

**THE INFLUENCE OF MOBILE ASSISTED THROUGH HOT8
APPLICATION TO IMPROVE STUDENTS' VOCABULARY
KNOWLEDGE**

(Quasi Experimental Research)



A THESIS

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

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTO

“Allah will never change one’s destiny. Leave the bad things in the past to get the bright future”



ABSTRACT

SOFYAN EFENDI HARAHAHAP, 2018. *The Influence of Mobile Assisted Through Hot8Application to Improve Students Vocabulary Knowledge*. Skripsi. English Education Department. Faculty of Teachers Training and Education. Makassar Muhammadiyah University. Advisor I NunungAnugrawati, S.Pd.,M.Pd and Advisor II Ratu YuliantiNatsir, S.Pd.,M.Pd.

Keywords: Influence, Improve, Vocabulary.

This study aims to increase knowledge about the used of Android named Hot8. This application was quite new because it was made at the end of 2017.

To explain the increase, researchers used quasi experimental research conducted in one class divided into two groups. group A used the usual method from their lecturers and group B used the Hot8 application. where each group consisted of eight meetings. The location of this study was taken at the Muhammadiyah University of Makassar majoring in English in the third semester.

The findings of the study indicated that the application of Hot8 applications was significant in increasing students' vocabulary. This was proved by the increase in vocabulary in the experimental class was 132 while in the control class was 53. This meant that there was an increase in students' vocabulary mastery.

ABSTRAK

SOFYAN EFENDI HARAHAHAP, 2018. *The Influence of Mobile Assisted Through Hot8 Application to Improve Students Vocabulary Knowledge*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing I Nunung Anugrawati, S.Pd., M.Pd dan Pembimbing II Ratu Yulianti Natsir, S.Pd., M.Pd.

Keywords: Pengaruh, Meningkatkan, Kosakata.

Penelitian ini bertujuan untuk menambah pengetahuan tentang penggunaan Android bernama Hot8. Aplikasi ini cukup baru karena dibuat pada akhir 2017.

Untuk menjelaskan peningkatan tersebut, peneliti menggunakan penelitian eksperimental semu yang dilakukan dalam satu kelas yang dibagi menjadi dua kelompok. Grup A menggunakan metode biasadidosenmerekadangrup B menggunakan aplikasi Hot8. Masing-masing kelompok terdiri dari delapan pertemuan. Lokasi penelitian ini diambil di Universitas Muhammadiyah Makassar jurusan Bahasa Inggris pada semester ketiga.

Temuan penelitian menunjukkan bahwa penerapan aplikasi Hot8 signifikan dalam meningkatkan kosakata siswa. Hal ini dibuktikan dengan peningkatan kosakata di kelas eksperimen adalah 132 sedangkan di kelas kontrol adalah 53. Ini berarti bahwa ada peningkatan penguasaan kosakata siswa.

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5. Head of Library, Muhammadiyah University of Makassar,
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Finally, by reciting AlhamdulillahRobbilAlamin, the researcher has been success to finish my research according to the target of time and also target of the research, nothing left or forgotten to do.

Billahi Fi SabillilahHaqFastabiqulKhaerat

Makassar, Agustus 2019

Writer,

Sofyan Efendi Harahap



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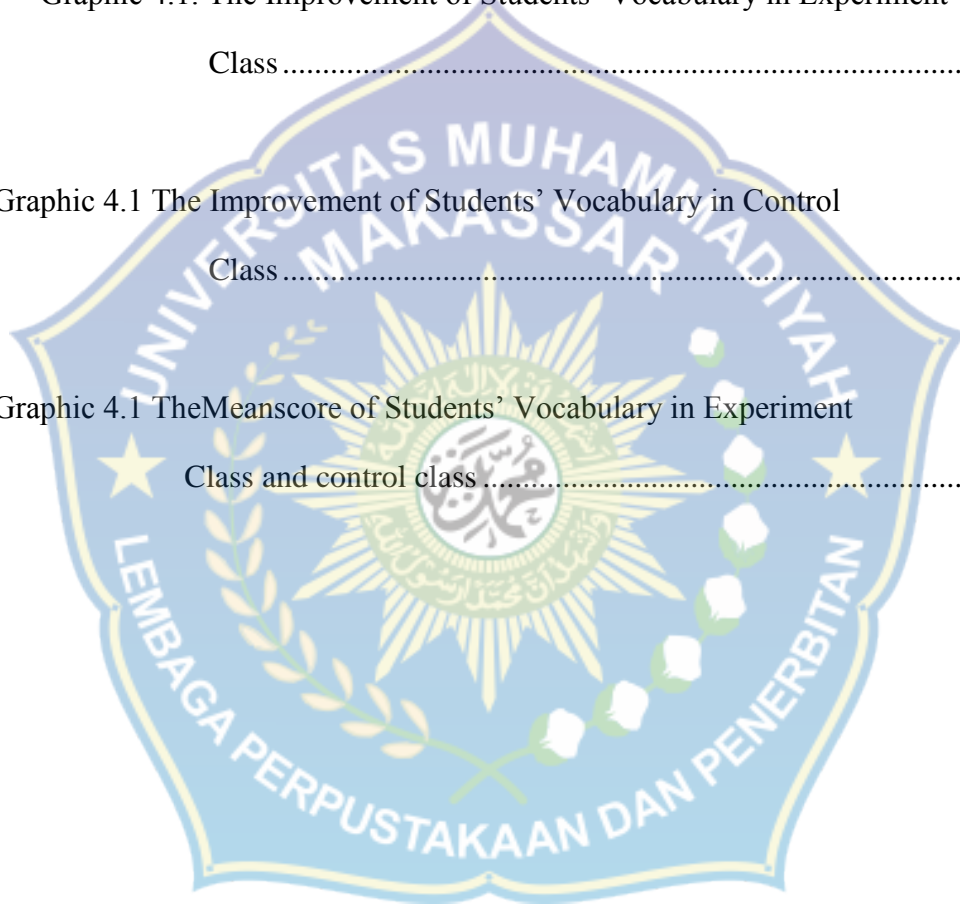


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CHAPTER I

INTRODUCTION

A. Background

Language is the most important means of communication in human life because language refers to human being. It is used by people to interact with others and to convey some information that they have. By using language, sharing information and expressing ideas can be spread clearly in every level of society. Trask (1996: 1) says that without language, people could hardly have created the human world they know.

There are many functions of language and some of them are to impart factual information and to convey essential commands: to communicate feelings and emotions (crying screaming, etc): to maintain social contact on a friendly level; for purely aesthetic reasons; we can interact each other express our idea. Feeling tough and wishes to other people. Language is development of the basic form of communication between human beings, and in a society. Through language, the culture of people can be built and develop.

Language is used to make communication with the society. Its also used by people to adapt with the new environment they meet. According to keraf (1980: 1) language is a means of communication between the

members of society in the form of sounds created by the human organ of speech. Whereas, Limkiatboey (1975: 1) defines language as what people use in communication, or it is made up of sounds when they speak; words that refer to things; sentences that convey meaning. Language is a habit. It is got and learned with repetition in human life (Parera, 1997:42).

English is a language taught from primary to university level. English as well as intensive in international communication, both written and in oral communication. In addition, many books of knowledge, technology, art, and other issues are written in English. In English, there are skills that can be mastered such as: talking, listening, reading and writing. As a haycraft country (1978; 8) that there are various skills in context: each game, listening, reading, texts and speaking.

In English there are four skills, namely speaking, reading, listening, and writing. In particular speaking skills, many students consider learning to speak as a subject of difficulty. This difficulty is caused by the psychological factors of students and the lack of creativity of teachers in teaching English to speak in school. Especially in the lack of students' vocabulary knowledge, because they claim to be very boring if they have to open the dictionary every day and memorize the vocabulary in that way, they want a fun learning process and the easy way. Reality today, students in the third semester of Muhammadiyah University of Makassar are still unable to communicate in English.

Looking at the reality above, I will try to research and apply an android app class, with the aim of creating a learning process that will make students feel not bored while learning to deepen and increase their vocabulary knowledge. Android application is quite new, because it was launched at the end of 2017 and has made users feel happy when using it. This app is named "Hot8". This app works like a quiz and fun game, this app tells us to complete a task, after which it will automatically bring up the results of our work, "Hot8" featuring an integrated repeating system and special techniques to remember the new word (fast brain). Useful statistics to track results easily while developing a student's desire to learn. Students will learn the basics of English quickly or enrich their knowledge treasury. Students just spend a few minutes each day, that's enough to add 500 of their vocabulary knowledge within a month. Besides, the advantage of this app is that all words and phrases are voiced by native speakers, users can choose between male or female voice in application settings.

B. Problem statement

By reading the information above, the author formulates the problem statement are as follows:

- How the use of Hot8 application effective to improve the students' vocabulary?

C. Objective of the study

- These of Hot8 application increase the students' vocabulary knowledge?

D. Significance of the study

The results of this study had expected to add useful information and be a good suggestion for English students university of Muhammadiyah Makassar campus especially students of the 3rd semester, and will also provide new insights in improving the spirit of learning fun and understand English in a way that was easier and more practical, the results of this study had suggested to apply a fun and more efficient learning to improve the learning competence in understanding the word and speaking in English. With this, I make a research by trying to apply Hot8 application in an effort to improve the vocabulary ability in order to make students easier in speaking in English.

E. The scope of the study

The scope of this research is to focus on "The Influence of Mobile Assisted Through Hot8 Application to Increase Students' Vocabulary Knowledge" to University students of third semester in University Muhammadiyah of Makassar, by applying this Hot8 application. Students had expected to learn to improve students vocabulary knowledge in a fun way so they did not get bored to learn and keep learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature with some previous research findings, the concept of term, and hypothesis.

A. Previous research findings

RizkiSuhendar Putra, NanikWijayatidan F. WidhiMahatmanti. (2009). In their journal, “PengaruhPenggunaan Media PembelajaranBerbasisAplikasi Android TerhadapHasilBelajarSiswa.” This research aims to know the influence of the use of media-based learning android applications against the results of a study on the material chemical solubility and solubility product in SMA Negeri 1 Lemahabang, Cirebon district. The research design used was a pretest-posttest-group design with sampling system using cluster random sampling. The subject of research is the two classes comprising grades control i.e. XI SCIENCES experiments and class 3 i.e. XI of SCIENCES 2. Treatment on two sample classes are distinguished by the use of media-based learning android applications on the experimental class whereas in the control class does not. The instruments used are test instruments reserved descriptions and non

question form form test responses of students. The results showed that: (1) test t against the results of the study gained 1.98 $t_{hitung} = \text{greater than } t_{tabel} = 1.66$ reinforced with N-value gain of experimental class of 0.71 compared a control class of 0.54 then averages the mean value – class the experiment better than any classroom control, (2) use of media-based learning, android applications have the influence of 60.16% against the results of the study and (3) media-based learning android applications received positive response for students with the results of the question form of 80.05%.

The use of media-based learning, android applications have a significant influence on the results of student learning, indicated by the correlation coefficient of biserial price of 0.77 and coefficient of determination of 60.16% with significant category and (3) use of media-based learning android application has a positive influence in the process of learning is shown by data the results of the question form of 80.05% are included in the category of good and got a positive response during the process of learning.

Pertiwi, A. Nur Indah. (2013). In his journal “Pengaruh Penerapan Pembelajaran Berbasis Mobile Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa Mata Pelajaran Bahasa Inggris Kelas VIII SMP Negeri 2 Singosari.” This research uses the application English Mobile developed by Saida Ulfa Faculty of education from State University of Malang. This research aims to prove

the existence of the influence of the application of mobile-based learning application program towards motivation and student learning outcomes in language subjects United Kingdom Class VIII SMP Negeri 2 Singosari.

Quasi experiment used because researchers can't do control for all variables related to the selection of subjects are not done individually, but in a group that is alleged to be influential to increased motivation and results student learning. The population in this study amounted to 40 students. 20 students as a group of 20 students and experiments as a control group. But before applying this mobile based applications researchers first perform tests to 1 person material experts and 20 people audience/students to test influence of media mobile learning will be applied on a group of experiments.

Results of research trials of mobile learning applications was declared valid by the calculation result of expert material 81.6%, 86.65% field and the students. Calculation based on the data analysis done with test results obtained using the $t_{tt} > t_{table}$ i.e. $2.192 > 2.09$. This means that it can be inferred that accepted the results of student learning using mobile applications learning in learning different (better) compared to the results of a study of students who don't use mobile learning applications in United Kingdom language learning class VIII SMP Negeri 2 Singosari. It can be known from the average rating for each class that is, 86.45 on experimental class and class 81.45 controls on significant level 0.05. Therefore advised to teachers applying learning using mobile

learning applications in the learning process so that learning will be more effective.

Lutfiansyah. (2016). In his journal. "Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android Pada Pembelajaran Bahasa Inggris (Pengamatan terhadap sumber belajar berbasis android melalui media mobile smartphone)." Based on the study results, authors can elaborate on the following summary first, language learning United Kingdom-based Smartphone android application is a visually appealing learning visible and students' can interact by following all the instructions in the application they choose, second, the impact arising from the learning outcomes-based applications android trigger acceleration of a deeper understanding. So it can make the student continue to add insight into English by downloading applications English more to support their learning process.

B. The basic concept of "Hot8" application.

1. What is Hot8 application

Hot8 application is an application created by russian federation company at the end of 2017, this application is quiz game, user can choose topic and level as they wish. This app features an integrated recurrence system and a new fast brain recall technique. Statistics are useful for tracking results easily while developing a user's passion for learning. Users will learn basic basic English quickly or enrich the vocabulary of the user's words. Using this application, users only need to

spend a few minutes a day, then users can increase their vocabulary knowledge up to 500 words in a month. All the words and phrases in this app are voiced by native speakers. Users can choose between male or female voice in application settings.

2. Excess Hot8 applications compared to other similar applications.

- a. The latest English learning application.
- b. Display of English learning applications more interesting.
- c. Using the "Fast Brain" method and the improved distance repetition technique.
- d. Hot8 features an integrated loop system and special techniques for remembering new words - Fast Brain.
- e. Has useful statistics to track results easily while developing your desire to learn.
- f. There are 38 thematic word packages for each difficulty level.
- g. All words and phrases are voiced by native speakers and can be selected between male and female voices.

3. How to use the Hot8 application in class learning.

How to use the Hot8 application in class learning is quite easy. Each student only needs to use this application on their respective android. Then students just simply open the application and will automatically be diverted to the topic selection menu and the appropriate level that I instructed on the learning process that I studied.

4. The details informations about of Hot8 application

There are some characteristics of Hot8 application:

- a. The name of application is Hot8
- b. The file size is 14,51 mb
- c. Cpu supported is x86, x86-64, armeabi-v7a, arm64-v8a,r
- d. Developers is Hot8
- e. Locality in moscow
- f. Country of origin is rusia
- g. Made by the russian federation company



C. The concepts of vocabulary

1. Differences in early vocabulary development

We know that young children acquire vocabulary indirectly, first by listening when others speak or read to them, and then by using words to talk to others. As children begin to read and write, they acquire more words through understanding what they are reading and then incorporate those words into their speaking and writing.

Vocabulary knowledge varies greatly among learners. The word knowledge gap between groups of children begins before they enter school. Why do some students have a richer, fuller vocabulary than some of their classmates?

- Language rich home with lots of verbal stimulation
- Wide background experiences
- Read to at home and at school
- Read a lot independently
- Early development of word consciousness

Why do some students have a limited, inadequate vocabulary compared to most of their classmates?

- Speaking/vocabulary not encouraged at home
- Limited experiences outside of home
- Limited exposure to books

- Reluctant reader
- Second language—English language learners

Children who have been encouraged by their parents to ask questions and to learn about things and ideas come to school with oral vocabularies many times larger than children from disadvantaged homes. Without intervention this gap grows ever larger as students proceed through school (hart and risley, 1995).

2. Incidental and intentional vocabulary learning

How do we close the gap for students who have limited or inadequate vocabularies? The national reading panel (2000) concluded that there is no single research-based method for developing vocabulary and closing the gap. From its analysis, the panel recommended using a variety of indirect (incidental) and direct (intentional) methods of vocabulary instruction.

3. **Incidental vocabulary learning**

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school—by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

The amount of reading is important to long-term vocabulary development (Cunningham and Stanovich, 1998). Extensive reading provides students with repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts (Kamil and Hiebert, 2005).

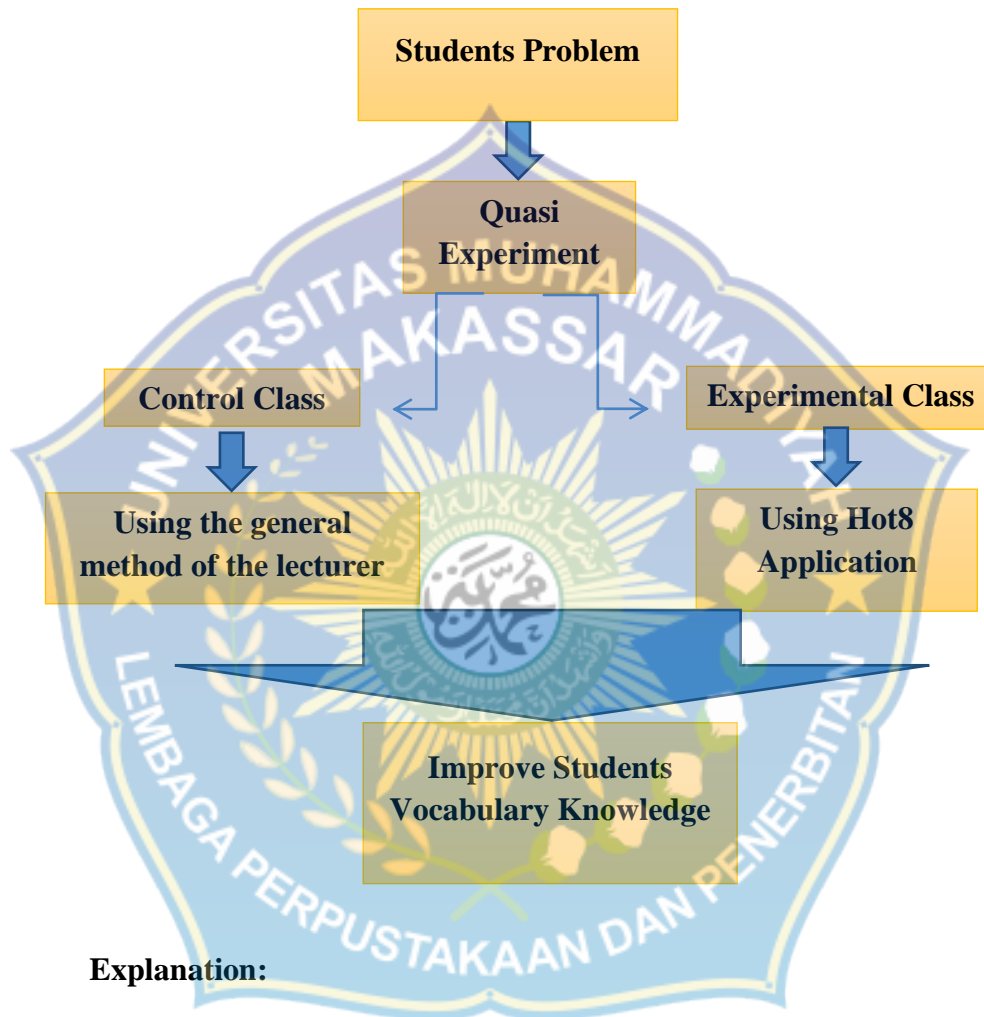
4. **Intentional vocabulary learning**

Students need to be explicitly taught methods for intentional vocabulary learning. According to Michael Graves (2000), effective intentional vocabulary instruction includes:

- Teaching specific words (rich, robust instruction) to support understanding of texts containing those words.
- Teaching word-learning strategies that students can use independently.
- Promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words.

D. Conceptual framework

The conceptual framework underlying this research is given in the following diagram.



Explanation:

The process of learning to speak this, researchers use the method of quasi experiment. where the researcher takes 2 classes of samples that is one class that uses the method given by the lecturer and the second class using Hot8 application. Both samples are taken with the aim that researchers are able to compare methods that are more powerful to

increase the students vocabulary knowledge to be able to speak English fluently.

E. Hypothesis

H1 : Using Hot8 application significantly improve students' vocabulary knowledge on the third semester students majoring in English of campus Muhammadiyah university of Makassar.

H0 : Using Hot8 application doesn't significantly improve students' vocabulary knowledge on the third semester students majoring in English of campus Muhammadiyah university of Makassar.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quasi experimental type of research. This type of research involves two classes with a control class and an experimental class. It provided information about the Hot8 application. Research conducted on students majoring in English third semester campus University Muhammadiyah of Makassar.

The research design is presented in the following table:

Tabel 3.1 Research Design

E	O ₁	X ₁	O ₂
C	O ₁	X ₀	O ₂

(Gay, 2006:255).

Where :

E : The experimental class

C : The control class

O₁ : Pre-Test

X₁: Use Hot8 Application

X₀: Discussion

O₂: Post-Test.

B. Procedur of Data Collection

1. For Class Control

- **Pre-Test**

Before giving the treatment to the students, the researcher gave vocabulary test (oral test) to know the prior level of the students.

- **Treatment**

Specifically for the control class, there is no special treatment. this class only apply the method gave by the lecturer who teaches them.

1. In the meeting with the control class, the researcher gave several video conversations in each meeting, because this method was the method gave by the lecturer to them to improve their vocabulary skills.
2. After applying this method, the researcher gave a test to see an increase in their vocabulary understanding.

- **Post test**

After providing care, the researcher has a vocabulary test for the student's improvement with the Hot8 application.

2. For Experiment Class

a. Pre-test

- This pre-test was applied at the first meeting.

- The researcher gave a test to students to write the vocabulary they know.

b. Treatment

- Students will be given Hot8 applications, used, and how they are used.
- Classes that used the Hot8 application must be familiar with the function, and how to use it.
- Every student who used the Hot8 application must open and run the application every day to increase their abilities.
- Second, at each meeting, all students using the Hot8 application must show their application so the researcher can see whether all students are doing my instructions properly or not.
- At the last meeting or at the sixth meeting, all students must appear to talk about the topic of their choice, and issue their abilities fully so that researchers can measure the development of their speech.

c. Post test

- These post-tests will take effect at the last meeting. Researchers gave test students write the word they got.

C. Population and Sample

1. Population

The study population there are 7 class. The number of class A is 32, Class B 32, Class C 29, Class D 30, Class E 35, Class F 31, and Class G 29. The total population of all classes amounts to 218. The researcher took two classes. There are class A and class B. in each class there are 32 people. So, the total population is 64 students.

2. Sample

The researcher used purposive sampling technique to take samples. The researcher took one classes of 64 students. Class A as a control class that uses the usual method of teaching and class B as an experimental class that used the Hot8 application. Thus, the total sample size is 64 students.

Table 3.2 Sample

No	Class	Total student sample
1	Class Control	32
2	Class Experiment	32
Total		64

D. Research Variables and Indicators

There are two variables in this research. They were dependent and independent variables. Dependent variable was students vocabulary in speaking ability and independent variable was application of Hot8 application. The indicator of this study was the accuracy of speaking in terms

of vocabulary that was focused on simple present tense at Makassar Muhammadiyah university.

E. Research Instrument

The research instrument used a vocabulary test (oral test). The vocabulary test was intended to evaluate students' vocabulary knowledge in terms of fluency that include the vocabulary to be applied in the pre-test and post-test segments. The type of vocabulary test used by the researcher had the presentation about daily activity.

F. Data Analysis

Vocabulary data is a test of students. The researcher collected data through tests and analyzed quantitatively. To analyze data, researchers used the following steps:

1. To find out the students mean score of both pre-test, by using the following formula:

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

(Gay, 1998: 327).

Where :

X : Mean Score

N : The number subject

$\sum x$: Total score

Scoring the students' correct answer at pretest and posttest by using this formula:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total number of items}} \times 100$$

(Shofa,2013)

2. Clasifaying the students' score into seven levels as follows:

- Score 96-100 is classified as excellent
- Score 86-95 is classified as very good
- Score 76-85 is classified as good
- Score 66-75 is classified as fairly good
- Score 56-66 is classified as fair
- Score 46-55 is classified as poor
- Score 0-45 is classified as very poor

(Depdikbud, 1977 in Kamran, 2011:35)

3. To find out significant differences between pre-test and post test by calculating the value of the test. The following applied:

a. T-test

Test "t" or "t" Test is one of the statistics used to test the truth or false hypothesis which says that between two random samples taken from the same population there is no significant difference. The test t was first developed by William SeelyGosset in 1915. Initially he used the Student's pseudonym, and the letter t contained in the Test

term "t" of the last letter of his name. The t test is also called Student t.

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(Gay, 2006 : 349)

Where :

T : Test of significance

X₁ : Mean score of experimental class

X₂ : Mean score of control class

SS₁ : The sum of squares for experimental class

SS₂ : The sum of squares for control class

n₁ : The subject of experimental class

n₂ : The subject of control



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of research findings and is a discussion. The findings of this study present the results of the increase in student vocabulary and the discussion of the study included further explanation of the findings.

A. Findings

Based on the results of the student's vocabulary comprehension test, the researchers found that students experienced difficulties and felt boring when they had to memorize vocabulary by opening the dictionary and memorizing the words one by one. But they claimed to be able to overcome this difficulty by using this Hot8 application. In the results of the first cycle that students get unsatisfactory scores but after doing the second cycle, students can reduce the difficulties and their scores are satisfied because they have reached the target score.

1. Increased Student Vocabulary Knowledge

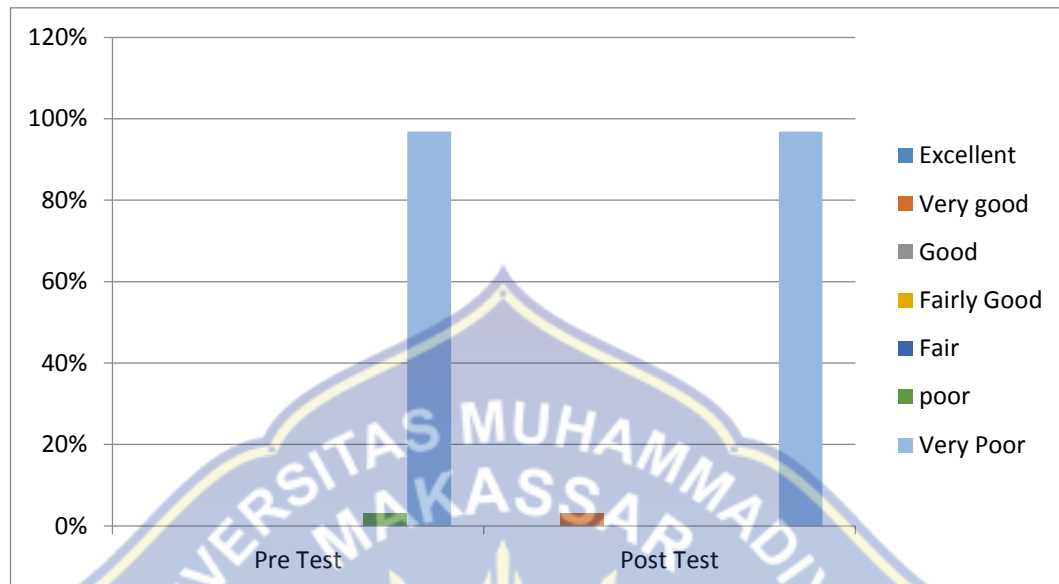
a. Experimental Class

Application of the Hot8 Application method increases students' vocabulary understanding regarding daily activities. Increased understanding of student vocabulary related to daily activities in third-semester students majoring in English at the Muhammadiyah University of Makassar campus. This can be seen clearly in the following table.

Table 4.1 The Improvement of Students Vocabulary in Experiment Class

NO	SCORE	PRE TEST		POST TEST	
		Frequency	Percentage	Frequency	Percentage
1	96-100 is classified as excellent	0		0	
2	86-96 is classified as very good	0		1	3.13%
3	76-85 is classified as good	0		0	
4	66-75 is classified as fairly good	0		0	
5	56-65 is classified as fair	0		0	
6	46-55 is classified as poor	1	3.13%	0	
7	0-45 is classified as very poor	31	96.87%	31	96.87%

Graphic 4.1 The Improvement of Students Vocabulary in Experiment Class



The table above is a breakdown of the value and amount of student vocabulary knowledge starting from before treatment is given after treatment is given. Where in the pre test column is the amount of student vocabulary knowledge before being given care and in the post test column is the additional amount of vocabulary knowledge students use the treatment.

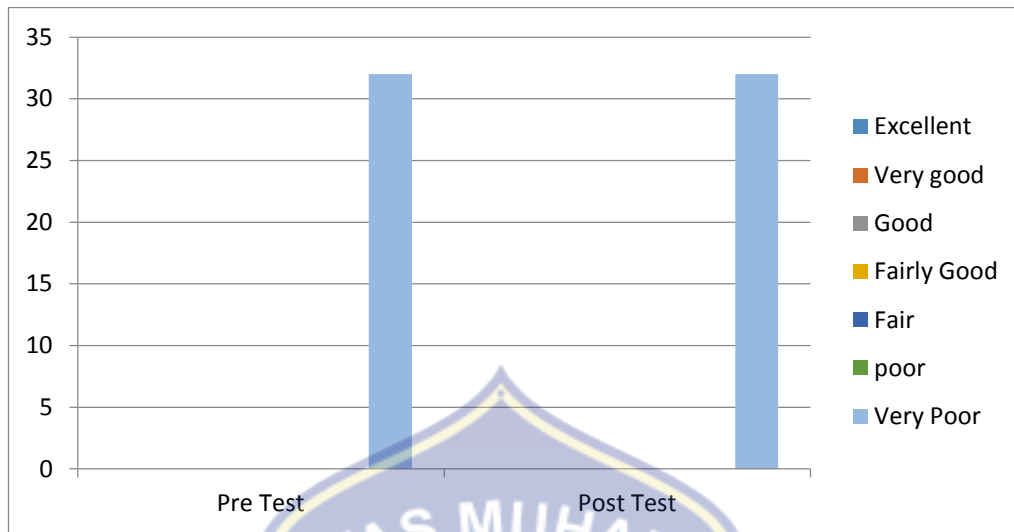
b. Control Class

In control class the researcher treated the students by using lecture method for improving their vocabulary knowledge in sixth meetings. The improvement of students vocabulary knowledge at third semester in English Department in Universitas Muhammadiyah Makassar.

Table 4.2The Improvement of Students Vocabulary in Control Class

NO	SCORE	PRE TEST		POST TEST	
		Frequency	Percentage	Frequency	Percentage
1	96-100 is classified as excellent	0		0	
2	86-96 is classified as very good	0		0	
3	76-85 is classified as good	0		0	
4	66-75 is classified as fairly good	0		0	
5	56-65 is classified as fair	0		0	
6	46-55 is classified as poor	0		0	
7	0-45 is classified as very poor	32	100 %	32	100%

Graphic 4.2The Improvement of Students Vocabulary in Control Class

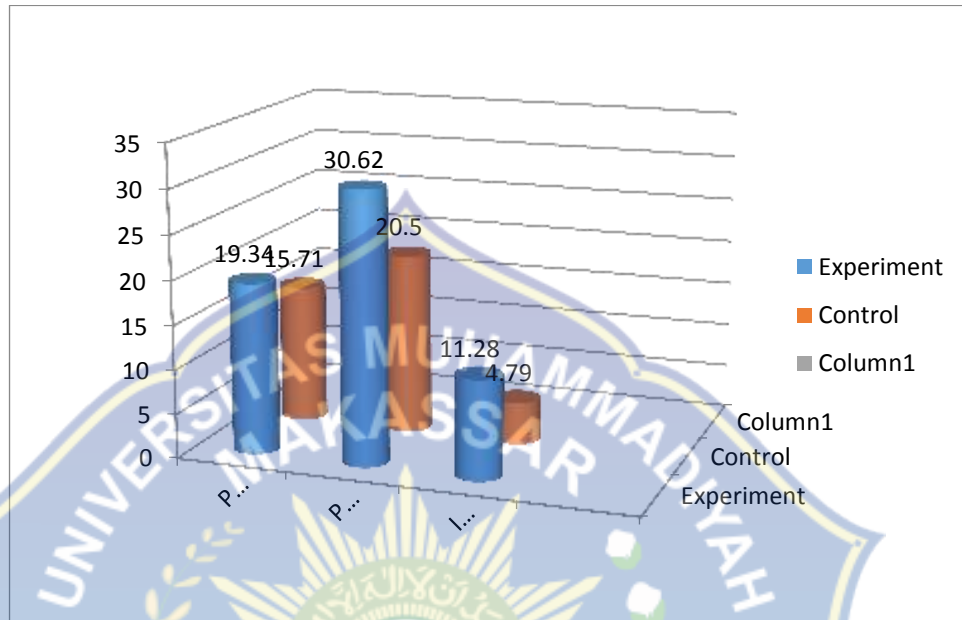


The table above is a breakdown of the value and amount of student vocabulary knowledge starting from before treatment is given after treatment is given. Where in the pre test column is the amount of student vocabulary knowledge before being given care and in the post test column is the additional amount of vocabulary knowledge students use the treatment.

Table 4.3 The Meanscore of Students' Vocabulary In Experimental Class and Control Class

Indicators	Experiment Class		Control Class	
	Pre Test	Post Test	Pre Test	Post Test
Vocabulary Knowledge	19.34	30.62	15.71	20.5

Graphic 4.3 The Meanscore of Students' Vocabulary In Experimental Class and Control Class



The table 4.3 above shows in experimental class that, the students' mean score of pre-test was (19.34) and the students' mean score of post-test was (30.62). It means that, the mean score of post test was higher than pre-test in experimental class. And the table 4.3 above shows in control class that, the students' mean score of pre-test was (15.71) and the students' mean score of post-test was (20.5).

c. Hypothesis

Table 4.4 Distribution the Value of T-test and T-table in Post-Test

t-test value	t-table value	Improvement

5.653	2.000	3.653
-------	-------	-------

Table 4.8 above shows that the value of the t-test is theater rather than table-t. The test results show that there were a difference between t-table and t-test ($2,000 < 5,653$), which means that the t-table is lower than the t-test.

The results of the t-test statistical analysis showed that there were significant differences between the experimental classes treated using the Hot8 application as a mediator with the control class that received treatment using the lecturer method. The difference between the two is quite high. The statement was proven by the value of the t-test (5.653) which was higher than the value of the t-test (2,000), at the significance level of 0.05 and the level of freedom $(N1 + N2) - 2 = (32 + 32) - 2 = 62$.

The results of the statistical analysis at a significance level (P) of 0.05 with degrees of freedom $(df) = n-1$, where $n = 31$ indicates that there were a difference between the mean scores of the control class post-test. is (20.5) and the average score of the experimental class post-test is (30.62). In addition, the t-test value was greater than the t-table value, that is ($2,000 < 5,653$). This means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

Looking at the results above, it can be concluded that the null hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. So as to teach understanding of English, especially understanding vocabulary through the

application of hot8 as a mediator language was very effective in increasing student achievement about understanding English.

B. Discussion

The description of data collected from writing skill in terms of vocabulary, as explanation in the previous section showed that the students' writing skill in vocabulary both of experimental class and control class were improved. It was supported by mean score and percentage of students' pre-test and post-test result both of class, based on the previous finding, the used of Hot8 application media made the students' mean score higher in speaking skill than before they knew Hot8 application.

1. Students' Vocabulary in Experimental Class and Control Class

a. Experimental Class

Increased vocabulary can be seen from students' writing vocabulary products. Based on previous findings in writing vocabulary in the experimental class, data was collected through tests as described in the previous section. This shows that student scores in the vocabulary aspects increased significantly.

In the first meeting when the researcher gave a pre-test, researchers saw that most students still had difficulty writing vocabulary. Because they are not familiar with English vocabulary. in the first meeting students are only able to write vocabulary from 8 to 30 vocabulary words. and in the last meeting or post test, students are able to write vocabulary from 19 vocabulary to 81 vocabulary. This proves that the

Hot8 application was able to increase students' vocabulary comprehension by 11 to 50 vocabulary words in 8 days or 8 meetings.

b. Control Class

Increased vocabulary can be seen from students' writing vocabulary products. Based on previous findings in writing vocabulary in non-experimental classes, data was collected through tests as described in the previous section. This shows that student scores in the vocabulary aspect was increasing but not effective.

In the first meeting when the researcher gave a pre-test, the researcher saw that most students felt difficulties in writing vocabulary. Because they were not familiar with English vocabulary. In the first meeting students were only able to write vocabulary from 8 to 34 vocabulary words. and in the last meeting or post test, students are only able to write vocabulary from 10 vocabulary to 41 vocabulary words. This proves that the method they apply to their learning was less effective because their vocabulary comprehension only increases 2 to 7 vocabulary in 8 days or 8 meetings.

2. Previous research findings

RizkiSuhendar Putra, Nanik Wijayatidan F. WidhiMahatmanti. (2009). In their journal, "PengaruhPenggunaan Media PembelajaranBerdasarkanAplikasi Android TerhadapHasilBelajarSiswa." This research aims to know the influence of the use of media-based learning android applications against the results of a study on the material chemical

solubility and solubility product in SMA Negeri 1 Lemahabang, Cirebon district. The research design used was a pretest-posttest-group design with sampling system using cluster random sampling. The subject of research is the two classes comprising grades control i.e. XI SCIENCES experiments and class 3 i.e. XI of SCIENCES 2. Treatment on two sample classes are distinguished by the use of media-based learning android applications on the experimental class whereas in the control class does not. The instruments used are test instruments reserved descriptions and non question form form test responses of students. The results showed that: (1) test t against the results of the study gained 1.98 $t_{hitung} =$ greater than $t_{tabel} = 1.66$ reinforced with N-value gain of experimental class of 0.71 compared a control class of 0.54 then averages the mean value – class the experiment better than any classroom control, (2) use of media-based learning, android applications have the influence of 60.16% against the results of the study and (3) media-based learning android applications received positive response for students with the results of the question form of 80.05%.

The use of media-based learning, android applications have a significant influence on the results of student learning, indicated by the correlation coefficient of biserial price of 0.77 and coefficient of determination of 60.16% with significant category and (3) use of media-based learning android application has a positive influence in the process of learning is shown by data the results of the question form of 80.05% are

included in the category of good and got a positive response during the process of learning.

Pertiwi, A. Nur Indah. (2013). In their journal "Pengaruh Penerapan Pembelajaran Berbasis Mobile Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa Mata Pelajaran Bahasa Inggris Kelas VIII SMP Negeri 2 Singosari." This research uses the application English Mobile developed by Saida Ulfa Faculty of education from State University of Malang. This research aims to prove the existence of the influence of the application of mobile-based learning application program towards motivation and student learning outcomes in language subjects United Kingdom Class VIII SMP Negeri 2 Singosari.

Quasi experiment used because researchers can't do control for all variables related to the selection of subjects are not done individually, but in a group that is alleged to be influential to increased motivation and results student learning. The population in this study amounted to 40 students. 20 students as a group of 20 students and experiments as a control group. But before applying this mobile based applications researchers first perform tests to 1 person material experts and 20 people audience/students to test the used media mobile learning will be applied on a group of experiments.

Results of research trials of mobile learning applications was declared valid by the calculation result of expert material 81.6%, 86.65% field and the students. Calculation based on the data analysis done with

test results obtained using the $t_{tt} > \text{count table}$ i.e. $2.192 > 2.09$. This means that it can be inferred that accepted the results of student learning using mobile applications learning in learning different (better) compared to the results of a study of students who don't use mobile learning applications in United Kingdom language learning class VIII SMP Negeri 2 Singosari. It can be known from the average rating for each class that is, 86.45 on experimental class and class 81.45 controls on significant level 0.05. Therefore advised to teachers applying learning using mobile learning applications in the learning process so that learning will be more effective.

Lutfiansyah. (2016). In his journal. "Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android Pada Pembelajaran Bahasa Inggris (Pengamatan terhadap sumber belajar berbasis android melalui media mobile smartphone)." Based on the study results, authors can elaborate on the following summary first, language learning United Kingdom-based Smartphone android application is a visually appealing learning visible and student can interact by following all the instructions in the application they choose, second, the impact arising from the learning outcomes-based applications android trigger acceleration of a deeper understanding. So it can make the student continue to add insight into English by downloading applications English more to support their learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion and explanation in the previous chapter and looking at the result of this research, the researcher put forward some conclusions as follows:

1. Hot8 Application Media improve the students' vocabulary accuracy in term of vocabulary at the third semester in English education department of Muhammadiyah university of Makassar. It is proven by the improvement between the progresses in vocabulary knowledge of the students' who taught by using Hot8 application media. In vocabulary showed that the students' mean score improves from pre -test to post-test. The students' mean score of pre-test was 7,34. After using the media, the students' vocabulary in writing was improved to 11,46.

B. Suggestion

Based on the previous conclusion, the researcher would like to give suggestions as follows:

1. Hot8 Application Media is one of media which can be used in learning English to improve the students' vocabulary accuracy because it helps students to write up easily with some clues on it.
- 2.

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APPENDIX

STUDENTS SCORES PRETEST AND POSTTEST AT THE THIRD SEMESTER IN ENGLISH EDUCATION DEPARTMENT MUHAMMADIYAH UNIVERSITY OF MAKASSAR (EXPERIMENT CLASS)

Name	Indicator	Pre-Test		Post-Test	
		X ₁	X ₁ ²	X ₁	X ₁ ²
S1	Vocabulary Knowledge	12	144	20	400
S2		10	100	19	361
S3		14	196	23	529
S4		19	361	30	900
S5		22	484	41	1681
S6		14	196	24	576
S7		20	400	30	900
S8		24	576	35	1225
S9		30	900	38	1444
S10		16	256	26	676
S11		54	2916	81	6561
S12		12	144	20	400
S13		10	100	19	361
S14		14	196	23	529
S15		19	361	30	900
S16		22	484	41	1681
S17		14	196	24	576
S18		20	400	30	900
S19		24	576	35	1225
S20		30	900	38	1444
S21		16	256	26	676
S22		22	484	41	1681
S23		12	144	20	400
S24		10	100	19	361
S25		14	196	23	529
S26		19	361	30	900
S27		22	484	41	1681
S28		14	196	24	576
S29		20	400	30	900
S30		24	576	35	1225
S31		30	900	38	1444
S32		16	256	26	676
Total		619	14239	980	34318

**STUDENT SCORES PRETEST AND POSTTEST AT THE THIRD
SEMESTER IN ENGLISH EDUCATION DEPARTMENT
MUHAMMADIYAH UNIVERSITY OF MAKASSAR (CONTROL CLASS)**

Name	Indicator	Pre-Test		Post Test	
		X_1	X_1^2	X_1	X_1^2
S1	Vocabulary Knowledge	10	100	19	361
S2		15	225	19	361
S3		23	529	26	676
S4		12	144	16	256
S5		21	441	27	759
S6		14	196	20	400
S7		34	1156	41	1681
S8		14	196	20	400
S9		10	1156	10	100
S10		8	196	10	100
S11		10	100	16	256
S12		10	100	19	361
S13		15	225	19	361
S14		23	529	26	676
S15		12	144	16	256
S16		21	441	27	759
S17		14	196	20	400
S18		34	1156	41	1681
S19		14	196	20	400
S20		10	1156	10	100
S21		8	196	10	100
S22		10	100	16	256
S23		10	100	19	361
S24		15	225	19	361
S25		23	529	26	676
S26		12	144	16	256
S27		21	441	27	759
S28		14	196	20	400
S29		34	1156	41	1681
S30		14	196	20	400
S31		10	1156	10	100
S32		8	196	10	100
Total		503	13217	656	15794

Calculation of Test

A. The Mean Score of Vocabulary in Experimental Class and Control Class.

a. Experimental Class

1. Pre Test

$$x = \frac{\sum x}{N} = \frac{619}{32}$$

$$= 19,34$$

2. Post Test

$$x = \frac{\sum x}{N} = \frac{980}{32}$$

$$= 30,62$$

b. Control Class

1. Pre Test

$$x = \frac{\sum x}{N} = \frac{503}{32}$$

$$= 15,71$$

2. Post-test

$$x = \frac{\sum x}{N} = \frac{656}{32}$$

$$= 20,5$$



B. t- Test Score of Pre- Test

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$
$$= \frac{30,62 - 20,5}{\sqrt{\left(\frac{4306 + 2346}{32 + 32 - 2}\right) \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$= \frac{10,12}{\sqrt{\left(\frac{6652}{62}\right) \left(\frac{2}{64}\right)}}$$

$$= \frac{10,12}{\sqrt{(107,29)(0,03)}}$$

$$= \frac{10,12}{\sqrt{3,21}}$$

$$= \frac{10,12}{3,21}$$

$$= 5,653$$



RESEARCH INSTRUMENT

A. Pre-Test

1. Write down all the vocabulary you know with the meaning!

2. Make a story about what you did yesterday from waking up until you sleep at night!

B. Post-Test

1. Write down all the vocabulary you know with the meaning!

2. Make a story about what you did yesterday from waking up until you sleep at night!



RENCANA PEMBELAJARAN SEMESTER

PRODI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	TglPenyusunan
Listening Comprehension 3	BK 35216	Bidang Keahlian	2	III	23 April 2016
OTORISASI	Pengembang RP		Koordinator RMK		Ka PRODI
	TIM TEACHING		Ismail Sangkala, S.Pd., M.Pd.		Erwin Akib, M.Pd., Ph.D
Capaian Pembelajaran (CP)	CPL				
	Sikap: Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;				
Pengetahuan:					

Menguasai konsep linguistik (pengetahuan tentang kebahasaan) dan teknik berkomunikasi lisan dan tulisan secara umum untuk tujuan tertentu

KeterampilanUmum:

Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya;

KeterampilanKhusus:

Mampu menggunakan bahasa Inggris untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, dan berterima.

CP-MK

Sikap:

1. Selalu berdoa sebelum dan sesudah pembelajaran
2. Mampu menunjukkan sikap saling menghargai dan menghormati sesama baik itu terhadap dosen maupun sesama mahasiswa sebagai wujud ketakwaan kepada Tuhan Yang Maha Esa

Pengetahuan:

Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan Bahasa Inggris untuk tujuan

tertentu (*English for specific purposes*); dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat *intermediate*;

Keterampilan Umum:

1. Menunjukkan kerjasama yang baik bersama anggota kelompok.
2. Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya;

Keterampilan Khusus:

1. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam memahami wacana lisan dengan kecepatan penyampaian yang normal
2. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam mencatat informasi penting yang disampaikan dalam wacana lisan
3. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam mengidentifikasi ide utama dan ide pendukung dari wacana lisan
4. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam menjawab pertanyaan dan memecahkan masalah yang didengarkan melalui wacana lisan

Deskripsi Singkat MK

Mata kuliah ini bertujuan untuk melatih mahasiswa mendengarkan dan meningkatkan keterampilan interaksinya dalam mendengarkan talk atau monologue.

Bahan Kajian

Berbagai teks bacaan

Pustaka	Utama :	
		Dunkel, Patricia. 2005. Advanced Listening Comprehension. New York: Thomson.
	Pendukung :	
		I. Lebauer, Roni S. 2000. Learn to listen, listen to learn. New York: Longman.
Media Pembelajaran	Perangkat lunak :	Perangkatkeras :
	Slide presentation (PPT), e-book, audio/video recording	LCD, Laptop, Papantulis, and hand out.
Team Teaching	<p>Ismail Sangkala, S.Pd., M.Pd.</p> <p>Wildhan Burhanuddin, S.Pd., M.Hum.</p> <p>Amar Ma'ruf, S.Pd., M.Hum.</p>	
Mata kuliah syarat	Listening 1 dan 2	

Mg Ke- (1)	Sub-CP-MK (2)	Indikator (3)	Kriteria dan B entuk Penilai an (4)	Metode Pembelajaran [Estimasi Waktu] (5)	Materi Pembelajaran [Pustaka] (6)	Bobot Pen ilaian (%) (7)
1	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mentaati peraturan dan kontrak perkuliahan <p>Psikomotor:</p> <ul style="list-style-type: none"> - Mampu melaksanakan seluruh peraturan dan kontrak perkuliahan <p>Afektif:</p> <ul style="list-style-type: none"> - Bersedia mematuhi peraturan dan kontrak perkuliahan 	<ul style="list-style-type: none"> - Kemampuan melaksanakan seluruh kontrak dan persyaratan untuk mengikuti pembelajaran, serta sistem evaluasi 	Penilaian perorangan	Ceramah, Tanya jawab	Kontrak dan Perk enalan Mata Kuliah	7,14 %

<p>2</p>	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi ide pokok wacana lisan <p>Psikomotor:</p> <ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 	<ul style="list-style-type: none"> - Mampu mengidentifikasi bahasa yang digunakan dalam wacana yang menyiratkan tentang topik dan gambaran umum dari wacana tersebut - Kemampuan mencatat kata kunci dan informasi kunci dari wacana yang didengarkan 	<p>Penilaian Perorangan</p>	<p>Mendengarkan Mencatat</p>	<p>Gender and spending</p>	<p>7,14 %</p>
<p>3-4</p>	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi informasi penting wacana lisan serta mampu membuat rangkumannya <p>Psikomotor:</p>	<ul style="list-style-type: none"> - Mampu mengidentifikasi bahasa yang digunakan dalam wacana yang menyiratkan tentang topik dan gambaran umum dari wacana tersebut - Kemampuan mencatat 	<p>Penilaian Perorangan</p>	<p>Mendengarkan Mencatat</p>	<p>Ads are everywhere</p>	<p>14,3 %</p>

	<ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 	<p>kata kunci dan informasi kunci dari wacana yang didengarkan</p> <ul style="list-style-type: none"> - Kemampuan membuat rangkuman berdasarkan catatan yang dibuat 				
5-6	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi transition signal dari wacana lisan <p>Psikomotor:</p> <ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 	<ul style="list-style-type: none"> - Mampu mengidentifikasi bahasa yang digunakan dalam wacana yang menyiratkan tentang transition signal dari ide yang satu ke ide yang lainnya dalam wacana lisan tersebut 	<p>Penilaian Perorangan dan berpasangan</p>	<p>Mendengarkan Mencatat Diskusi</p>	<p>Work habits</p>	<p>14,3 %</p>

7-8	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi definisi dalam sebuah wacana lisan <p>Psikomotor:</p> <ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 	<ul style="list-style-type: none"> - Mampu mengidentifikasi bahasa yang digunakan dalam wacana yang menyiratkan tentang definisi dalam wacana lisan tersebut 	Penilaian Perorangan dan berpasangan	Mendengarkan Mencatat Diskusi	Leisure time	14,3 %
9	Ujian Tengah Semester (UTS)					
10-11	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi contoh yang diungkapkan dalam sebuah wacana lisan <p>Psikomotor:</p>	<ul style="list-style-type: none"> - Mampu mengidentifikasi bahasa yang digunakan dalam wacana yang menyiratkan tentang contoh-contoh yang diungkapkan dalam wacana lisan tersebut 	Penilaian Perorangan dan berpasangan	Mendengarkan Mencatat Diskusi	Science of pleasure	14,3 %

	<ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 					
12-13	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi penjelasan tentang sesuatu dalam sebuah wacana lisan <p>Psikomotor:</p> <ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 	<ul style="list-style-type: none"> - Mampu mengidentifikasi bahasa yang digunakan dalam wacana yang menyiratkan tentang penjelasan tentang sesuatu yang diungkapkan dalam wacana lisan tersebut 	Penilaian Perorangan dan berpasangan	Mendengarkan Mencatat Diskusi	unique solution to pollution	14,3 %

14-15	<p>Kognitif:</p> <ul style="list-style-type: none"> - Mampu mendengar dan mengidentifikasi signal nonverbal dalam wacana lisan <p>Psikomotor:</p> <ul style="list-style-type: none"> - <p>Afektif:</p> <ul style="list-style-type: none"> - Kedisiplinan dalam menyelesaikan tugas tepat waktu 	<ul style="list-style-type: none"> - Mampu mengidentifikasi signal nonverbal yang digunakan dalam wacana yang menyiratkan tentang pentingnya sebuah informasi 	Penilaian Perorangan dan berpasangan	Mendengarkan Mencatat Diskusi	Who is on TV	14,3 %
16	Ujian Akhir Semester (UAS)					

Visi Program Studi Pendidikan Bahasa Inggris FKIP Unismuh Makassar

Menjadikan program studi pendidikan bahasa Inggris yang unggul, berwawasan global, dan berkarakter Islami pada tahun 2024”

Misi Program Studi Pendidikan Bahasa Inggris FKIP Unismuh Makassar

1. Menyelenggarakan pembelajaran bahasa Inggris yang bermutu dan berkarakter Islami
2. Menyelenggarakan penelitian yang implementatif dan inovatif di bidang pembelajaran bahasa Inggris
3. Menyelenggarakan pengabdian pada masyarakat yang berorientasi pada nilai kemanfaatan
4. Menjalin kerjasama dengan instansi lain baik lokal, nasional, maupun internasional.

Catatan :

1. CP-Lulusan PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. CP lulusan yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CP-L-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah;
3. CP Mata kuliah (CP-MK) adalah kemampuan yang dijabarkan secara spesifik dari CP lulusan yang dibebankan pada mata kuliah;
4. Sub-CP Mata kuliah (Sub-CP-MK) adalah kemampuan yang dijabarkan secara spesifik dari CP mata kuliah (CP-MK) yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran.
5. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif atau pun kualitatif.

6. Indikator kemampuan hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.



RENCANA TUGAS I

MATAKULIAH : Listening Comprehension 3

KODE MATA KULIAH : BK 35216

BOBOT SKS : 2 SKS

SEMESTER : 3

MINGGU KE : 6

TUGAS KE : 1 (Satu)

DOSEN : TIM TEACHING

A. TUJUAN TUGAS

Mahasiswa dapat menentukan main ideas, topic, informasi penting, dan definisi dari sebuah wacana lisan melalui tape recording yang didengarkan



B. URAIAN TUGAS :

B.1. Obyek Garapan: Wacana lisan yaitu long talk dari tes TOEFL

B.2. Batasan Pekerjaan: Menentukan ide pokok, informasi penting, definisi dari topik yang dibahas

B.3. Metode/cara pengerjaan tugas:

Individual assignment

B.4. Deskripsi luaran tugas yang dihasilkan:

Lembar jawaban yang berisi jawaban atas pertanyaan, rangkuman yang memuat ide pokok dan definisi serta informasi penting dari wacana lisan

C. KRITERIA PENILAIAN:

Kemampuan mahasiswa menjawab pertanyaan pemahaman dan membuat rangkuman



RANCANGAN ASESMEN

MATAKULIAH : LISTENING COMPREHENSION III
KODE MATA KULIAH :BK 35216
BOBOT SKS : 2 SKS
SEMESTER : 3 (GANJIL)
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
JENJANG STUDI : STRATA SATU (S1)
DOSEN : TEAM TEACHING

KEMAMPUAN AKHIR YANG DIHARAPKAN:

1. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam memahami wacana lisan dengan kecepatan penyampaian yang normal
2. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam mencatat informasi penting yang disampaikan dalam wacana lisan

3. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam mengidentifikasi ide utama dan ide pendukung dari wacana lisan
4. Mahasiswa diharapkan mampu mengembangkan keterampilan dalam menjawab pertanyaan dan memecahkan masalah yang didengarkan melalui wacana lisan.

JENJANG (GRADE)	ANGKA (SKOR)	DESKRIPSI PERILAKU
<p>Tingkat nilai yang diharapkan adalah :</p> <p>Nilai A : Sangat bagus</p> <p>Nilai B : Sangat bagus</p> <p>Nilai C : Sangat bagus</p> <p>Nilai D : Sangat bagus</p> <p>Nilai E : Sangat bagus</p>	<p>A : > 80</p> <p>B : 65 – 80</p> <p>C : 55 – 64</p> <p>D : 20 – 55</p> <p>E : < 20</p>	<p>Nilai A : Sangat bagus jika kehadiran 85% + keaktifan dalam proses pembelajaran + nilai UTS > 65 + nilai UAS 85 + tugas lengkap.</p> <p>Nilai B : Bagus jika kehadiran 80% + keaktifan dalam proses pembelajaran + nilai UTS > 60 + nilai UAS 80 + tugas lengkap.</p> <p>Nilai C : Bagus jika kehadiran 55% + keaktifan dalam proses pembelajaran + nilai UTS > 60 + nilai UAS 60 + tugas</p>

		<p>lengkap.</p> <p>Nilai D :Bagus jika kehadiran 30% + keaktifan dalam proses pembelajaran + nilai UTS > 50 + nilai UAS 50 + tugas lengkap.</p> <p>Nilai E : Bagus jika kehadiran 10% + keaktifan dalam proses pembelajaran + nilai UTS > 20 + nilai UAS 20 + tidak ada tugas.</p>
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Makassar, 23 April 2016

TIM TEACHING LISTENING COMPREHENSION 3

PRODI PENDIDIKAN BAHASA INGGRIS

Visi Program Studi Pendidikan Bahasa Inggris

Menjadikan program studi pendidikan bahasa Inggris yang unggul, berwawasan global, dan berkarakter Islami pada tahun 2024

Misi Program Studi Pendidikan Bahasa Inggris

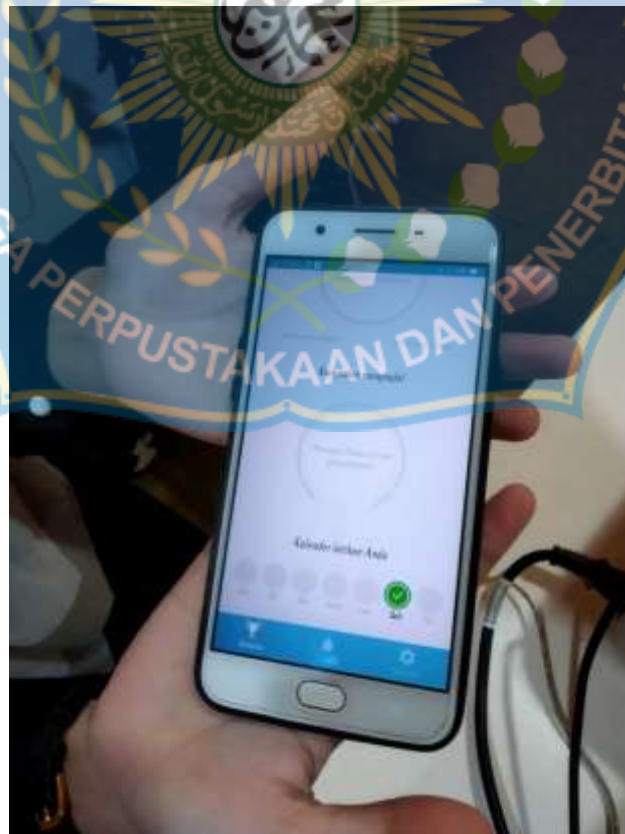
1. Menyelenggarakan pembelajaran bahasa Inggris yang bermutu dan berkarakter Islami
2. Menyelenggarakan penelitian yang implementatif dan inovatif di bidang pembelajaran bahasa Inggris
3. Menyelenggarakan pengabdian pada masyarakat yang berorientasi pada nilai kemanfaatan
4. Menjalin kerjasamadengan instansi lain baik lokal, nasional, maupun internasional



DOCUMENTATION







CURRICULUM VITAE



The writer, Sofyan Efendi Harahap, was born on December 1st, 1995 in Tanete from the marriage of Syamsul Bachri Harahap and Ernarni Ekawati, S.Pd. He is the second of two siblings.

He began his study in Elementary school (SD Inpres 10/73 Tanete) in 2001 and graduated in 2007. In the same year, He continued his study to Junior High school (SMP Negeri 2 Cina) and graduated in 2010, then He continued his study to Senior High School (SMA Negeri 1 Cina) and graduated in 2013. And in August 2014, He was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar.

At the end of his study, He could finish his thesis with the title **The Influence of Mobile Assisted Through Hot8 Application to Improve Students' Vocabulary Knowledge.**