

**THE EFFECTIVENESS OF USING ENGLISH LISTENING
APPLICATION TO IMPROVE THE STUDENT'S LISTENING
ABILITY AT TBI STUDENTS OF IAIM SINJAI
ACADEMIC YEAR 2020**



THESIS

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APPROVAL SCRIPT

Skripsi berjudul *The Effectiveness of Using English Listening Application to Improve The Student's Listening Ability at TBI Students of IAIM Sinjai Academic Year 2020* yang ditulis oleh Rafiuddin Ramadhan Nomor Induk Mahasiswa 170110030, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 19 Agustus 2021 M bertepatan dengan 10 Muharram 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRAK

Rafiuddin Ramadhan. Efektifitas Penggunaan Aplikasi English Listening untuk Meningkatkan Kemampuan Listening Mahasiswa TBI IAIM Sinjai Tahun Akademik 2020. Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Muhammadiyah Sinjai, 2021. Tujuan dari penelitian ini adalah untuk mengetahui apakah aplikasi English Listening mampu meningkatkan kemampuan mendengarkan bahasa Inggris mahasiswa TBI angkatan 2020, IAIM Sinjai. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas, populasi dalam penelitian ini berjumlah 25 siswa. Teknik pengumpulan data adalah observasi dan tes. Instrumen penelitian berupa lembar observasi dan tes. Teknik analisis data yang digunakan adalah Formula N-Gain. Hasil penelitian menunjukkan bahwa keefektifan penggunaan aplikasi listening bahasa Inggris dalam meningkatkan kemampuan listening mahasiswa TBI IAIM Sinjai tahun akademik 2020 berada pada kategori baik. Peningkatan ini dapat dilihat dari skor yang diperoleh sebelum dan sesudah penerapan aplikasi English Listening. Nilai rata-rata yang diperoleh melalui pre test adalah 11,176 sedangkan pada post test nilai rata-rata yang diperoleh adalah 73,376. Hal ini dibuktikan dengan hasil pengujian skor pre test dan post test siswa dengan menggunakan rumus N-Gain dan hasilnya memuaskan karena termasuk dalam kategori baik.

Kata Kunci: Efektifitas, Aplikasi Listening Bahasa Inggris, Kemampuan Mendengarkan

ABSTRACT

Rafiuddin Ramadhan. The Effectiveness Of Using English Listening Application To Improve The Student's Listening Ability At Tbi Students Of Iaim Sinjai Academic Year 2020. Thesis. Sinjai: English Education Study Program Faculty Of Tarbiyah And Teacher Training Islamic Institute Of Muhammadiyah Sinjai, 2021. The aims of the research is to know that is English Listening application be able to improve student's English listening ability at TBI 2020 of IAIM Sinjai. This type of research is using Classroom Action Research, the population in this reasearch consisted of 25 students. Data collection techniques are use observasion and test, instruemens research are observasion sheet and test, and than data analysis techniques is use N-Gain Formula. The result of the research show that the effectivness of using english listening aplication to improve students listening ability at TBI of IAIM Sinjai Academic year 2020 is in good category. In enhanced student listening ability can be seen from the value of student before and after applying using english listening application the average grade generated through pre test is 11,176. Than on post test the average value is earned 73, 376. This has been demonstrated by testing results of student pre test and post test scores using the N-Gain formula and the results are satisfying because in good category.

Key Word: Effectiveness, English Listening Application, Listening Ability

المستخلص

رفيع الدين رمضان. فعالية استخدام تطبيق الاستماع للغة الإنجليزية لتحسين قدرة الطالب على الاستماع لطلاب قسم التدريس اللغة الإنجليزية بجامعة الإسلامية المحمدية سنجائي، العام الدراسي ٢٠٢٠. البحث. سنجائي: قسم التعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة الإسلامية المحمدية سنجائي، ٢٠٢١. يهدف هذا البحث إلى معرفة ما إذا كان تطبيق الاستماع للغة الإنجليزية قادراً على تحسين قدرة الاستماع للغة الإنجليزية للطلاب في قسم التدريس اللغة الإنجليزية ٢٠٢٠ من جامعة الإسلامية المحمدية سنجائي. يستخدم هذا النوع من البحث البحث الإجمالي في الفصل الدراسي، ويتألف المجتمع في هذا البحث من ٢٥ طالباً. تقنيات جمع البيانات هي المراقبة والاختبار. أدوات البحث هي ورقة الملاحظة والاختبار. تقنيات تحليل البيانات المستخدمة هي N-Gain Formula. تظهر نتيجة البحث أن فعالية استخدام تطبيقات الاستماع للغة الإنجليزية في تحسين قدرة الطلاب على الاستماع في قسم التدريس اللغة الإنجليزية للعام الأكاديمي جامعة الإسلامية المحمدية سنجائي ٢٠٢٠ في فئة جيدة. يمكن ملاحظة هذا التحسن من النتيجة المكتسبة قبل وبعد تطبيق تطبيق الاستماع للغة الإنجليزية. متوسط الدرجات الناتجة عن الاختبار التمهيدي هو ١١،١٧٦، بينما في الاختبار اللاحق، متوسط القيمة المكتسبة هو ٧٣،٣٧٦. وقد تم إثبات ذلك من خلال اختبار نتائج اختبار الطالب قبل الاختبار وبعده استخدام صيغة N-Gain وكانت النتائج مرضية لأنه في فئة جيدة.

الكلمات الأساسية: الفعالية، تطبيق الاستماع للغة الإنجليزية، القدرة على الاستماع

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CHAPTER I

INTRODUCTION

A. Background

Listening is essential ability that must be learned. The effectiveness of an individual interaction with others is significantly influenced by how well the students attend. In order to establish the efficient of communication with others, the students must comprehend the messages that their conversation partners are trying to get across. Listening skills are necessary for understanding what others are saying. Kirwan quotes Laurent's statement that 'It is impossible not to communicate'. It is impossible to communicate without the capacity to listen. This statement is in line with Kirwan in Apin stated that the two most crucial components of conversation are listening and attending.(Hidayat, 2013).

In academic developing, where the students must deal with listening comprehension in class, listening activities are also necessary. The students have problems communicating in EFL lesson. The problems not only from the student abilities but also from the teacher.

Language teachers have to make sure that students learn to listen effectively (Schwartz, n.d.). Snell explained that a common problem for EFL teachers in traditional classrooms is how to deal with passive instruction in which students are unresponsive and avoid teacher interaction (Snell, 2012). The creation of such interactive listening learning techniques is advised as a solution to this issue. Beall in Apin outlined the need for considering learning styles while developing classes, presenting content, and encouraging effective listening (Hidayat, 2013). In addition to helping the kids get over their obstacles, a specific listening technique is required to enhance their listening skills. The opportunity to engage in a range of reading, writing, and speaking activities in the classroom can help kids acquire the skills they need to be successful.

Learning and teaching languages include listening (Brown, n.d.). According to Hidayat, “listening is acknowledged as an important skill that must be learned. How well someone listens has a significant influence on the

caliber of their relationships with others” (Hidayat, 2013). In line with this definition, listening is the capacity to comprehend the ideas conveyed by a speaker through sound. The capacity to recognize and comprehend what others are saying is known as listening. This involves comprehending the speaker's meaning in addition to the accent or pronunciation, grammar, and vocabulary (Howatt and Dakin). These four skills can all be done at once by a skillful listener.

Technology can be used in different ways to learn languages, such as as a platform for language teaching and learning. Audio media is among the most effective tools for language learning.. Traditional audio media types include vinyl records, cassette tapes, CDs, and DVDs. The advantages mostly stem from its usefulness, which makes learning languages simpler and more satisfying. Additionally, as technology advances, it becomes more meaningful to use audio media for language learning. According to Rossel-Aguilar, the use of audio media in language instruction has become simpler since the advent of the digital age (Rosell-aguilar, 2013). Websites, online learning environments, learning

management systems, and smartphone apps for learning English are all examples of how it goes online.

The teacher might help the students in developing self-confidence and making the learning experience entertaining by using the “English Listening Application” as media. Podcasts as common digital audio files that can be downloaded and played on smartphones like iPhone and Android. Its content will cover a wide range of subjects, including fill-in-the-blank exercises, sentence dictation, and renowned quotes. Listeners may now upgrade it via Play Store on Android mobile, eliminating the need for repeated website visits to check for new features. This program contains many different kinds of functionality.

The ability to understand information during listening activities or convey the information in written or oral communication is a sign of good listening skills. It has to do with the capacity for listening, understanding, and responding. According to Nation and Jonathan, learning a language can be accessed by listening. One of the most important abilities that language learners need to master is good listening because it is so closely related to communication. (Nation & Newton, 2008). Harmer

argues further that effective communication among students might be facilitated through listening (Harmer, 2001). The ability of students to communicate effectively occurs with good listening abilities. According to Bulley-Allen in *Flowedew*, 40% of daily communication is spent listening, 35% speaking, 16% reading, and 9% writing. In other words, a lack of effective listening skills will make communication difficult. (Wolvin, 2010).

Listeners that aim to improve their listening skills in English should familiarize themselves with the vocabulary, grammar, pronunciation, and other elements of the language. Buck states that listening involves the use of both linguistic and nonlinguistic information. (Buck, 2001). Understanding of phonology, syntax, lexis, semantics, and discourse structure among students is related to their proficiency in linguistics as it relates to listening comprehension. The knowledge that is non-linguistics related includes topical, contextual, and general knowledge. Both of them are crucial to understanding aural information because listening is a difficult task that requires students to use their knowledge in order to accomplish their listening objectives.

The purpose of the researcher in conducting this research is to improve the student's English listening ability of each student. Therefore, in this study, the researcher is interested in the results of the target language. Listening is the main ability to understand the language. The researcher wanted to know the students' ability in listening how good are the students listening ability and improve it using English Listening application.

English Listening application is one of the best applications to improve our listening ability especially in English. English Listening application by Talk English can be download via Google Play store. This application takes 20 Megabytes of phone storage memories. This application makes it easy for us to improve our English listening with great lessons and fun quizzes. This application has 6 different level, first level is Beginner I, second level is Beginner II, third level is beginner III, fourth level is Intermediate I, fifth level is Intermediate II, and the last or the top level is Advanced. In this application we need an internet connection to run the audio file, after that we listen to the audio of the text and then we answer the exercise. If we answer the exercise

correctly, then we will get a score of 20. But the score we get is different in each level. The advantage of this application is that the audio sounds very clear, and then there is a feature check answer which is useful for seeing our answer is correct or wrong. Then there is view the text feature, this feature is used if we have try to answer a question but wrong two times or three times, this feature will turn on and can be used to see what is being said in the audio file. Next is score feature, this feature is use to see how many score we get after answer the practice question. However the score will decrease if you hear the audio file more than once. And the last feature is next lesson, this feature can be use if you want to continue to practice our listening skills.

According to the result, based on pre-survey data on July 19 2020 at TBI of IAIM Sinjai academic year 2020, the researcher assumed that the student's listening are not quite good. On the other side, there are some students have a good score in listening subject yet speak less than the students who have already been looked into. The researcher found quotes of Wong says that "knowing a language rule does not mean one will be able to use it in communicative interaction".

Based on the explanations above, the researcher then is interested in conducting a research entitled "the effectiveness of using english listening application to improve the student's listening ability at TBI of IAIM Sinjai academic year 2020".

B. Problem of the Research

Based on the previous background, the researcher formulates research question as follow: "is english listening application be able to improve student's listening ability at TBI of IAIM Sinjai academic year 2020" ?

C. Objective of the Research

In relation to the problem statements above, the objective of the research is to know the effectiveness of using English Listening application to improve the student's English listening ability at TBI of IAIM Sinjai academic year 2020.

D. Significant of the Research

Based on the research objectives to be achieved, this research is expected to have benefits in education, either directly or indirectly. The benefits of this research are as follows:

1. Theoretical (scientific) Significant

Theoretically, the result of this study are expected to be useful, namely:

- a. This research can contribute ideas to the development of science, especially in listening to improve student's English listening ability according to the context.
- b. This research can contribute to the development of linguistic science, especially in the use of English Listening application as a tool or media to improve student's English listening ability

2. Practical Significant

Practically this research is expected to give contribution on the writer, the teacher and the university.

a. For the Researcher

The researcher is expected to be able to add insight and direct experience in dealing with students during the research process later regarding the English Listening application, with that researchers are required to master the subject and object to be studied.

b. For the Teacher

The teacher add knowledge and experience to teachers about English Listening application.

c. For the University

This research can be as a matter of consideration in compiling a learning program and determining the appropriate learning methods using English Listening application.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. The Concept of English Listening Application

a. Definition of English Listening Application

English listening application is a mobile application both for both Android and iPhone/iPad kind of smartphone with hundreds of listening exercises and questions. There are six different listening lessons are provided for both beginning and experienced English learners.

Audio-visual media is the informational medium that has audio and visual characteristics (Nurul Aulya Fitrianty, 2021). Applications for the student smartphone or tablet that allow the students to listen to English can be effective, practical, and genuinely entertaining language-learning tools. But in order enhance your learning experience, it's helpful to keep these tips in mind before you start downloading. (How to Use, 2020).

These lessons were developed by TESOL-certified ESL teachers. Professional speakers recorded the audio files with the aid of outstanding

studio tools. The speaker speak slowly and clearly so the students can distinguish the various noises. The students can enhance your English listening skills with the help of the excellent classes and audio files.

b. The Icon of English Listening Application



c. How to Use the application

The application has six different levels, and they are easy in the beginning and get harder with each step. Six types consist of:

1) Fill in the blank listening lessons (Beginner I)

This level is about famous quotes, complete the blank word by drag and drop word into the correct location.

2) What is in the picture listening lessons (Beginner II)

This level is about multiple choice, choosing correct answer based on the audio explanation on the multiple choice.

3) Listening to famous quotes (Beginner III)

This level is about famous quotes, complete the blank word by drag and drop word into the correct location. Unlike the first level, the first level only have 2 until 6 blank words. This level is completely blank, it means we have to arrange all the words correctly.

4) Short Passages listening lessons (Intermediate I)

This level is about multiple choice, choosing correct answer based on the audio explanation on the multiple choice. Unlike the second level, this level is about short passages.

5) Sentence Dictation (Intermediate II)

This level is about write or type the correct answer based on what you heard.

6) Long Paragraphs (Advanced)

This level is also about multiple choice, choosing correct answer based on the audio explanation on the multiple choice. Unlike the second and fourth level, this level is about long paragraph.

d. Shortage and Advantage of English Listening Application

1) Shortage

- a) The application is contains a lot of advertisements, it's kind of annoying when we use this application.
- b) It's not an offline application, we have to download all the audio first before play the audio.

- c) The points of this application will be less if you listen to the audio file many times.
- d) Also we have to pay to remove the advertisements.

2) Advantage

- a) The application has 6 different types of listening lesson, 30 lessons in each type and 180 lessons in the entire program. The lesson were created for both beginners and advantaged English learners.
- b) The require size storage of the application is small, it's just 20 Megabytes. Get to know many famous quotes by many kind of famous person.
- c) One of the best English listening application on the smartphone based on the rating point 4.4 and this application is available for all of smartphone devices.
- d) Professional speakers recorded the audio files with the aid of outstanding studio tools. The speaker speak slowly and clearly so the students can distinguish the various noises. The

students can enhance your English listening skills with the help of the excellent classes and audio files.

2. The Concept of Student's English Listening Ability

a. Definition About Listening

Listening skills are one of the four abilities that every human being must possess and develop. This skill is given by the Almighty God as a natural ability of a normal person and then develops according to his physical growth. With this ability, a human being can know and understand information in the form of conversations, opinions, facts, or knowledge conveyed through people, media, or writing.

According to Tarigan in Mufid, the act of listening involves paying close attention to oral symbols, comprehending, enjoying, and interpreting it in order to learn information, as well as retaining any messages or content that have been communicated by the speaker through speech or spoken language. (Mufid & Doyin, 2017). According to this viewpoint, listening is a process

that involves the sense of hearing that is carried out intently with the goal of obtaining, capturing, and understanding the objective of the speaker's spoken communication.

Based on these insights, it can be said that listening is a process that involves paying close attention, understanding, appreciating, and interpreting both language and non-language sounds while using ear activity to record messages that are played in order to gather knowledge and comprehend the content conveyed by these sounds.

1) Concept of Listening

Several interconnected hypotheses about speaking and listening abilities are presented in this section. The ideas of capability, listening, and communication are all included. What relationship exists between speaking ability and listening ability at the same time. The fundamental tenet of listening instruction is that learning to listen is a prerequisite to speaking. Theoretically, as one gains proficiency in

fundamental abilities like listening, other linguistic abilities will sprout spontaneously.

This idea, advanced by experts in second language learning, is consistent with this idea. Most people have the ability to hear noises even before they are born. Children develop complex listening abilities as a result of the physical aspects of listening and their cognitive development. John in Andrew stated that is frequently mistaken for a skill that is completely formed and doesn't need any more training. (Wolvin, 2010).

More quickly understand the complexity of hearing. Some experts' definitions of listening are as follows: Speaking naturally comes after listening. Hearing is essential during the early stages of language development in a person's primary language as well as in the naturalistic acquisition of other languages (Nation & Newton, 2008). So from the moment we are born, listening is the first communication skill we use. Passive skill is another name for

listening. Due to listening to active listener questions, it has the false impression. The speaker must engage the listener in order to alter the message from one of dispute. It provides information from both linguistic and non-linguistic sources. Students should be encouraged to participate actively in the process of listening for meaning because that is the nature of listening comprehension. It made use of both his nonlinguistic understanding and linguistic instruction. (Littlewood, 1982).

Communication in daily life is greatly influenced by listening. It is the medium via which people obtain a significant portion of their education, information, understanding of the world and human affairs, ideals, and sense of values, according to Guo and Wills. According to Peterson, who emphasizes the value of listening in language learning, "no other sort of language input is as simple to comprehend as spoken language, received through listening. Through listening, students can develop an

understanding of how different linguistic systems interact, laying the groundwork for more fluid and productive skills.

Not only in daily life but also in classroom situations, listening is crucial. The majority of students wrongly feel that being able to talk and write in a second language demonstrates their fluency; nevertheless, effective communication is impossible without strong listening skills (Yildirim, 2016).

From the explanation above effective communication reception depends on one's ability to listen. It entails both hearing what the other person has to say and forging a psychological bond with them. Listening is a language skill. It requires an interest in understanding others, a respectful and welcoming demeanor, and the willingness to try and see things from another's point of view. It requires a lot of work and focus. It demands us to set aside our own beliefs and objectives,

adopt their position, and make an effort to understand things from their point of view..

2) Definition About Ability

Ability, in general, refers to a person's capacity to carry out a variety of activities at work. Ability is a current evaluation of what a person is capable of. We all have certain abilities from birth. Potential can also be used to refer to human potential. People's potential may essentially be developed. A person's ability will determine behavior and results. Talents that are innate in a person to perform an activity physically or mentally from birth, learning, and experience are known as abilities. (Eka, 2005). Likewise, if a person can do something right but slowly, he also cannot be said to be capable. A person who is capable in a field does not hesitate to do the job, as if he never thought about how to do it again, there are no more hindering difficulties. The scope of ability is quite broad, including activities in the form of actions, thinking, speaking, seeing, and so on. However,

in the narrow sense, ability is usually shown more in activities in the form of actions.

From some of the definitions of ability above, it can be concluded that ability is a fundamental competence that students who study the scope of material in a lesson need to have at a certain level.

3) The Process Of Listening

In classes where students are learning a foreign language, listening is becoming increasingly important. (Richard & Renandya, 2002). There are many causes for this increase in popularity. In reality, there are numerous listening processes that go through five steps.. They are hearing, understanding, remembering, evaluating, and responding.

a) Hearing

Students must hear in order to listen, but they do not need to listen in order to hear, as the perception needed for listening depends on attention. It is known as the physical response brought on by sound waves

stimulating the ear's sensory receptors. The method by which the brain filters information and permits only a chosen number to focus is a critical requirement for effective hearing.

b) Understanding

The students should first consider the significance of the symbols they have seen and heard before trying to understand them. Symbolic stimuli can be words, sounds like applause, as well as images like blue uniforms. Our understanding of these symbols' meanings is influenced by our earlier associations with them as well as the context in which they are used. For interpersonal communication to be effective, the listener must be able to understand both the sender's assumed context and the intended meaning.

c) Remembering

A key component of listening is remembering since it demonstrates that a

person has not only heard and absorbed a message but also retained it in their memory. When we listen, our memory is selective, and what is remembered may change greatly from what was initially seen or heard..

d) Evaluating

The conversation has reached the evaluating stage when listeners can understand and interpret or interpret the conversation's contents and start to assess or evaluate the speaker's opinions and ideas about the speaker's strengths and weaknesses as well as the speaker's good and shortcomings.

e) Responding

The responding stage, is the final stage in listening activities, the listener welcomes, memorizes, absorbs and accepts the ideas or ideas put forward by the speaker

in speech or conversation; listeners arrive at the responding stage.

4) The Importance of listening

Not a single human being in the world can live without communicating. Communication is one of the primary human needs, just like the need for clothing, food, shelter, water and air. We cannot imagine what life would be like without communication. Thus, the human need to communicate is indisputable. Everyone has to communicate to get something. Especially in modern times when people can no longer live alone and have to depend on each other. In short, communication functions to maintain human survival, both individually and as a social being. Here is some importance of listening:

- a) Add knowledge and life experiences that are valuable to humanity because listening has informative value, namely providing certain inputs that make us more experienced;

- b) Improve intellectuality and deepen our scientific appreciation and knowledge;
- c) Enriching our vocabulary, adding to our vocabulary of precise, quality, and poetic expressions. People who listen a lot to their communication become smoother and the words used are more varied;
- d) Widening knowledge, increase the appreciation of life, and foster an open and objective nature;
- e) Increase social sensitivity and awareness;
- f) Enhances the artistic image if what we see is material that is seen in subtle content and language. A lot of listening can foster an appreciative attitude, an attitude of respect for the work or opinions of others and this life and increase our aesthetic taste;
- g) Inspires creativity and enthusiasm to create us to produce identifiable utterances and writings. If you listen a lot, we will get bright ideas and fresh, valuable life experiences.

5) Some Problem in Listening

There are several challenges that students may run into when trying to understand what they are hearing. A few of these challenges are as follows:

a) Quality of Recorded Materials

In certain sessions, teachers employ more advanced recorded materials in their teaching. Students' ability to comprehend what they hear might be impacted by the sound system's quality.

b) Cultural Differences

Cultural Inconsistencies

The cultural nuances of language that have a significant impact on a learner's comprehension should be made clear to them. The students may have major comprehending problems if the listening assignment has elements from very different cultural backgrounds. The onus is on the professors to give students prior knowledge about the listening activities beforehand.

c) Accent

The accent of a speaker is among the most crucial factors determining listener comprehension. Unfamiliar accents, both native and non-native, can seriously impair a learner's ability to understand what is being said while listening.

d) Unfamiliar Vocabulary

It would be simple for students to recognize well-known terms in listening texts. Understanding word meanings can help kids become more engaged and motivated while also enhancing their listening comprehension. Many words have several meanings, and if they are not used correctly in the appropriate contexts, children will become confused.

e) Length and Speed of Listening

The largest issue with listening comprehension is that speakers' speech rates are outside the control of listeners. Second, the inability of listeners to hear words

repeated can be a major problem for them. A recording part cannot be replayed by students. It can be challenging for teachers to determine whether their students have absorbed what they have heard when they choose what and when to repeat listening passages. Third, listeners do not possess a strong vocabulary. Speakers may choose words that their listeners are unfamiliar with. Unfamiliar words might cause listeners to pause, consider their meaning for a time, and miss the next section of the speech. Fourth, listeners might not be familiar with the context. Communication between listeners can be facilitated by shared understanding and well-known texts. Sometimes listeners can understand a passage's surface meaning, but unless they are familiar with it, they may have significant difficulty understanding the passage's full meaning.

Fifth, it can be challenging for listeners to focus on the listening text. Even the smallest attentional lapse can sometimes inhibit comprehension. Concentration will be simple for listeners if the listening passage is intriguing to them.

6) Indicator of Listening Ability

Listening is a creative skill, according to Hasyuni in Hidayanti. It entails understanding the sound that is projected onto our ears and extracting the raw materials of the words, their arrangement, and the rise and fall of the voice in order to produce significance (Hidayanti, 2016). The indicator listening ability are:

- a. Listen and Imitate
Learning new vocabulary using picture, the student listens first to what is spoken right.
- b. Listen and Repeat
A game with materials are a series of sentence that a teacher has prepared.
- c. Listen and Follow

The student should listen carefully to teacher's instructions that the teacher gives and be followed by doing the tasks according to the teacher's instructions.

d. Listen and Match

The teacher reads the sentence and the student connecting the right picture with new sentence.

B. Relevant Research

The results of relevant research with this research are:

1. Kristanti Rahayu Wulandari, 2014. Listening ability of the eleventh grade students of SMA Negeri 1 Jekulo Kudus taught by using "breaking news" in the academic year 2013/2014. A thesis. The goal of this study is to determine whether there is a significant difference between the eighth-grade students at SMA N 1 Jekulo Kudus' listening proficiency before and after receiving instruction utilizing breaking news. This study is quantitative and depends on numerical data derived from calculations, measurements, operational variables, and statistics. Experimentation is the research methodology. Pre- and post-tests are

part of the study's quasi-experimental design. The data are derived from the fill-in-the-gaps and synonym match tests. To collect samples for this study, a straightforward random sampling method was used. The students take the pre-test, then receive treatment over the course of four meetings. The data is then examined using the t-test approach to determine whether there is a significant difference between listening comprehension achievement before and after using Breaking News as a teaching tool. According to the data, the highest score students ever receive prior to being taught using breaking news is 86, and the lowest score is 48. Although the students' average score (mean) was 66,93, the median and standard deviation were both 10,54. This indicates that the student's proficiency prior to being taught via breaking news has the highest score of "Adequate." The students' highest English score after using breaking news to teach them is 94, while their lowest score is 60. The standard deviation is 11,72 and the average is 77. This indicates that the listening skills were taught using Breaking News, and the

highest score was Good. So, by using Breaking News, it may be taught more effectively than before. Ttest returns a value of 7. 81. In the academic year 2013–2014, there was a noticeable difference between the listening skills of the eleventh grade students at SMA N 1 Jekulo Kudus before and after they were taught using breaking news (K. R. Wulandari, 2014).

2. Fitri Wulandari, 2011. Improving Students' Listening Ability Using Spot The Dictogloss Technique. A thesis. Based on this finding, the Spot the Dictogloss technique, when used properly, encourages student participation and provides a demanding yet gratifying learning environment. Spot the Dictogloss is a perfect choice for teaching English, and in particular for teaching listening. The researcher has provided evidence of it. Because of their enjoyable learning, the students have high motivation to study. The students' motivation which is combined with a certain technique of teaching from the teacher will give a good result so the students' listening ability improves (F. Wulandari, 2011).

3. Rifqi Hanifah, 2014. Improving The Students' Listening Skills Of The 8th Grade Students Of Smpn 1 Ngemplak Through Scaffolding Principles. A Thesis. Based on this finding, the Spot the Dictogloss technique, when used properly, encourages student participation and provides a demanding yet gratifying learning environment. Spot the Dictogloss is a perfect choice for teaching English, and in particular for teaching listening. The researcher has provided evidence of it. The students are highly motivated to study since they are having fun while they are studying. When the teacher's teaching method is matched with the students' motivation, the outcome is positive and the students' listening skills increase (Hanifa, 2014).

C. Hypothesis

The researcher presents a hypothesis as follow:

1. Alternative Hypothesis (H_a): the application of listening English application is effective to improve students English listening ability.

2. Null Hypothesis (H_0): the use of listening English application is not effective to improve students English listening ability.

CHAPTER III

RESEARCH METHOD.

A. Type and Procedure of Research

1. Type of Research

Classroom action research is used in this kind of study. The researcher's goal in this instance is to use the English Listening program to help students' listening skills. Action research, in Burns' opinion, is a large movement that has been going on in education generally for a while. The concepts of reflective practice and the teacher as researcher are connected to it. Action research entails studying your own teaching environments in a self-reflective, critical, and methodical manner. Therefore, one of the primary objectives of action research is to find a problematic scenario or issue that the participants—who may include teachers, students, managers, administrators, or even parents—consider worth investigating more thoroughly and systematically.

2. Procedure of Research

a. Cycle 1

In the first cycle, it consisted of planning, action, and observation planning. Planning is the preparation for doing something. Planning takes into

account everything that was relevant to the activity taken, and it also prepares everything required for the process of teaching and learning.

1) Planning

The problem identified should serve as the basis for planning. The items below were already prepared.

- a) The lesson strategy.
- b) The learning materials for listening. The tools used to gather data include interview and observation logs.
- c) Setting up the spaces and resources that were used for instruction.
- d) Making the necessary assignment for the students.

2) Action

Action is the act of carrying out a task. When putting the strategy into action, the researcher should be adaptable and welcoming of the changing circumstances in the classroom. In order to be effective, an activity must be dynamic, need an

immediate decision regarding what will be done, and involve a straightforward evaluation. Using a phone, the teacher used English listening materials.

The teacher then provided a question period for the students to ask on the information from the podcast they had just finished listening to. The teacher engaged the students in the learning process and encouraged active class participation in this portion. The researcher then used a phone to record this behaviour.

3) Observation

In this step, the researcher recorded what the researcher saw students doing while they were being taught and learning. The goal of observation was to document the process and gather data about what was happening during the teaching and learning process, including the attitudes and behaviors of the students as well as any barriers that were encountered. Interviews and observations were conducted. The researcher made meticulous observations since they helped gather information for fundamental contemplation. In this instance, the researcher assessed the students' capacity for

listening as well as any issues or challenges they encountered while doing so.

4) Reflection

Reflection is similar to evaluating an activity that has already been taken. It should be used by the teacher as feedback on how the cycle is progressing. The researcher drew an overall conclusion after reflecting on what she had done.

The conclusion addresses the procedure and outcome. Any weaknesses or strengths were noted so that the author could assess what needed to be assessed and improve what needed to be. The researcher found it highly beneficial to think about which activities should be updated and which should be kept in the upcoming cycle. As a result, it was anticipated that the outcome of the following cycle would be superior to the previous one.

b. Cycle

Cycle II was conducted based on the result of reflection in cycle I. The researcher's goal for this cycle was to see students' listening skills significantly improve.

1) Planning

The researcher planned the

implementation of lesson plan that related to the cycle I that has been evaluated and developed for the action of cycle II.

2) Action

In this phase, the researcher took the appropriate action in accordance with the evaluated and updated reflection. There were some activities going on, including:

- a) Giving students the chance to listen to the sound.
- b) Reiterating the application while requesting that students pay close attention.
- c) Telling the students to complete a test on the text's missing words.
- d) Requesting that the students explain the significance of the narrative they just heard.

3) Observation

The primary type of reflection was observation, which was used to gather data for evaluation. Therefore, it is important to take care when conducting the observation. To determine the efficiency of the English listening application as a learning tool for listening as well as if the applied media was able to enhance the students' listening skills, observation of the listening learning process was carried out during the course of the treatment.

4) Reflection

This step involved a broad evaluation by the researcher to see whether the students had made academic improvement based on observation and documentation. It was anticipated that students will develop improved listening skills.

B. Place and Time of the Research

1.Place of Research

This research will be conducted in a class, students of TBI 2020 of IAIM Sinjai. The reason of the researcher determined IAIM Sinjai as the research location, because of the following considerations:

- a. The location is easy to reach.
- b. The researcher found problems related to the research title.
- c. Students have low English listening ability.
- d. Necessity of the University to grant research permits.

2.Time of Research

The researcher will conduct research for two months, from early April to early June 2021 at IAIM Sinjai.

C. Population and Sample

1. Population

According to Sugiyono, population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that

are determined by the researcher to be studied and then draw conclusions (Sugiyono, 2009).

Whereas, according to Firdaus “population is the total number, unit or individual whose characteristics are to be studied” (Firdaus, n.d.). The population of this research is students of TBI 2020 of IAIM Sinjai. So, the total population is 26 Person.

2. Sample

According to Sugiyono, “the sample is a portion of that population” (Sugiyono, 2009). Meanwhile, according to Firdaus, sample is a part of the population whose characteristics are to be studied. the sample is representative or that describes the characteristics of the population (Firdaus, n.d.). The sampel of this research is use total sampling techniqal, because in this study the population was not more than 100 populations, so in this study, the researcher used total sampling, which is the total number of existing populations.

D. Data Collection Techniques

According to Creswell, there are 3 kinds of data collection techniques such as: Experiencing, enquiring,

and examining. Observing and taking field notes while experiencing, inquiring while asking individuals for information, and recording while examining while gathering data are all examples of data collection methods (Creswell, 2016).

According to Arikunto, the method used to gather data for a study is crucial. A study's data source is often the subject from which the researcher collects the information (Arikunto, 2010). To gather data, the researcher used a variety of methods, including:

1. Observation

The process of systematic observation involves noting down what was seen in class. As a means of observing the teaching process and the students' activity, observation is done in this study during the action research phase. In order to collect data, the researcher used check lists to record what happened in class during a lecture or treatment. To make the observation process simpler, an observation checklist is employed. The aspects that were noticed were the student's understanding of the teacher's explanation, their enthusiasm, their sincerity in the conversation, how they responded to

questions, and how the students completed the assignment..

2. Test

The test is the tool used to gauge each student's development during the research process. According to Brown, a test is a tool for evaluating a person's skill, knowledge, or performance in a certain area (Brown, n.d.). Every teaching and learning experience should include a test. There are many different types of tests, including group and individual tests as well as written, oral, speeded, and power tests. When planning tests, numerous aspects of each test must be taken into account.

Two qualified language specialists evaluate the test in accordance with predetermined standards. For instance, the precision and appropriateness of language use, the way thoughts are organized, or how well the writing accomplishes its objectives.

E. Research Instruments

1. Observation sheet

Observation sheet is used to observe each student in the practice of use english listening

application. This observation sheet contains aspects of a student's listening ability or the stages in the practice of listening, so the researcher gets the score of students in the stage of exercising.

2. Question sheet (Test)

The question sheet served as a tool to assess the students' progress. A question sheet was a tool used to gauge students' proficiency or knowledge in a certain area. According to Arikunto, a test is a collection of questions, exercises, or another tool that is designed to assess a person's or a group's ability, knowledge, intelligence, and aptitude (Arikunto, 2010). In this research, researcher use pre-test and post-test sheet.

F. Data Analysis Techniques

The quantitative data were evaluated from the tests, while the qualitative data were analyzed through observation made during the research. Utilizing listening scores, the students' listening assessments were graded. Five stages of analysis were proposed for the data. The gathering of the data was the initial step. At this stage, the data were gathered to be read again in order to highlight key points, reveal the general trend, and categorize them.

The second step was coding the data so that it could be stated. The following step involved comparing the data that had been specified to check for pattern repetition and connections between the various data sources. Construction of the interpretation came next. In this step, an explanation was developed for why a specific pattern of behavior and attitude had emerged in this project. Reporting was the final phase, during which the data were shared with others.

Data obtained from research can be in the form of quantitative data. To analyze the data obtained using several tests, namely:

1. Prerequisite Test

- a. Normality test

The experimental class and control class's data are utilized to establish whether or not the population from which they were drawn is regularly distributed using this normality test. The descriptive statistical test of the SPSS version 25 program was utilized for the normalcy test. The data for each variable being investigated must be regularly distributed in order to employ parametric statistics (Sugiyono, 2009). Normality test using the Kolmogorov-Smirnov test (One Sample KS) data is said

to be normal if the probability or (Sig.) > 0.05 (Kadir, 2016).

b. Homogeneity Test

To ascertain whether the sample is drawn from a homogeneous population or not, homogeneity tests are utilized. The two variances are compared in order to ascertain the homogeneity. The Mid-Semester Test scores (UTS) and the pretest scores were used as the initial data for the homogeneity test. The SPSS 25 analysis program was used to analyze the homogeneity test utilizing the Test of Homogeneity of Variance. According to Triton, data is homogenous if the probability (Sig.) is more than 0.05 and is not homogeneous if the probability (Sig.) is less than 0.05 (Kadir, 2016).

2. Hypothesis testing

a. T-test

The data were normally distributed, then it was continued with the independent-samples t-test using the SPSS version 18.00 program. The form of the hypothesis is if the P-value (significance) (2-tailed) $\geq \alpha$, where $\alpha = 0.05$; then H_0 is accepted and interpreted there is no significant difference in social skills or

student cognitive learning outcomes between the experimental class and the control class.

b. *Normalized Gain (N-Gain)*

The increase in student cognitive learning outcomes following therapy was evaluated using the normalized gain test (N-Gain). This improvement was derived from the students' posttest and pretest results. A comparison of the actual gain score and the maximum gain score is known as "normalized gain," or "N-Gain." (Hake, 2019). The student's actual gain score is their actual gain score, while their maximum gain score is their highest possible gain score. The algorithm below can be used to determine the normalized gain score (N-Gain):

$$[g] = \frac{[sf] - [si]}{100 - [si]} \times 100\%$$

Information:

[g] = *normalized gain (N-Gain)*

[sf] = *Score post test*

[si] = *Score pret test*

The size of the effect given by the Make a Match type of Cooperative Learning approach can be known through the analysis of the effect size or effect size. The

magnitude of the effect size is the difference in the mean expressed in standard deviation, namely:

$$d = \frac{X_{GE} - X_{GK}}{sd}$$

Information:

d : effect size

X_{GE} : average *normalized gain (N-Gain)*

experimental class

X_{GK} : average *normalized gain (N-Gain)* control class

The effect size criteria according to Cohen , can be seen in table .

Table 1.1
Effect Size Criteria

Effect size	Criteria
$0 < d \leq 0.2$	Small effect
$0.2 < d \leq 0.8$	Medium effect
$d > 0.8$	Great effect

3. Processing of Learning Implementation Observation Sheet Data

The implementation sheet is scored by research observers who have understood the rubric or research guidelines so that the observer can use and assess the appropriateness of learning. The percentage of learning implementation is calculated using the percentage formula as follows.

$$\% \text{ keterlaksanaan} = \frac{\text{jumlah skor yang diperoleh pada tiap item}}{\text{jumlah skor ideal untuk seluruh item}} \times 100\%$$

The learning implementation percentage obtained was then converted into qualitative data using the criteria from Eko Putro Widoyoko (Widoyoko, 2009).

Table 1.2
Percentage and Category of Learning Implementation
(Widoyoko, 2009)

No.	Percentage	Category
1	$80 \leq X \leq 100$	Very good
2	$60 \leq X \leq 80$	Good
3	$40 \leq X \leq 60$	Enough
4	$20 \leq X \leq 40$	Less
5	$0 \leq X \leq 20$	Very less

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Location

1. General History

Muhammadiyah Sinjai since 1967 under the leadership of Mr. Muhammad Syurkati Said began to enter the field of Charity Business in the Field of Higher Education by opening the FIP (Faculty of Education) branch of Unismuh Makassar and succeeded in educating up to Baccalaureate Degrees with BA degrees to several education practitioners in Sinjai Regency at the time. that. However, they only carry out lectures in Muhammadiyah's own old building which was built in 1935. To this day, the building can be used and has been renovated in 2012. Most of these scholars continue their education until they have complete bachelor's degrees (Drs). so that it can qualify as the current term.

Because the regulations and legislation required at that time that students had to take the exam in Makassar and it was no longer justified that there were universities with remote branch/class

status, the FIB Unismuh Makassar Sinjai branch was merged into its parent due to this rule. Thus, high school teachers and alumni who are interested in continuing their education or want to increase their knowledge have difficulty, a few years later Muhammadiyah Bone and Bulukumba opened/established the Muhammadiyah STIKP, so that educators (teachers) who were interested in increasing their level of education chose between STIKP. Muhammadiyah Bone or STIKP Muhammadiyah Bulukumba and Makassar.

Muhammadiyah Sinjai understood the condition, so the management tried to return to open lectures and what was successfully opened was the Faculty of Tarbiyah Unismuh Makassar Sinjai branch in 1974, two years later in 1976 it just obtained an Operational Permit with registered status from the Minister of Religion of the Republic of Indonesia with a decree Number: Kep. /D.5110/1976 dated April 15, 1976, Islamic Religious Education Study Program for the Baccalaureate Program.

In 1986, the Chancellor of Unismuh Makassar gave an opportunity to stand alone so that the opportunity was used well by Muhammadiyah Sinjai by changing the name from the Faculty of Tarbiyah Unismuh Makassar, Sinjai branch to the Institute of Tarbiyah Sciences (STIT) Muhammadiyah Sinjai, Study Program of Islamic Religious Education with a bachelor's degree program. S1) and has been independent and obtained the Operational Permit of the Minister of Religion of the Republic of Indonesia. Registered status by Decree Number: 61/1990 dated April 25, 1990.

In accordance with the Decree of the Minister of Religion of the Republic of Indonesia Number 226/1995 dated June 16, 1995 regarding the change of name and Operational permit for the opening of the Study Program and granting the registered status of the two Study Programs owned. The period of leadership starting from 1974 until now is Salam Basyah SH 1974-1976, Drs . HM Amir said in 1976-1982, Drs. H. Zainuddin Fatbang in 1982-1983, Drs. H. Amir Said in 1983-1986, Drs.

A. Muh Nur Parolai 1986-2004, Drs. A. Mucthar Mappatoba, M.Pd 2005-2010, Muh. Judrah, S.Ag, M.Pd.I in 2010-2014, and Dr.Firdaus, M.Ag in 2014-2018. In 2015 the Sinjai Islamic High School became the Muhammadiyah Sinjai Institute of Islamic Religion and the first rector was Dr. Firdaus, M.Ag, 2016-2020 term of office (Hasan, 2021).

2. Specific History

English Language Study Program was established in 2017 determined by the Decree of the Director General of Islamic Education with Operational Permit Number: 541 of 2017, concerning the Implementation of Study Programs in the 2017 Private Islamic Religious College Undergraduate Program, which was established in Jakarta on 26 January 2017 and signed by the Minister of Religion Director General Kamaruddin Amin. Initially under the leadership of Mrs. Nirwana, S.Pd., M.Pd. The term of office is 2017-2018 and has 35 students in one class then he was replaced by Mrs. Harmilawati, SS, S.Pd., M.Pd. The term of office is from 2019-present and already has 4 batches. English Language Study Program already

has many activities ranging from English Camp, English Meeting Club, Book Bazaar and International Seminar.

Vision:

Creating a Trusted Study Program in Producing Excellent, Competitive and Islamic English Education Bachelors

Mission:

1. Organizing quality English education to produce superior and competitive English language education personnel.
2. Conducting research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.
3. Organizing educational activities and teaching professionally in the field of English by interacting with Islamic values and local culture.
4. Build a graduate quality management system and study program management management.
5. Establish sustainable cooperation with institutions, alumni and stakeholders to build the

quality of study programs and graduates (Hasan, 2021).

Currently, the total number of students of the English Language Study Program is 123 people. Meanwhile, specifically for students who are the object of research, there are 25 students of TBI academic year 2020, of which 10 are male and 15 are female.

More in Table 1.3

Table 1.3
Number Students of TBI Academic Year 2020

NO	NIM	STUDENT NAME
1.	200110002	Amelia Sari
2.	200110003	Andi Irsan Irawan
3.	200110005	Faturrahman Fadli
4.	200110012	M.Aqsa Putra Irfan
5.	200110014	Muh Nurfaizhal Rahmat
6.	200110018	Nurul Azizhah
7.	200110025	Yusrianti
8.	200110024	Zulkiram

Source: Data of TBI Student Academic Year 2020

B. Result and Discussion of the Research

1. Result

a. Cycle I

It was composed of planning, action, and observation planning in the first cycle. The preparation for doing something is called planning. Planning takes into account everything that was relevant to the activity taken, and it also prepares everything required for the process of teaching and learning.

1) Planning

Planning should be based on the problem identified. Below were the things that had been prepared.

- a) The lesson plan (English listening application).
- b) The material for teaching listening. The instrument for collecting data such as observation sheet and interview sheet.
- c) Preparing the facilities and media such as speaker, earphone, and internet connection that was used while teaching.

- d) Preparing the test needed for the students.

2) Action

The act of performing anything is called an action. When putting the strategy into action, the researcher needs to be adaptable and open to the way things are going in the classroom. Therefore, the activity must be dynamic, need a quick decision about what to do, and involve a straightforward evaluation. The teacher applied the media of English listening application by using phone.

Following the completion of the application's listening phase, the teacher then provided the class with a question period regarding the audio material they had just listened to. The teacher engaged the students in the learning process and encouraged active class participation in this portion. The researcher then used a phone to record this behaviour.

- a) Pre Test (Initial Test)

On the results of the initial test given to TBI students, namely before taking the test, the researcher gave students a little explanation how to listening properly. Then the researcher gave the pre test which consider of 15 question. The researcher play the audio three times and asked the students to write and choose the right answer of the question. It is apply by one meeting. The results of the pre test summary carried out on students of TBI academic year 2020 can be seen in the following table:

Table 1.4
Score of Pre Test

NO	NIM	STUDENT NAME	SCORE
1.	200110002	Amelia Sari	20
2.	200110003	Andi Irsan Irawan	13.3
3.	200110005	Faturrahman Fadli	13.3

4.	200110012	M.Aqsa Putra Irfan	6.6
5.	200110014	Muh Nurfaizhal Rahmat	6.6
6.	200110018	Nurul Azizhah	6.6
7.	200110025	Yusrianti	13.3
8.	200110024	Zulkiram	6.6

b) Treatment

Treatment carried out before taking the final test, the researcher must introduce the English Listening application to students after that the researcher explains how to use the application according to its function, after that the student is required to download the application then after that the student can take the next test.

3) Observation

In this step, the researcher recorded what the researcher saw students doing while they were being taught and learning. The goal of

observation was to document the process and gather data about what was happening during the teaching and learning process, including the attitudes and behaviors of the students as well as any barriers that were encountered. Interviews and observations were conducted. The researcher made meticulous observations since they helped gather information for fundamental contemplation. In this instance, the researcher assessed the students' capacity for listening as well as any issues or challenges they encountered while doing so.

4) Reflection

Reflection is like reviewing a course of action that has already been taken. The teacher should utilize it to provide feedback on how the cycle is going. After considering her actions, the researcher reached a decision.

The conclusion talks about the process and result. In order for the author to evaluate what needed to be evaluated and enhance what needed to be, any weaknesses or strengths were recorded. Thinking on which tasks should be updated and which should be kept in the following cycle proved to be quite helpful to the researcher. As a result, it was expected that the outcomes of the subsequent cycle would be better than those of the previous one.

b. Cycle II

1) Planning

Planning should be based on the problem identified. Below were the things that had been prepared.

- a) The lesson plan (English listening application).
- b) The material for teaching listening. The instrument for collecting data such as observation sheet and interview sheet.

- c) Preparing the facilities and media such as speaker, earphone, and internet connection that was used while teaching.
- d) Preparing the test needed for the students.

2) Action

In the results of the post test (final test) conducted by researchers for the TBI academic year 2020, using an online system via the WhatsApp application by sending a file or document, then the researcher analyse to the file or document that had been sent and the scoring system was no different from the initial test assessment.

The results of the post test summary carried out on students of TBI academic year 2020 can be seen in the following table:

Table 1.5
Score Of Post Test

NO	NIM	STUDENT NAME	SCORE
1.	200110002	Amelia Sari	73.3
2.	200110003	Andi Irsan Irawan	73.3

3.	200110005	Faturrahman Fadli	60
4.	200110012	M.Aqsa Putra Irfan	73.3
5.	200110014	Muh Nurfaizhal Rahmat	60
6.	200110018	Nurul Azizhah	80
7.	200110025	Yusrianti	67
8.	200110024	Zulkiram	73.3

3) Observation

In this step, the researcher recorded what the researcher saw students doing while they were being taught and learning. The goal of observation was to document the process and gather data about what was happening during the teaching and learning process, including the attitudes and behaviors of the students as well as any barriers that were encountered. Interviews and observations were conducted. The researcher made meticulous observations since they helped gather information for fundamental contemplation. In this instance,

the researcher assessed the students' capacity for listening as well as any issues or challenges they encountered while doing so.

4) Reflaction

Reflection was as the evaluation of the action which had been done. The teacher should make it as the feedback of the running of the cycle. Through doing the reflection, the researcher reflected on everything done and made conclusion as a whole.

The conclusion concerns with the process and the result. Whatever the weakness or the strength found was listed on so that the writer could evaluate what need to be evaluated and improve what need to be. It was very helpful for the researcher to consider what activities should be revised and should be maintained in the next cycle. Therefore, it was expected that the result in the next cycle would be better than the previous one.

2. Discussion

In the sector of education, one of the difficulty that appear to students is that they do not want to learn more than one language and the most important thing is English. This research aims to make it easier for train concentration, accuracy answer and listening ability students.

This research was handle at IAIM Sinjai in August aimed at the TBI students academic year 2020 using the English Listening Application with a total of 25 respondents, the reason the researcher took the object was because the material was very useful for objects in the next semester.

The data analysis in this research was used formula N-Gain stated in the following:

$$[g] = \frac{[sf] - [si]}{100 - [si]} \times 100\%$$

Information:

[g] = *normalized gain (N-Gain)*

[sf] = *Score post test*

[si] = *Score pret test*

100 = *Ideal score*

In this research discussion used percentage category by the criteria from Eko Putro Widoyoko is:

Table 1.6
Percentage and Category of Learning Implementation

No.	Percentage	Category
1	$80 \leq X \leq 100$	Very good
2	$60 \leq X \leq 80$	Good
3	$40 \leq X \leq 60$	Enough
4	$20 \leq X \leq 40$	Less
5	$0 \leq X \leq 20$	Very less

From data above, namely pre test data score and post test data score, than it can be tested using N-Gain Formula it can be done following:

$$g = \frac{73,376 - 11,176}{100 - 11,176} \times 100\%$$

$$= \frac{62,2}{88,824}$$

$$= 0,700 \times 100$$

$$= 70,026$$

After doing the data analysis using N-Gain formula, the value obtained is 70,026, so the effectiveness criteria are in good category. So the effectiveness of using english listening application to improve students listening ability at TBI of IAIM Sinjai Academic year 2020 is good category.

CHAPTER V

CLOSING

A. Conclusion

Learning english using English Listening Application is one of the alternative solutions that the teacher can use to teach listening comprehension to their students. Students learn more quickly and retain information because it helps them relax while they are learning. The research's findings suggest that the successful criteria fall within the "good category. So the effectiveness of using english listening application to improve students listening ability at TBI of IAIM Sinjai Academic year 2020 is in good category.

In enhanced student listening ability can be seen from the value of student before and after applying using english listening application the average grade generated through pre test is 11,176. Than on post test the average value is earned 73, 376. This has been demonstrated by testing results of student pre test and post test scores using the N-Gain formula and the results are satisfying because in good category.

B. Suggestion

Based on studies conducted by TBI of IAIM sinjai academic year 2020, the authors developed suggestion that hopefully could be benefit to both the society and next researchers who will do enhanced research, namely, the following:

1. For the Institution

After the research, hopefully english listening application it can be used at all times to help and make it easier to lecture of listening and to be useful to all who use it.

2. For the Next Researcher

Suggestion for the next researcher is collect more sources that has connected to references with english listening application and listening ability. Especially, references 10 (ten) years ago.

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APPENDIX

Appendix 1

Research Instrument Preparation

Appendix 1.1

Listening Questions

Listen to the audio

Fill in the blanks

1. Your ____ is limited, so don't ____ it living ____ else's life.
2. The ____ person you are ____ to become is the ____ you ____ to be.
3. Too ____ of us are not ____ because we are living our ____.

Multiple choice (what is in the picture)

4. A B C D
5. A B C D
6. A B C D

Listen to the audio carefully (Famous Quotes)

7. _____. _____, _____
_____.

8. _____, _____
_____.

9. _____, _____
_____.

Multiple Choice (Short Passages)

10. a. her jacket
b. her pants
c. her socks
d. her shoes
11. a. bedroom
b. bathroom
c. kitchen
d. dining room
12. a. the roof is leaking
b. the fence has fallen down
c. the power out
d. the kitchen sink is clogged

Sentence dictation

13.
14.
15.

Appendix 2

Listening Questions' Result

Appendix 2.1

Pre Test

Name of Students : Muh Nurfaizhal Rahmat

Reg. Number : 200110014

Fill in the blanks

1. Your (Power) is limited, so don't (let) it living (someone) else's life. X
2. The (honest) person you are (going) to become is the (one) you (need) to be.X
3. Too (many) of us are not (present) because we are living our (life) X

Multiple choice (what is in the picture)

4. A✓ B C D X
5. A B C✓ D ✓
6. A B C D✓ X

Listen to the audio carefully (Famous Quotes)

7. Do or do not there is no try X
8. If somebody else can do it why it's have to be me X
9. Don't believes in me that believes in you, and don't believes in you that believes in me, believes in you that believes in yourself X

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants✓

- c. her socks
- d. her shoes
- 11. a. bedroom✓ X
- b. bathroom
- c. kitchen
- d. dining room
- 12. a. the roof is leaking X
- b. the fence has fallen down
- c. the power out✓
- d. the kitchen sink is clogged

Sentence dictation

- 13. Oh so you're approaching me X
 - 14. I can't beat you up if I'm not get close to you X
 - 15. So the time has stopped X
- Appendix 2.2

Post-Test

Name of Students : Muh Nurfaizhal Rahmat

Reg. Number : 200110014

Listen to the audio

Fill in the blanks

- 1. Your (time) is limited, so don't (waste) it living (someone) else's life.✓
- 2. The (oily) person you are (deserted) to become is the (other) you (need) to be.X
- 3. Too (many) of us are not (living) because we are living our (dreams). X

Multiple choice (what is in the picture)

- 4. A B C D✓ ✓

- | | | | | |
|---------|---|---|---|---|
| 5. A✓ | B | C | D | X |
| 6. A B✓ | C | D | ✓ | |

Listen to the audio carefully (Famous Quotes)

7. Life is like riding a bicycle. To keep your balance, you must keep moving.✓
8. Surrender you must or die you will
X
9. When you're at the end of your rope, tie a knot and hold on.
✓

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants✓
c. her socks
d. her shoes
11. a. bedroom ✓
b. bathroom
c. kitchen✓
d. dining room
12. a. the roof is leaking✓ ✓
b. the fence has fallen down
c. the power out
d. the kitchen sink is clogged

Sentence dictation

13. I am a pigeon not an eagle X
14. Can you recommend a good place to eat? ✓
15. I will watch television after I done my homework ✓

Appendix 2.3

Pre-Test

Name of Students : Faturrahman Fadli

Reg. Number : 200110005

Listen to the audio

Fill in the blanks

1. Your has is limited, so don't want it living in else's life.
X
2. The best person you are make to become is the person you
do to be. X
3. Too now of us are not believe because we are living our
permission. X

Multiple choice (what is in the picture)

4. A X
5. C $\sqrt{}$
6. B $\sqrt{}$

Listen to the audio carefully (Famous Quotes)

7. My sister has want to cook in the kithcen,my sister go to
kitchen X
8. Girl is mother to the future,girl must to be a best mother.
X
9. He was very diligent,but since jus rich to be lazy.
X

Multiple Choice (Short Passages)

10. a. her jacket X
11. a. bedroom X

12. a. the roof is leaking X

Sentence dictation

13. the kitchen sink is clogged X

14. the power out in the post X

15. the fence has fallen down X

Appendix 2.4

Post-Test

Name of Students : Faturrahman Fadli

Reg. Number : 200110005

Listen to the audio

Fill in the blanks

1. Your time is limited, so don't waste it living someone else's life.√
2. The only person you are destined to become is the person you divide to be.√
3. Too many of us are not living because we are living our fears. X

Multiple choice (what is in the picture)

- | | | |
|----|---|---|
| 4. | D | √ |
| 5. | C | √ |
| 6. | C | X |

Listen to the audio carefully (Famous Quotes)

7. Life is like a riding bicycle, to keep your balance.
X
8. If you all not willing to risk the usual, you will have to settle for the ordinary √
9. When you're at the end of your rope, tie a Knot and hold on
√

Multiple Choice (Short Passages)

10. a. her jacket X

11. c. kitchen ✓

12. d. the kitchen sink is clogged X

Sentence dictation

13. I am a night owl, but she is an early bird ✓

14. Can you recommend a good place to eat ✓

15. I Will watch after i do my homework X

Appendix 2.5

Pre-Test

Name of Students : M. Aqsa Putra Irfan

Reg. Number : 200110012

Listen to the audio

Fill in the blanks

1. Your life is limited, so don't let it living for else's life.
X
2. The type person you are have to become is the best you have to be. X
3. Too many of us are not qualified because we are living our neighborhood.X

Multiple choice (what is in the picture)

4. A B C D X
5. A B C D ✓
6. A B C D X

Listen to the audio carefully (Famous Quotes)

7. Cogito ergo sum . X
8. Diligent base rich . X
9. Too much is not good. X

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants
c. her socks
d. her shoes
11. a. bedroom X
b. bathroom
c. kitchen
d. dining room

- | | |
|--------------------------------|---|
| 12. a. the roof is leaking | X |
| b. the fence has fallen down | |
| c. the power out | |
| d. the kitchen sink is clogged | |

Sentence dictation

- | | |
|-------------------------------------|---|
| 13. Jhonny get marry with alice | X |
| 14. Jack just win his first olympic | X |
| 15. William expelled from school | X |

Appendix 2.6

Post-Test

Name of Students : M. Aqsa Putra Irfan

Reg. Number : 200110012

Listen to the audio

Fill in the blanks

1. Your time is limited, so don't waste it living someone else's life. ✓
2. The only person you are desitined to become is the person you decide to be. ✓
3. Too nanny of us are not dream because we are living our life X

Multiple choice (what is in the picture)

- | | |
|------------|---|
| 4. A B C D | ✓ |
| 5. A B C D | ✓ |
| 6. A B C D | X |

Listen to the audio carefully (Famous Quotes)

7. Life like riding a bicycle. To keep your balance you must to keep moving ✓
8. Nothing last forever,we can change the future
X
9. When your're at the end of your rope, tie a knot and hold on
✓

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants
c. her socks
d. her shoes
11. a. bedroom ✓
b. bathroom
c. kitchen
d. dining room
12. a. the roof is leaking ✓
b. the fence has fallen down
c. the power out
d. the kitchen sink is clogged

Sentence dictation

13. I am a night owl,but she is a early bird ✓
14. Can you recommend a good place to eat ✓
15. I will watch television after i do my homework ✓

Appendix 2.7

Post-Test

Name of Students : Andi Irsan Irawan

Reg. Number : 200110003

Listen to the audio

Fill in the blanks

1. Your time is limited, so don't waste it living someone else's life. X
2. The only person you are destined to become is the person you decide to be. ✓
3. Too many of us are not living our dreams because we are living our fears. ✓

Multiple choice (what is in the picture)

- | | | |
|----|---|---|
| 4. | D | ✓ |
| 5. | C | ✓ |
| 6. | C | X |

Listen to the audio carefully (Famous Quotes)

7. Life is like a riding bicycle, to keep your balance you must keep moving. ✓
8. If you are not willing to risk the usual, you will have to settle for the ordinary. ✓
9. When you're at the end of your rope, tie a Knot and hold on. ✓

Multiple Choice (Short Passages)

10. a. her jacket X

- | | |
|------------------------------------|---|
| 11. c. kitchen | √ |
| 12. d. the kitchen sink is clogged | X |

Sentence dictation

- | | |
|--|---|
| 13. I am a night owl, but she is an early bird | √ |
| 14. Can you recommend a good place to eat | √ |
| 15. I Will watch television after i do my homework | √ |

Appendix 2.8

Pre-Test

Name of Students : Yusrianti

Reg. Number : 200110025

Listen to the audio

Fill in the blanks

1. Your life is limited, so don't let it living for else's life.
X
2. The type person you are have to become is the best you have to be. X
3. Too many of us are not qualified because we are living our neighborhood.X

Multiple choice (what is in the picture)

4. A **B** C D X
5. A B **C** D $\sqrt$
6. **A** B C D X

Listen to the audio carefully (Famous Quotes)

7. Cogito ergo sum . X
8. Diligent base rich . X
9. Too much is not good. X

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants
c. her socks
d. her shoes
11. a. bedroom $\sqrt$
b. bathroom
c. kitchen

12. a. the roof is leaking X
b. the fence has fallen down
c. the power out
d. the kitchen sink is clogged

Listen to the audio carefully (Famous Quotes)

7. Life is like a riding bicycle. To keep your balance, you must keep moving ✓
8. If you are not willing to risk the usual, you will have to settle for the ordinary.✓
9. Tie a knot and hold on
X

Multiple Choice (Short Passages)

10. a. her jacket ✓
b. her pants
c. her socks
d. her shoes
11. a. bedroom X
b. bathroom
c. kitchen
d. dining room
12. a. the roof is leaking ✓
b. the fence has fallen down
c. the power out
d. the kitchen sink is clogged

Sentence dictation

13. I am a night owl, but she is an early bird ✓
14. Can you recommend a good place to eat? ✓
15. I do my homework X

Appendix 2.10

Pre-Test

Name of Students : Zhulkiram

Reg. Number : 200110024

Listen to the audio

Fill in the blanks

1. Your life is limited, so don't let it living for else's life.
X
2. The type person you are have to become is the best you have to be. X
3. Too many of us are not qualified because we are living our neighborhood.X

Multiple choice (what is in the picture)

- | | | | | |
|------|---|---|---|---|
| 4. A | B | C | D | X |
| 5. A | B | C | D | √ |
| 6. A | B | C | D | X |

Listen to the audio carefully (Famous Quotes)

- | | |
|--------------------------|---|
| 7. Cogito ergo sum . | X |
| 8. Diligent base rich . | X |
| 9. Too much is not good. | X |

Multiple Choice (Short Passages)

- | | |
|-------------------|---|
| 10. a. her jacket | X |
| b. her pants | |
| c. her socks | |
| d. her shoes | |
| 11. a. bedroom | X |
| b. bathroom | |

- c. kitchen
- d. dining room
- 12. a. the roof is leaking X
- b. the fence has fallen down
- c. the power out
- d. the kitchen sink is clogged

Sentence dictation

- 13. Jhonny get marry with alice X
- 14. Jack just win his first olympic X
- 15. William expelled from school X

Appendix 2.11

Post-Test

Name of Students : Amelia Sari

Reg. Number : 200110002

Listen to the audio

Fill in the blanks

1. Your Life is limited, so don't waste it living someone else's life. ✓
2. The only person you are destined to become is the only person you decided to be. ✓
3. Too many of us are not living our dreams because we are living our fears ✓

Multiple choice (what is in the picture)

- 4. A B C **D** ✓
- 5. A B **C** D ✓
- 6. A B **C** D X

Listen to the audio carefully (Famous Quotes)

7. Life is like a riding bicycle. To keep your balance, you must keep moving ✓
8. If you are not willing to risk the usual, you will have to settle for the ordinary. ✓
9. Tie a knot and hold on

X

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants
c. her socks
d. her shoes
11. a. bedroom ✓
b. bathroom
c. kitchen
d. dining room
12. a. the roof is leaking ✓
b. the fence has fallen down
c. the power out
d. the kitchen sink is clogged

Sentence dictation

13. I am a night owl, but she is an early bird ✓
14. Can you recommend a good place to eat? ✓
15. I do my homework X

Appendix 2.12

Pre-Test

Name of Students : Nurul Azizhah

Reg. Number : 200110018

Listen to the audio

Fill in the blanks

1. Your life is limited, so don't let it living for else's life.
X
2. The type person you are have to become is the best you have to be. X
3. Too many of us are not qualified because we are living our neighborhood.X

Multiple choice (what is in the picture)

4. A **B** C D X
5. A B **C** D √
6. **A** B C D X

Listen to the audio carefully (Famous Quotes)

7. Cogito ergo sum . X
8. Diligent base rich . X
9. Too much is not good. X

Multiple Choice (Short Passages)

10. a. her jacket X
b. her pants
c. her socks
d. her shoes
11. a. bedroom X
b. bathroom
c. kitchen
d. dining room
12. a. the roof is leaking X
b. the fence has fallen down
c. the power out
c. the kitchen sink is clogged

Sentence dictation

- | | |
|-------------------------------------|---|
| 13. Jhonny get marry with Alice | X |
| 14. Jack just win his first olympic | X |
| 15. William expelled from school | X |

Appendix 3

Research Advisor Decision Letter



FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
 Kampus : R. Jalan Hamadika No. 20 Kab. Sinjai, Tpt.Yas 04822/418, Kode Pos 92602
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 TERAKREDITASI INSTITUT ILMU DAN PT DI SINJAI : 25/2018/AN-PT-44-EL-PP/PT/2018

SURAT KEPUTUSAN
NOMOR: /I.J.AU/F/KEP/2020

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN T.A. 2020/2021
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang	1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2019/2020, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan. 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya				
Mengingat	a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. b. Undang-undang No.20 tahun 2003 tentang Pendidikan. c. Undang-undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi. d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai. e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK). f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah. g. Statuta Institut Agama Islam Muhammadiyah Sinjai.				
Memperhatikan	Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2020/2021.				
MEMUTUSKAN					
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.				
Pertama	Mengangkat dan menetapkan saudara :				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Pembimbing I</th> <th style="text-align: center;">Pembimbing II</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Dr. Hardianto Rahman, M.Pd</td> <td style="text-align: center;">Atmarani Dewi Purnama, S.Pd., M.Pd</td> </tr> </tbody> </table>	Pembimbing I	Pembimbing II	Dr. Hardianto Rahman, M.Pd	Atmarani Dewi Purnama, S.Pd., M.Pd
Pembimbing I	Pembimbing II				
Dr. Hardianto Rahman, M.Pd	Atmarani Dewi Purnama, S.Pd., M.Pd				
	untuk penulisan skripsi mahasiswa: Nama : RAFI'UDDIN RAMADHAN NIM : 170110024 Prodi : Tadris Bahasa Inggris (TBI) Judul Skripsi : The Effectiveness of Using Listening English Application to Improve The Students' English Listening Ability at TBI 2020 of IAIM Sinjai.				
Kedua	Hal-hal yang menyangkut pendapatannya/kalkulasi karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.				

Islam, Progressif dan Kompetitif

Appendix 4

Research Permission Letter



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 28 KAB. SINJAI, TLP. 08529899166, KODE POS 92612

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7 Juli 2021 M

Kepada Yang Terhormat
Ketua Prodi Tadris Bahasa Inggris

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S1) **Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIM Sinjai**, dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Rafiuddin
NIM : 170110030
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan mengadakan penelitian dengan judul :

"The Effectiveness Of Using English Listening Application to Improve The Student's Listening Ability At TBI Student of IAIM Sinjai Academic Years 2020"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **Kampus IAIM Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.


Yulhi, S.Pd.I., M.Pd.I.
NBM: 1213495

Tembusan disampaikan Kepada Yth :
1. Rektor IAIM Sinjai

Appendix 5

Research Acceptance Letter


INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Telp/Fax 083242723443, Kode Pos 93012
Email : IBI@iain-sinjai.ac.id Website : <http://www.iain-sinjai.ac.id>
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SURAT KETERANGAN PENELITIAN
No: 026.P/10.1/III.3.AU/KET/2020

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd.
Jabatan : Ketua Program Studi TBI
Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai

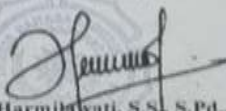
Dengan ini menerangkan bahwa:

Nama : Rafiuddin
NIM : 170110030
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Adalah benar Mahasiswa Program Studi Tadris Bahasa Inggris IAI Muhammadiyah Sinjai dan melakukan penelitian dengan judul **"The Effectiveness Of Using English Listening Application to Improve The Student's Listening Ability At TBI Student of IAIM Sinjai Academic Years 2020"**.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 20 Zulhijah 1441 H
10 Agustus 2022 M

Ketua Prodi TBI,

Harmilawati, S.S., S.Pd., M.Pd.
NBM: 1280037

Tembusan:

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIM Sinjai
2. Wakil Rektor I IAIM Sinjai

Islami, Progresif, dan Komunitatif

Appendix 6

Researchers' Identity



Full Name	: Rafiuddin Ramadhan
Reg. Number	: 170110030
Place/Date of Birth	: Sinjai, 09 Januari 1998
Address	: Jl.Bulu Lohe, Kec. Sinjai Utara
Organizational Experience	: 1. Leader of English Students Association (ESA) IAIM 2. Kabid PIKOM FTIK IAIM Sinjai 3. Departemen Luar Kampus DEMA IAIM Sinjai
Educational Background	: 1. Elementary School : SD Negeri 2 Sinjai 2. Junior High School : SMP Negeri 1 Sinjai 3. Senior High School : SMK Negeri 1 Sinjai
Phone number	: +62 822-3351-1693
Email	: rafiuddinramadhan@gmail.com
Parents' name	: Ibrahim Salam (Father) Sitti Hafsah (Mother)

Appendix 7

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