3  | 4  | 85          | Excellent |
| 15          | 5               | 5 | 4 | 3 | 4 | 5 | 4 | 3 | 5 | 4  | 5  | 5  | 5  | 3  | 4  | 5  | 5  | 4  | 3  | 4  | 85          | Excellent |
| 16          | 4               | 5 | 4 | 3 | 4 | 5 | 4 | 3 | 4 | 5  | 4  | 3  | 4  | 3  | 3  | 3  | 4  | 4  | 3  | 4  | 76          | Good      |
| 17          | 4               | 3 | 4 | 4 | 5 | 4 | 4 | 3 | 5 | 5  | 4  | 3  | 4  | 5  | 5  | 3  | 5  | 4  | 4  | 5  | 83          | Excellent |
| 18          | 4               | 4 | 5 | 5 | 3 | 5 | 4 | 5 | 5 | 4  | 5  | 5  | 5  | 3  | 3  | 5  | 5  | 5  | 3  | 5  | 88          | Excellent |
| 19          | 3               | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 3  | 4  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 4  | 5  | 89          | Excellent |
| 20          | 4               | 5 | 4 | 3 | 4 | 5 | 5 | 4 | 3 | 4  | 5  | 5  | 5  | 3  | 4  | 5  | 5  | 5  | 3  | 5  | 86          | Excellent |
| 21          | 5               | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5  | 5  | 5  | 5  | 4  | 4  | 3  | 5  | 5  | 5  | 5  | 96          | Excellent |
| 22          | 4               | 3 | 3 | 3 | 3 | 4 | 5 | 4 | 5 | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 89          | Excellent |
| 23          | 4               | 3 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 94          | Excellent |
| 24          | 4               | 5 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 3  | 3  | 5  | 5  | 5  | 3  | 4  | 4  | 4  | 4  | 4  | 81          | Excellent |
| 25          | 4               | 4 | 5 | 4 | 4 | 5 | 3 | 5 | 5 | 4  | 4  | 4  | 3  | 4  | 5  | 5  | 5  | 4  | 5  | 2  | 84          | Excellent |
| 26          | 5               | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4  | 5  | 4  | 3  | 3  | 3  | 3  | 4  | 3  | 4  | 3  | 76          | Good      |
| 27          | 4               | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 3  | 5  | 4  | 3  | 4  | 4  | 3  | 4  | 3  | 4  | 3  | 82          | Excellent |
| 28          | 5               | 5 | 5 | 4 | 4 | 3 | 3 | 3 | 5 | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 3  | 90          | Excellent |
| 29          | 4               | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3  | 5  | 5  | 3  | 3  | 5  | 3  | 3  | 4  | 5  | 3  | 77          | Good      |
| 30          | 4               | 3 | 4 | 4 | 5 | 5 | 3 | 5 | 4 | 3  | 5  | 5  | 3  | 3  | 5  | 3  | 3  | 4  | 5  | 3  | 79          | Good      |
| Total Score |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 2.447       | 81,67%    |

To get the main score of the students, the writer used the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2.447}{30} = 81,67\%$$

If questionnaire consisted of 20 items, the score is classified as follow:

$20 \times 5 = 100$  maximum score

$20 \times 3 = 60$  neutral

$20 \times 1 = 20$  undecided score/low score.

Which: Excellent = 16 students

Good = 14 students

Fair = -

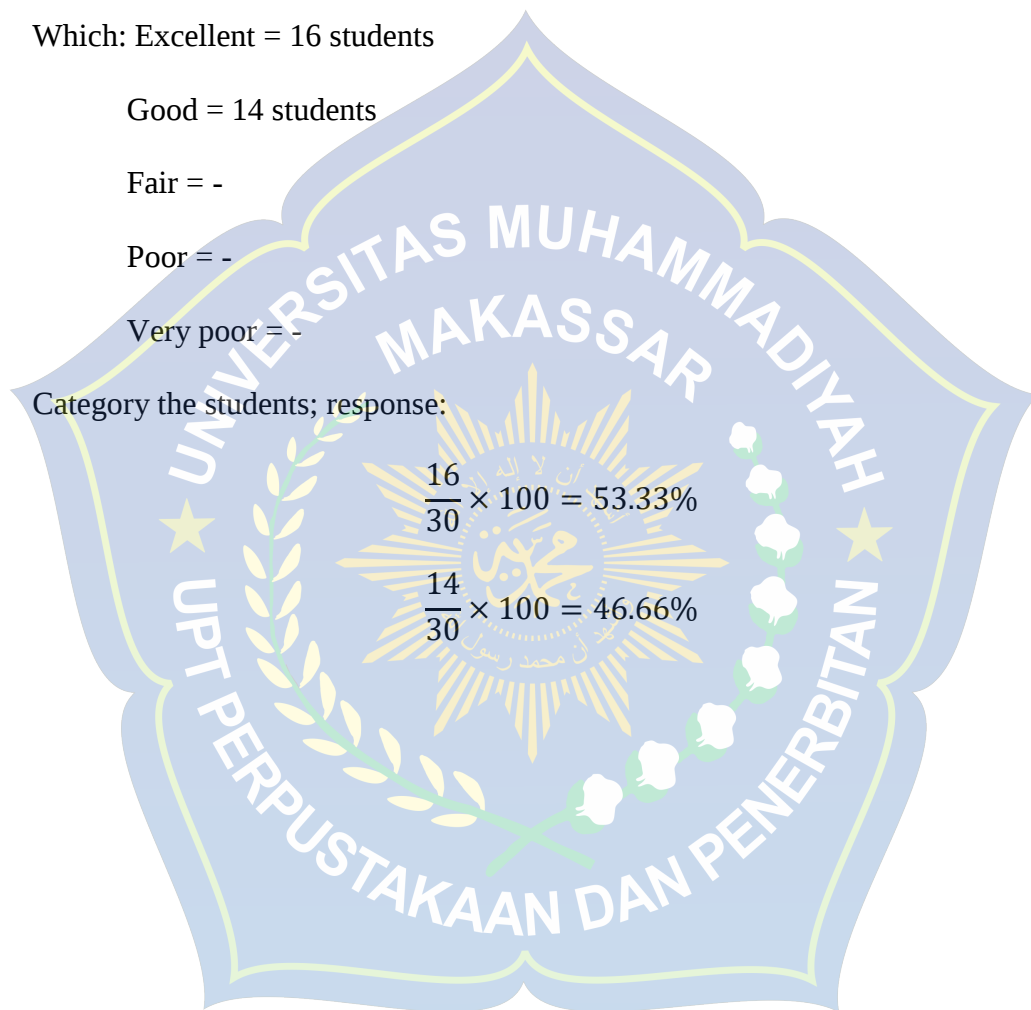
Poor = -

Very poor = -

Category the students; response:

$$\frac{16}{30} \times 100 = 53.33\%$$

$$\frac{14}{30} \times 100 = 46.66\%$$



# **APPENDICES B**

## **Instrument Pre-**

**test**

**and Post-test**



## Pre Test

1. Listen to the news about *Health Report* and complete the following sentences using the correct words in the box below.

Use of this news word has \_\_\_\_\_ during the time of COVID-19. Mental health experts are studying a \_\_\_\_\_ between dependence on social media as a \_\_\_\_\_ of news and a belief in \_\_\_\_\_ information related to COVID-19. They say \_\_\_\_\_ understanding of the link will help \_\_\_\_\_ an \_\_\_\_\_. An infodemic is a \_\_\_\_\_ of growing and \_\_\_\_\_ information, some true and some false. An infodemic can lead to \_\_\_\_\_ misunderstanding about a problem and \_\_\_\_\_ to solve it.

|                |        |              |       |           |        |
|----------------|--------|--------------|-------|-----------|--------|
| Fast-spreading | an     | link         | false | grown     | period |
| source         | period | slow efforts | grown | infodemic |        |

2. Listen to the news about *Health Report* and complete the following sentences using the correct words in the box below.

COVID-19 cases are rising in countries and areas that \_\_\_\_\_ the first outbreaks. Some European countries have restored COVID-19 \_\_\_\_\_ to contain \_\_\_\_\_ rising number of cases. The \_\_\_\_\_ of the World \_\_\_\_\_ Organization says pandemic fatigue" is real but we must not give up. \_\_\_\_\_ is extreme or lack of energy. Fatigue can \_\_\_\_\_ describe a growing condition of indifference or \_\_\_\_\_ in a continuing situation. Now you know fatigue means

|            |              |           |   |             |        |
|------------|--------------|-----------|---|-------------|--------|
| had        | restrictions | tiredness | a | disinterest | health |
| suppressed |              |           |   |             |        |

## Post Test

1. Listen to the news about *Healt Report* and complete the following sentences using the correct words in the box below.

Germany has \_\_\_\_\_ back thousands of travelers and \_\_\_\_\_ borders with Austria and the \_\_\_\_\_ Republic. The checkpoints aim to slow the spread of highly coronavirus variants first found in \_\_\_\_\_ and South Africa. Everyone must show a negative COVID-19 test \_\_\_\_\_ to enter the country. A coronavirus develops when part of the structure of the virus \_\_\_\_\_ while reproducing. Over time, it becomes the new variant. More than 4,000 variants have \_\_\_\_\_ from the virus that \_\_\_\_\_ COVID-19, but not all are still active.

developed   its   turned   variant   Czech   infectious  
Britain   result   causes   changes

2. Recently, \_\_\_\_\_ began trading in their \_\_\_\_\_ face coverings for medical-quality masks. Austria is among the first European \_\_\_\_\_ to make wearing the FFP 2 medical mask mandatory \_\_\_\_\_ public transportation and in \_\_\_\_\_ and business. The move \_\_\_\_\_ because of an increase in \_\_\_\_\_ of coronavirus infections. \_\_\_\_\_ is something that must be done or is \_\_\_\_\_ by law. No other choice of action is \_\_\_\_\_ if something is mandatory. A mandatory rule or law cannot be ignored.

countries   permitted   shops   on   Austrians   cloth   Mandatory  
cases comes   required

## Questionnaire

Name :

Class :

Instructions for Filling of Questionnaires.

1. Write down the name and the class and reg. number in the column that have been provided
2. Give a sign (√) to one of the five potential replies that have been presented in response to the question.

Which:

5. (Strongly Agree)

4. (Agree)

3. (Neutral)

2. (Disagree)

1. (Strongly Disagree)

| No | Items                                                                                                                            | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | VOA video helps me to understand more about listening<br><br>(Video VOA membantu saya untuk lebih memahami tentang mendengarkan) |   |   |   |   |   |

|   |                                                                                                                                                                                                           |  |  |  |  |  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 2 | <p>Teaching listening through VOA videos makes me interested in learning</p> <p>(Mengajarkan mendengarkan melalui video VOA membuat saya tertarik untuk belajar)</p>                                      |  |  |  |  |  |
| 3 | <p>I feel VOA videos can help me in learning English</p> <p>(Saya merasa VOA video dapat membantu saya dalam belajar bahasa inggris)</p>                                                                  |  |  |  |  |  |
| 4 | <p>I feel that learning using video as media can improve my listening skill</p> <p>(Saya merasa bahwa pembelajaran menggunakan video sebagai media dapat meningkatkan keterampilan mendengarkan saya)</p> |  |  |  |  |  |
| 5 | <p>I am able to understand the lesson using VOA video</p> <p>(Saya dapat memahami pelajaran dengan menggunakan video VOA)</p>                                                                             |  |  |  |  |  |
| 6 | <p>VOA videos can help me to discover new information.</p> <p>(Video VOA dapat membantu saya menemukan informasi baru)</p>                                                                                |  |  |  |  |  |

|    |                                                                                                                                               |  |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 7  | I can learn faster and easier using videos<br>(Saya bisa belajar lebih cepat dan lebih mudah menggunakan video)                               |  |  |  |  |  |
| 8  | VOA videos can make it easier for me to find new information.<br>(Video VOA dapat memudahkan saya menemukan informasi baru.)                  |  |  |  |  |  |
| 9  | Using VOA video makes it easier for me to improve my listening<br>(Menggunakan video VOA memudahkan saya untuk meningkatkan mendengarkan)     |  |  |  |  |  |
| 10 | My listening can improve when the presenter speaks slowly<br>(Pendengaran saya dapat meningkat ketika presenter berbicara perlahan)           |  |  |  |  |  |
| 11 | By using VOA videos in the learning process it becomes boring<br>(Dengan menggunakan video VOA dalam proses pembelajaran menjadi membosankan) |  |  |  |  |  |

|    |                                                                                                                                          |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 12 | I can't improve my listening skills using VOA videos<br>(Saya tidak dapat meningkatkan kemampuan listening saya menggunakan video VOA)   |  |  |  |  |  |
| 13 | I didn't understand when learning English to use VOA videos<br>(Saya tidak mengerti ketika belajar bahasa Inggris menggunakan video VOA) |  |  |  |  |  |
| 14 | Using VOA videos is not helpful in listening<br>(Menggunakan video VOA tidak membantu dalam mendengarkan)                                |  |  |  |  |  |
| 15 | I didn't interested in learning to use VOA videos<br>(Saya tidak dapat menemukan informasi dalam video VOA)                              |  |  |  |  |  |
| 16 | I can't find the information in the VOA video<br>(Saya tidak dapat menemukan informasi dalam video VOA)                                  |  |  |  |  |  |

|    |                                                                                                                                                                                                                                                        |  |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 17 | <p>I'm not interested in strengthening my listening skills because the information in the VOA videos is uninteresting.</p> <p>(Saya tidak tertarik untuk memperkuat keterampilan mendengarkan saya karena informasi dalam video VOA tidak menarik)</p> |  |  |  |  |  |
| 18 | <p>In the VOA video, I can't understand what the presenter is saying.</p> <p>(Dalam video VOA, saya tidak mengerti apa yang disampaikan presenter)</p>                                                                                                 |  |  |  |  |  |
| 19 | <p>My listening can't improve when the presenter speaks faster</p> <p>(Pendengaran saya tidak dapat meningkat ketika presenter berbicara cepat)</p>                                                                                                    |  |  |  |  |  |
| 20 | <p>I couldn't learn faster and easier using videos</p> <p>(Saya tidak bisa belajar lebih cepat dan lebih mudah menggunakan video)</p>                                                                                                                  |  |  |  |  |  |

Adopted From Gibran (2021)

# **APPENDICES C**

## **LESSON PLAN**



## APPENDICES C

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 13 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik Pembelajaran : Listening VOA video News ( Health Report)

Pertemuan ke : 1

Alokasi waktu : 50 Menit

#### 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.

KI 3 : 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.

#### B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi isi video yang berisi informasi yang terjadi sesuai dengan konteks penggunaannya.

### D. Langkah-langkah Pembelajaran

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan   | <ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru melakukan absen</li> <li>• Guru menyampaikan apa yang akan dilakukan hari ini yang akan dilakukan</li> <li>• Guru mengenalkan VOA kepada siswa sebagai media mengajarkan listening</li> </ul>                                                                                                                                                                                                                                                                               |
| Kegiatan Inti | <ul style="list-style-type: none"> <li>• Guru memutar video VOA dengan topik “Trek” sebanyak 3 kali. Pemutaran pertama guru tidak memperbolehkan siswa melakukan apapun kecuali menyimak dan mendengarkan. Untuk di pemutaran kedua guru tidak menampilkan video VOA sehingga siswa hanya dapat mendengarkan dan menulis informasi-informasi yang didengarkan dan pemutaran ketiga yaitu memastikan informasi yang telah ditemukan siswa</li> <li>• Guru memberikan batasan waktu sekitar 17 menit untuk menyimak kembali jawaban mereka</li> <li>• Siswa menjawab pertanyaan dari guru</li> </ul> |

|         |                                                                                                                                                                                                   |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <ul style="list-style-type: none"> <li>• Masing-masing siswa mengecek jawaban masing - masing</li> <li>• Kemudian guru dan siswa menganalisis jawaban yang benar</li> </ul>                       |
| Penutup | <ul style="list-style-type: none"> <li>• Guru menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya</li> <li>• Guru menutup pembelajaran dengan mengucapkan hamdalah</li> </ul> |

C. Metode Pembelajaran: Audio Lingual method

D. Media Pembelajaran dan Sumber Belajar

1. Media

- Video
- Papan Tulis

2. Alat

- Laptop
- LCD
- Spidol

3. Sumber belajar

- Internet
- Youtube

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 13 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik Pembelajaran : Listening VOA video News ( Health Report)

Pertemuan ke : 2

Alokasi waktu : 50 Menit

### 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.

KI 3 : 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.

### B. Kompetensi Dasar

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi isi video yang berisi informasi yang terjadi sesuai dengan konteks penggunaannya.

### D. Langkah-langkah Pembelajaran

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan   | <ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru melakukan absen</li> <li>• Guru menyampaikan apa yang akan dilakukan hari ini yang akan dilakukan</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| Kegiatan Inti | <ul style="list-style-type: none"> <li>• Guru meninjau kembali materi sebelumnya dan memberikan kesempatan kepada siswa untuk mengajukan pertanyaan</li> <li>• Gru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video VOA ke 2 dengan topic “Supply Chain”</li> <li>• Guru memutar video sebanyak 2 kali, yaitu pemutaran pertama siswa di haruskan untuk menyimak dan mendengarkan dengan seksama tanpa melakukan apapun dan di pemutaran kedua siswa hanya dapat mendengarkan dan menuliskan 15 kata yang belum pernah di dengarkan</li> </ul> |

|         |                                                                                                                                                                                                                                                             |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <ul style="list-style-type: none"> <li>• Kemudian guru memberikan waktu selama 17 menit untuk menyimak kembali jawaban masing-masing</li> <li>• Guru dan siswa menganalisis bersama masing-masing kata yang siswa tulis</li> </ul>                          |
| Penutup | <ul style="list-style-type: none"> <li>• Guru dan siswa menyimpulkan hasil pembelajaran</li> <li>• Guru menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya</li> <li>• Guru menutup pembelajaran dengan mengucapkan hamdalah</li> </ul> |

E. Metode Pembelajaran: Audio Lingual method

F. Media Pembelajaran dan Sumber Belajar

1. Media

- Video
- Papan Tulis

2. Alat

- Laptop
- LCD
- Spidol

3. Sumber belajar

- Internet
- Youtube

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 13 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik Pembelajaran : Listening VOA video News ( Health Report)

Pertemuan ke : 3

Alokasi waktu : 50 Menit

### 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.

KI 3 : 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.

### B. Kompetensi Dasar

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi isi video yang berisi informasi yang terjadi sesuai dengan konteks penggunaannya.

### D. Langkah-langkah Pembelajaran

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan   | <ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru melakukan absen</li> <li>• Guru menyampaikan materi yang akan dipelajari</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Kegiatan Inti | <ul style="list-style-type: none"> <li>• Guru meninjau kembali materi sebelumnya dan memberikan kesempatan kepada siswa untuk mengajukan pertanyaan</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video VOA ke 3 dengan topik “Breakthrough”</li> <li>• Siswa mengamati video yang diputar oleh guru</li> <li>• Siswa mengamati informasi yang ada di dalam video tersebut</li> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video sebanyak 3 kali, yaitu pemutaran pertama siswa di haruskan untuk menyimak</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>dan mendengarkan dengan seksama tanpa melakukan apapun dan di pemutaran kedua siswa hanya dapat mendengarkan tanpa menampilkan video dan di pemutaran ketiga siswa dapat menuliskan point-point informasi yang telah didapatkan selama 17 menit</p> <ul style="list-style-type: none"> <li>• Guru dan setiap siswa menganalisis jawaban yang benar serta mengoreksi jawaban yang salah</li> </ul> |
| Penutup | <ul style="list-style-type: none"> <li>• Guru menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya</li> <li>• Guru menutup pembelajaran dengan mengucapkan hamdalah</li> </ul>                                                                                                                                                                                                    |

E. Metode Pembelajaran: Audio Lingual method

F. Media Pembelajaran dan Sumber Belajar

1. Media

- Video
- Papan Tulis

2. Alat

- Laptop
- LCD
- Spidol

3. Sumber belajar

- Internet
- Youtube

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 13 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik Pembelajaran : Listening VOA video News ( Health Report)

Pertemuan ke : 4

Alokasi waktu : 50 Menit

### 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.

KI 3 : 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.

### B. Kompetensi Dasar

3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi isi video yang berisi informasi yang terjadi sesuai dengan konteks penggunaannya.

### D. Langkah-langkah Pembelajaran

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan   | <ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru melakukan absen</li> <li>• Guru menyampaikan materi yang akan dipelajari</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Kegiatan Inti | <ul style="list-style-type: none"> <li>• Guru meninjau kembali materi sebelumnya dan memberikan kesempatan kepada siswa untuk mengajukan pertanyaan</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video VOA dengan topik “Sterilize”</li> <li>• Siswa mengamati video yang diputarkan oleh guru</li> <li>• Siswa mengamati informasi yang ada di dalam video tersebut</li> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video sebanyak 3 kali, yaitu pemutaran pertama siswa di haruskan untuk menyimak dan mendengarkan dengan seksama tanpa melakukan</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                       |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>apapun dan di pemutaran kedua siswa hanya dapat mendengarkan tanpa menampilkan video dan di pemutaran ketiga siswa dapat menuliskan point-point informasi yang telah didapatkan selama 17 menit.</p> <ul style="list-style-type: none"> <li>• Guru dan setiap siswa menganalisis jawaban yang benar serta mengoreksi jawaban yang salah</li> </ul> |
| Penutup | <ul style="list-style-type: none"> <li>• Guru menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya</li> <li>• Guru menutup pembelajaran dengan mengucapkan hamdalah</li> </ul>                                                                                                                                                     |

E. Metode Pembelajaran: Audio Lingual method

F. Media Pembelajaran dan Sumber Belajar

1. Media

- Video
- Papan Tulis

2. Alat

- Laptop
- LCD
- Spidol

3. Sumber belajar

- Internet
- Youtube

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 13 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik Pembelajaran : Listening VOA video News ( Health Report)

Pertemuan ke : 5

Alokasi waktu : 50 Menit

### 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.

KI 3 : 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.

### B. Kompetensi Dasar

3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi isi video yang berisi informasi yang terjadi sesuai dengan konteks penggunaannya.

### D. Langkah-langkah Pembelajaran

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan   | <ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru melakukan absen</li> <li>• Guru menyampaikan materi yang akan dipelajari</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Kegiatan Inti | <ul style="list-style-type: none"> <li>• Guru meninjau kembali materi sebelumnya dan memberikan kesempatan kepada siswa untuk mengajukan pertanyaan</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video VOA dengan topik “Componsate”</li> <li>• Siswa mengamati video yang diputarkan oleh guru</li> <li>• Siswa mengamati informasi yang ada di dalam video tersebut</li> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video sebanyak 3 kali, yaitu pemutaran pertama siswa di haruskan untuk menyimak</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>dan mendengarkan dengan seksama tanpa melakukan apapun dan di pemutaran kedua siswa hanya dapat mendengarkan tanpa menampilkan video dan di pemutaran ketiga siswa dapat menuliskan point-point informasi yang telah di dapatkan selama 17 menit</p> <ul style="list-style-type: none"> <li>• Guru dan setiap setiap menganalisis jawaban yang benar serta mengoreksi jawaban yang salah</li> </ul> |
| Penutup | <ul style="list-style-type: none"> <li>• Guru menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya</li> <li>• Guru menutup pembelajaran dengan mengucapkan hamdalah</li> </ul>                                                                                                                                                                                                      |

E. Metode Pembelajaran: Audio Lingual method

F. Media Pembelajaran dan Sumber Belajar

1. Media

- Video
- Papan Tulis

2. Alat

- Laptop
- LCD
- Spidol

3. Sumber belajar

- Internet
- Youtube

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 13 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Topik Pembelajaran : Listening VOA video News ( Health Report)

Pertemuan ke : 6

Alokasi waktu : 50 Menit

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.

KI 3 : 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.

B. Kompetensi Dasar

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat mengidentifikasi isi video yang berisi informasi yang terjadi sesuai dengan konteks penggunaannya.

### D. Langkah-langkah Pembelajaran

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan   | <ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan bertegur sapa dengan peserta didik</li> <li>• Guru melakukan absen</li> <li>• Guru menyampaikan materi yang akan dipelajari</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Kegiatan Inti | <ul style="list-style-type: none"> <li>• Guru meninjau kembali materi sebelumnya dan memberikan kesempatan kepada siswa untuk mengajukan pertanyaan</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video VOA dengan topik “Salvage”</li> <li>• Siswa mengamati video yang diputarkan oleh guru</li> <li>• Siswa mengamati informasi yang ada di dalam video tersebut</li> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami</li> <li>• Guru menjawab pertanyaan dari siswa</li> <li>• Guru memutar video sebanyak 3 kali, yaitu pemutaran pertama siswa di haruskan untuk menyimak dan mendengarkan dengan seksama tanpa melakukan</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                     |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <p>apapun dan di pemutaran kedua siswa hanya dapat mendengarkan tanpa menampilkan video dan di pemutaran ketiga siswa dapat menulist point-point informasi yang telah di dapatkan selama 17 menit</p> <ul style="list-style-type: none"> <li>• Guru dan setiap siswa menganalisis jawaban yang benar serta mengoreksi jawaban yang salah</li> </ul> |
| Penutup | <ul style="list-style-type: none"> <li>• Guru menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya</li> <li>• Guru menutup pembelajaran dengan mengucapkan hamdalah</li> </ul>                                                                                                                                                   |

E. Metode Pembelajaran: Audio Lingual method

F. Media Pembelajaran dan Sumber Belajar

1. Media

- Video
- Papan Tulis

2. Alat

- Laptop
- LCD
- Spidol

3. Sumber belajar

- Internet
- Youtube





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nirwana  
NIM : 105351107117  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab   | Nilai | Ambang Batas |
|----|-------|-------|--------------|
| 1  | Bab 1 | 4 %   | 10 %         |
| 2  | Bab 2 | 2 %   | 25 %         |
| 3  | Bab 3 | 9 %   | 10 %         |
| 4  | Bab 4 | 9 %   | 10 %         |
| 5  | Bab 5 | 0 %   | 5 %          |

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 13 Agustus 2022

Mengetahui

Kepala UPT, Perpustakaan dan Penerbitan,

Nurshidah S. Ham, M.I.P.  
NBM.964 591





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



Nomor : 1977/05/C.4-VIII/VI/40/2022

04 Dzulqa'dah 1443 H

Lamp : 1 (satu) Rangkap Proposal

03 June 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di –

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9256/FKIP/A.4-II/III/1443/2022 tanggal 7 Maret 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NIRWANA**

No. Stambuk : **10535 1107117**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

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

**"The Use Of Voice of America (VOA) Video As Media For Teaching Listening Skill"**

Yang akan dilaksanakan dari tanggal 6 Juni 2022 s/d 6 Agustus 2022.

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 katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,





**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
 Makassar 90231

Nomor : **2343/S.01/PTSP/2022**  
 Lampiran : -  
 Perihal : **Izin penelitian**

**Kepada Yth.**  
 Walikota Makassar

di-  
**Tempat**

Berdasarkan surat Ketua LP3M UNISMUH Makasar Nomor : 1977/05/C.4-VIII/VI/40/2022 tanggal 03 Juni 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **NIRWANA**  
 Nomor Pokok : 105351107117  
 Program Studi : Pendidikan Bahasa Inggris  
 Pekerjaan/Lembaga : Mahasiswa (S1)  
 Alamat : Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE USE VOICE OF AMERICA (VOA) CIDEO AS MADIA FOR TEACHING LISTENING SKILL "**

Yang akan dilaksanakan dari : Tgl. **06 Juni s/d 06 Juli 2022**

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

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada Tanggal 06 Juni 2022

A.n. GUBERNUR SULAWESI SELATAN  
**PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
 SATU PINTU PROVINSI SULAWESI SELATAN**



**Dra. Hj SUKARNIATY KONDOLELE, M.M.**  
 Pangkat : PEMBINA UTAMA MADYA  
 Nip : 19650606 199003 2 011

Tembusan Yth

1. Ketua LP3M UNISMUH Makasar di Makassar,
2. *Pertinggal.*



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

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 4702101 (Pusat)  
Email : pps@ptmuhmah.ac.id  
Web : bp.fkip.umuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : Nirwana  
NIM : 105351107117  
Judul Penelitian : The Use of Voice of America (VOA) Video as Media for Teaching  
Listening Skill at SMP Negeri 13 Makassar  
Tanggal Ujian Proposal : 05 Februari 2022  
Tempat/Lokasi Penelitian : SMP Negeri 13 Makassar

| No | Hari/tanggal        | Kegiatan Penelitian                                                       | Nama Guru/terkait | Paraf Guru/terkait |
|----|---------------------|---------------------------------------------------------------------------|-------------------|--------------------|
| 1  | Rabu<br>02/03/2022  | Mengantar surat izin penelitian ke Kepala Sekolah dan bertemu guru pamong | Hartati, S. Pd    |                    |
| 2  | Jumat<br>04/03/2022 | Pre-Test                                                                  | Hartati, S. Pd    |                    |
| 3  | Jumat<br>11/03/2022 | Treatment 1                                                               | Hartati, S. Pd    |                    |
| 4  | Jumat<br>18/03/2022 | Treatment 2                                                               | Hartati, S. Pd    |                    |
| 5  | Jumat<br>25/03/2022 | Treatment 3                                                               | Hartati, S. Pd    |                    |
| 6  | Jumat<br>31/03/2022 | Treatment 4                                                               | Hartati, S. Pd    |                    |
| 7  | Jumat<br>01/04/2022 | Treatment 5                                                               | Hartati, S. Pd    |                    |
| 8  | Jumat<br>08/04/2022 | Treatment 6                                                               | Hartati, S. Pd    |                    |
| 9  | Jumat<br>08/04/2022 | Questionnaire                                                             | Hartati, S. Pd    |                    |
| 10 | Jumat<br>22/04/2022 | Post-Test                                                                 | Hartati, S. Pd    |                    |
| 11 | Jumat<br>22/04/2022 | Mengambil surat keterangan telah melaksanakan penelitian                  | Drs. Ramli, M. Pd |                    |



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

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodi@unismuh.ac.id  
Web : by.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Makassar, 22 April 2022

Mengetahui,

Ketua Jurusan,

Kepala sekolah,

  
**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**  
NBM 977 807

  
**Drs. Ranti, M. Pd**  
NIP. 19661109 199602 1 002





PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
**UPT SPF SMP NEGERI 13 MAKASSAR**

Jln. Tamalate VI No.2 Perumnas Panakukang Tlp.0411 - 868415 Makassar



NSS : 201196009068

NPSN : 40307334

**SURAT KETERANGAN**

Nomor : 800/243/UPT SPF SMPN.13/VIII/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 13 Makassar menerangkan bahwa :

Nama : **NIRWANA**  
NIM : 105351107117  
Pekerjaan : Mahasiswa (S1) UNISMU  
Program studi : Pend. Bahasa Inggris

Benar yang bersangkutan tersebut diatas telah selesai melaksanakan penelitian di SMP Negeri 13 Makassar pada tanggal 2 Maret 2022 sampai 22 April 2022 , untuk penyusunan skripsi dengan judul :

***"THE USE VOICE OF A AMERICA (VOA) VIDEO AS MEDIA FOR TEACHING LISTENING SKILL"***

Berdasarkan surat dari Dinas Pendidikan Kota Makassar Nomor : 070/0285/K/Umkep/VI/2022 Tanggal, 08 Juni 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 12 Agustus 2022

Kepala SMP Negeri 13 Makassar

**Drs. Ramli, M.Pd.**

Pangkat : Pembina Utama Muda

NIP. 19661109 199602 1 002

The logo of Universitas Muhammadiyah Makassar is a blue shield-shaped emblem. It features a central sunburst with Arabic calligraphy. The text "UNIVERSITAS MUHAMMADIYAH MAKASSAR" is written in a semi-circle at the top, and "JPT PERPUSTAKAAN DAN PENERBITAN" is written in a semi-circle at the bottom. A green laurel wreath with white flowers encircles the central sunburst.

# **APPENDICES F DOCUMENTATION**





### CURRICULUM VITAE



Nirwana was born on Pinrang on November 04<sup>th</sup> 1999. She is the second child of two daughters from the marriage of Mansyur and Nursiah. She started her education at SDN 229 Lamunre and graduated in 2011. Then she continued her education at SMP Negeri 1 Belopa and graduated in 2014. After that she continued her education at SMA Negeri 1 Belopa and graduated in 2017. In 2017 she registered as a students and majored in English Language Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

