

**THE USE OF U-DICTIONARY AS A MEDIA TO INCREASE
STUDENTS' LISTENING SKILL**

SKRIPSI

**SHINTA FENANDA PUTRI
4516101003**

UNIVERSITAS

BOSOWA



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2021**

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Department

BOSOWA

By
SHINTA FENANDA PUTRI
4516101003

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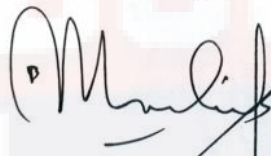
Submitted by

SHINTA FENANDA PUTRI
NIM 4516101003

Had been defended in front of Skripsi Examination Committee
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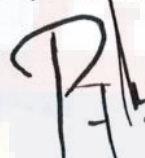
Approved by:

Supervisor I,



Dra. Dahlia D. Moelier, M.Hum.
NIDN. 0912096701

Supervisor II,

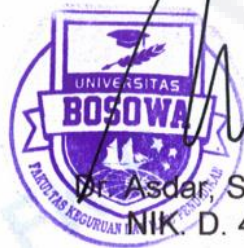


Hj. Restu January Hamid, S.Pd.I., M.Pd.
NIDN. 0905018503

Under the cognizance of,

Dean

Faculty of Teacher Training and Education,



Dr. Asdar, S.Pd., M.Pd.
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Shinta Fenanda Putri

NIM : 4516101015

Judul : The Use of U-Dictionary as a Media to Increase Students' Listening Skill

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

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Makassar, 06 November 2020
Yang membuat pernyataan



Shinta Fenanda Putri

ABSTRACT

Shinta Fenanda Putri. 2021. *The use of U-Dictionary as a Media to Increase Students' Listening Skill at SMPN 35 Makassar. Skripsi. The Faculty of Teachers' Training and Education. Bosowa University. (Supervised by Dahlia D., Meolier and Restu Januaryty).*

The objective of this research was to find out the use of U-Dictionary as a media to increase students' listening skill at SMPN 35 Makassar. The data obtained from listening test. The writer applied pre-experimental by using one group pre-test and post-test design with quantitative approach. The population of this study was the ninth grade of SMPN 35 Makassar in the academic year 2020/2021. The writer used cluster random sampling technique. The number of samples were 32 students from the class of IX.2

After conducting the research, the writer concluded that using U-Dictionary as a media can increase students' listening skill. It was proved by the mean score of students' pre-test and post-test. The mean score of students' pre-test was 61.25 and the mean score of students' post-test was 83.84. The significant difference between t-test 14.08 was higher than t-table 2.040 at the level of significance 0.05 and the degree of freedom ($df = 31$). The result of students' post-test was higher than pre-test. It means that there was significant improvement of the students' listening skill.

Based on the research conducted at SMPN 35 Makassar, it can be concluded that there is a significant difference teaching students using U-Dictionary in listening skill. It can be seen based on the student's post-test scores in teaching listening is higher than the student's pre-test scores using U-Dictionary

Keywords: U-Dictionary, Listening Skill, Increase.

ABSTRAK

Shinta Fenanda Putri. 2021. *The Use of U-Dictionary as a Media to Increase Students' listening Skill di SMPN 35 Makassar. Skripsi. (Dibimbing oleh Dahlia M. Meolier dan Restu January).*

Tujuan penelitian ini adalah untuk mengetahui penggunaan U-Dictionary sebagai media dapat meningkatkan keterampilan mendengarkan siswa di SMPN 35 Makassar. Data diperoleh dari tes menyimak. Penelitian ini menggunakan metode pre-experimental dengan rancangan penelitian one group pre-test and post-test desain dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas XI.2 di SMPN 35 Makassar tahun ajaran 2020/2021. Peneliti menggunakan teknik cluster random sampling. Jumlah sampel sebanyak 32 siswa dari kelas XI.2.

Setelah melakukan penelitian, peneliti menyimpulkan bahwa penggunaan U-Dictionary sebagai media dapat meningkatkan kemampuan mendengar siswa. Hal ini dibuktikan dengan nilai rata-rata pre-test and post-test siswa. Nilai rata-rata pre-test siswa adalah 61.25 dan nilai rata-rata post-test siswa adalah 83.48. Perbedaan signifikan antara t-test 14.08 lebih tinggi dari pada t-table 2.040 pada level of significance 0.05 dan the degree of freedom (df = 31). Hasil post-test lebih tinggi dari pada pre-test. Berarti terdapat peningkatan yang signifikan terhadap kemampuan mendengarkan siswa.

Berdasarkan penelitian yang dilakukan di SMPN 35 Makassar, dapat disimpulkan bahwa terdapat perbedaan signifikan pembelajaran siswa menggunakan U-Dictionary. Hal itu dapat dilihat berdasarkan nilai post-test siswa dalam pengajaran menyimak yang lebih tinggi dibandingkan dengan nilai pre-test siswa dalam pengajaran menyimak yang menggunakan U-Dictionary

Keywords: U-Dictionary, Listening Skill, Increase.

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This skripsi is presented to the English Education Department, Faculty of Teacher Training and Education, Bosowa University as a partial fulfillment of the requirement for the degree of Strata 1.

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Finally, the writer expects that this skripsi will be useful for the writer herself and the readers.

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Shinta Fenanda Putri

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CHAPTER 1

INTRODUCTION

This chapter contains about background, identification of problem, scope of the research, formulation of the problem, objective of the research .

A. Background of the Research

The world of adult education entered the era of the media, where learning activities demanded less speaking and were replaced with multimedia. Increasingly, for learning activities today, emphasizing process and active learning skills, may the role of learning media become increasingly important. Nurseto (2011: 20).

That opinion is reinforced by the Hadibin(2013:1) which says that the learning media is an instrument that serves to explain a portion of the entire learning program that is difficult to explain verbally. The learning material is both easier and clearer when it comes to learning using the learning media.

Hemmawati (2014) that listening as "Cinderella skill "over which his older sister, speaking, in a learning second language. This label is given because listening skills have been ignored by teachers and learners and is set aside compared to reading, speaking, witting, and grammar skills.

Hwang (2014) states that there are several factors leading to a lack of speaking and listening training: there is no or lack of context about the English language that can be used to stimulate speaking and listening skills, a lack of

confidence in teachers or example of good English speakers, and an over-reliance on traditional teaching techniques.

Further Hwang (2014) explains that cultural factors are also important. Asian students are assumed to be able to perform well in public, but in fact they are getting pressures from situations that cause anxiety and silence, which leads to a lack of voluntary participation in class discussions. Therefore, students are more willing to do a reading and writing activity, and avoid interactions with others while learning English. This makes learning English less appealing, and it reduces the motivation for students' learning. A factor behind low interest is the learning process in the class that still uses conventional speech and media to use sound. The method of the talk was considered monotonous and tedious by the students, and listening in the sound in the classroom is less effective.

In addition, compared with the learning writing, reading, and speaking who can be learned both at home and at school by using textbook, students don't have listening material and media to study listening material outside the school. The lack of interest is a factor in the students' learning. From field observations it is known that the results of the partially listening skill test of students have not yet filled the *KKM*. *KKM* or The Minimum Standardized is the informed criteria for learning determined for by education unit. In addition to science and technology, there is abalance of competence.

Meanwhile, according to Miangah and Nezarat (2012), mobile technology development rates are increasing and penetrating all aspects of life, so that it plays a crucial role in learning different dimensions of knowledge, including learning

media. Learning through computers or e-learning allows learners to learning a non-class environment when they are at home in front of their personal computers online or offline. However, learning through mobile phones or m-learning provides opportunities for students to learn when they are on a bus, outside or at work doing their part-time work. In fact, they may study all the time and everywhere they are. From this, learning through learning media is about to be concluded, through learning methods, Students can utilize his or her gadgets to access lesson materials anytime and wherever they want.

Based on the explanation above, the researcher feels necessary to utilize the implementation U-Dictionary as media to increase Students' Listening Skill for their learning needs. The researcher believes that the implementation of U-Dictionary in the EFL students' Listening class will give a positive contribution to students' listening skill.

B. Identification of problem

Based on the background of the study about the use of using U-Dictionary to increase students' listenig skill, the identification of the study involves:

1. Most of the students are lack of listening skill
2. Most of the students cannot understanswhat speaker said.
3. Most of the students cannot answer listening questions correctly

(Pratama, 2018:7)

C. Scope of the Research

The scope of the research focus on the use of U-Dictionary as a media to increase students' listening skill at SMPN 35 Makassar, in 2020/2021 academic year.

D. Formulation of the Research

As stated previously, the researcher formulates the following research questions:

Does U-Dictionary as a media increase students' listening skill?

E. Objective of the Research

In connection with the problem formulation above, the objective of this research is to find out the use of U-Dictionary as a media can increase students' listening skill.

F. Significant of the Research

The result of this research is expected to be useful for some people below.

1. Teacher

The teacher will have information about using U-Dictionary can increase students' listening skills a strategy to be used in the classroom and give the positive effect to their students.

2. Students

Students have motivation in the listening activity, especially by using U-Dictionary as a media to improve their listening skill

3. Other researchers

By conducting this research, it will support and motivate next researchers who need to do a research and also to give positive effect on the quality of the research to increase students' listening skill using U-Dictionary.

CHAPTER II

THEORITICAL OF LITERATURE

This chapter concerns with related literature, U-Dictionary, learning Media, listening, teaching listening, the current issues of teaching speaking in English as a foreign language, previous related findings and conceptual framework.

A. Theoritical Review

1. The Nature of Listening

Howat and Dankin (2010) Listening is the ability to identify and understand what other are saying. This involves understanding a speaker's accent or pronunciation, his grammer and his vocabulary, and his meaning. listeners discriminate between sound, understand vocabulary and grammatical structures, interpret stress and intonation retain the interpet this within the immediate as well as the larger socio cultural context of of the uterence defines listening. Listening is a complex, active process of interpretation in which listeners matches what they hear and what they already know. Based on defination above, it can conclude that listening is hearing activity with purposed to understand what the utterences. So, listening is part of activity in life to get the meaning of what has been said.

(Rost, 2011:1-20) listening is defined as one of process of communication which includes four types of orientations. The terms "receptive orientation" means receiving what the speaker actually says while the terms "constructive orientation" menas constructing and the representing meaning. Meanwhile the term "conructive" means negotiating meaning with the speaker and responding

while the term “transformatif” orientation means creating meaning through involvement, imagination and empathy.

2. Kind of Listening

Kinds of Listening According to Harmer there are two kinds of listening namely extensive and intensive listening. To improve students listening skill in listening English Language it is important for them to increase their language input by practicing extensive and intensive listening. The number of listening skills practiced would depend on the nature of the listening passage, the level of the learners, and the purpose of listening. Below are the kinds of listening based on Harmer (2007):

- a. Extensive listening This type is where a teacher encourages students to choose for them what they listen to and do it. for pleasure and general language improvement, it is can also have a dramatic effect on a student s language learning. Extensive listening has also a greater ease than other types as it is concerned to promote overall comprehension of a text and never requires learners to follow every word and understand them. Learners need to comprehend the text as a whole which is called global understanding.

At the developed stage, some language based tasks requiring constructing meaning. inferring decisions, interpreting text and understanding gist are usually recommended. Completing cloze exercises or giving one or two word answers, multiple choices, predicting the next utterances, forming connected sets of notes, inferring opinions, or interpreting parts of the text are some samples.

- b. Intensive listening Intensive listening or "'Hearing clearly' is also a prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult. Listening intensively is quite important to understand the language form of the text as we have to understand both the lexical and grammatical units that lead to form meaning. So, intensive listening requires attention to specific items of language, sound or factual detail such as words, phrase, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation and pauses etc. Feedback on accuracy and repetition on the teacher's part promote success here. Intensive listening refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency.

3. Process of Listening

In the means of listening as a process, it consists of three basic processing phases; decoding, comprehension and interpretation

- a. Decoding process. In this process, the listener creates attention by selecting the input to get the right meaning. Then, he made a perception by making sense of the speech signals. After speech signal is perceived, the words are identified and linked to the lexical knowledge. A grammatical model is made in this process through syntactic mapping in order to get the meaning. Speech processing is also perceived by visual and auditory signals.

- b. Comprehension processes. The comprehension processes relate the language to the real world concepts and personal memory. In this process consists of four extend sub-processes: 1) Identifying Salient Information, 2) Activating appropriate schemata, 3) Inference, and 4) Updating representations.
- c. Interpretation processes. Interpretation is a stage of listening which the listener adopts and assesses speaker's meaning which is relevance to the situation, the topic, the setting, the event, the speaker and the purpose and relationship of the listening.

Attention to the listening has shown that it is a receptive skill of hearing sounds, yet an active skill by understanding well of sound, word, phrases and structures of the language, and more is to point out as a complex skill of how its process takes place. According to McDonough and Shaw (2013) this processing capacity enables human beings deal with written and spoken input using comparable cognitive strategies.

Listening is an active process of meaning construction. And this process is done by applying knowledge to the incoming sound. For example, in a classroom situation, listeners must rely heavily on the ability to comprehend information well in order to learn new ideas and compare and contrast them with their own. What goes beyond of that process is refer to deeper and more complex processes.

Adapted from Nunan (2010), there are two views of listening process; those are the top-down view and bottom-up view

- a. Top-down listening view This aspect contains: Schematic knowledge that consists of content schemata that is the background knowledge of the topic and

formal schemata which includes the knowledge of how the discourse is organized by looking at different genres, topics and purposes. Contextual knowledge is of the particular listening situation that involves the understanding on its context. For example, the listener estimates about who the participants are, what the setting is and what the topic and the purpose are.

- b. Bottom-up listening view This aspect is process of decoding the sounds which include the knowledge about the language system, such as the knowledge about the grammar, vocabulary, and phonological system. Listener forms word from phonemes to complete text
- c. Combination of Bottom-up and Top-down listening view In real world listening, both Bottom-up and Top down processing generally occur together, the extent to which one or the other dominates depending on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening.

To keep up listening, student has to be aware of language itself. Listening is a demanding process not only because the complexity of the process itself but also due to the factors that characterize the listener, the speaker, the content of the message. And any visual support that accompanies the message. Successful listening can also be gained when listeners are aware and focus in approaching and managing their listening activities. These activities identify two strategies in listening, Cognitive strategies and Meta-cognitive Strategies.

- a. Cognitive strategies: those mental activities related to comprehending and storing input in working memory or long term memory for later retrieval

- 1) Comprehension processes: associated with the processing of linguistic and non-linguistic input.
 - 2) Storing and memory processes: associated with the storing of linguistic and non linguistic input in working memory or long term memory.
 - 3) Using and retrieval processes: associated with accessing memory, to be readied for output.
- b. Meta-cognitive strategies: those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies
- 1) Assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task.
 - 2) Monitoring: determining the effectiveness of one's own or another's performance while engaged in a task.
 - 3) Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity.
 - 4) Self-testing: testing one-self to determine the effectiveness of one's own language use or the lack thereof.

Referring to explanation above, the writer concludes that listening process is the process of brain activities of getting the meaning from incoming sound. The complexity of constructing meaning referred to process of combining background knowledge and background acknowledge that occur concurrently

4. Technique in Teaching Listening

Sometimes teacher confused to determine appropriate techniques in teaching listening. This occurs that listening was traditionally seen as a passive process by which the listener receives information sent by a speaker.

Therefore, here by that should make teachers more creative and more challenged to find the right technique. Here are some teaching techniques of listening that the author uses. In this research which taken from Nation & Newton (2015) as followed:

- a. Oral cloze exercises Oral cloze test is the listeners listen to a story and occasionally the teacher pauses so that the learners can guess the next word in the story. The word should be easy to guess and the guessing should not interrupt the story too much. If the learners can produce very little English, a list of possible words can be put on the board for them to choose from, or they can answer in their first language. Immediately after the learners have guessed, the teacher gives the answer.
- b. Silent viewing (for language) the teacher plays the video at normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the video with sound so that they can check to see if they guessed correctly. This technique can be used either to stimulate language activity about what is seen on the screen (rather than what is being said) or to focus what is being said, by a variety of guessing/prediction tasks.

c. Freeze frame, any stage during a video sequence we can "freeze" the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next, the video techniques is expected there is stimulation to remember the language by guess the word, to stimulate language activity about what is seen on the screen, and can build students creatively in interpreted the language. From these techniques above, have the following features as proposed Nation & Newton (2015) as followed:

- 1) The learners are interested in what they are listening to.
- 2) They are able to understand what they are listening to.
- 3) The material is at the right level for the learners
- 4) There are a few unfamiliar or partly unfamiliar items that they can understand through the help of context, or through the teacher's explanation. Some of these items occur several times in the input.
- 5) There is a little bit of deliberate attention given to language features without too much interruption to the flow of the story.
- 6) There are possibilities for interaction during the listening as the teacher occasionally asks questions or gets the learners to anticipate what will happen, and as the learners ask the teacher to repeat, slow down, or explain
- 7) There is a large quantity of input.
- 8) Learners do not have to produce much output.

From the following features above the teacher forbidden to choose the material or technique without look at the student's capacity in listening ability, see

number one, the learners are interested in what they are listening to, so the students will motivate to improve student's listening ability due to the appropriate material and usually students easy to understand the meaning language of the interesting material what they want.

5. Factors Affecting Listening

According Boyle (2015), there are three factors that affect listening skill, they are listener factors, speaker factors, and material factors.

a. The listener

Interesting topic makes the listener's comprehension increases; give topic of listener's interest. A listener who is an active participant in a conversation generally has more understanding of the topic being discussed than a listener who is listening to a conversation on recorded materials. Furthermore, the ability to use negotiation skills, such as asking for clarification, repetition or definition of points that he does not understand, enables a listener to make sense in the incoming information listener factors involve:

- 1) Knowledge/perform in listening to the target language
- 2) General intelligent
- 3) Physical and educational
- 4) Intellectual (powers of analysis and selection and memory of short term and long term, etc)
- 5) Psychological (motivation and manner while listening, sense of purpose of listeners to the speaker, listener's attention and concentration).

6) Keep the logical sequence of the topic: mentally and maintains a running summary of the speaker's points;

b. The Speaker

The speaker factors which he uses language forms up to the extent has an impact in listeners comprehension. The exposure, rate of delivery, may be too fast, too slow, or has too many hesitations needs listener great ability to comprehend.

c. Visual support

Learner's ability to interpret visual support, such as video, pictures, diagrams, gestures, facial expressions, and body language, can increase comprehension correctly. This can be done with amount of support provided by gestures, visuals.

6. Difficulties in Teaching and Learning Listening

There are many difficulties in teaching listening and become the problems for teacher to solve it. While listening, usually learners need to hear things more than once, this problem happen too many learners due to their concentrate or their understanding.

Teaching listening, especially English has Foreign Language need to pay special attention to some factor that they strongly influence the speech process, and can usually prevent comprehension if they are not attended to and can make its process difficult.

Listening is challenging for English learners especially listening to as a foreign language. According to Penny Ur, listening to English as a foreign language may seem to have some of the main potential problems for learners.

- a. Hearing the sound. Some of English sounds do not exist in learner's language, and caused them to make inappropriate sounds. They tend to mispronounce words they hear even after a great deal of practice. Unaware of stress and intonation pattern when hear the English sounds also make learners mishear it.
- b. Understanding intonation and stress. Learners do not understand of proper English intonation and stress and because of this they make their own generalization.
- c. Coping with redundancy and noise. This problem may be caused by the learner's level of capacity. Slower learner cannot understand rapid speech, or he is not familiar with the sound-combination so he cannot make prediction. They force themselves to understand everything they hear; still they fail to do so.
- d. Predicting. Learners find it is difficult to make predictions without knowing the right intonation and stress.
- e. Understanding colloquial vocabulary. Learners' familiarity with the colloquial speech may affect his overall message perception.
- f. Fatigue. Interpreting while listening occurs without repetition. Learners cannot set his pace in listening. This makes listening become a tiring activity where learners cannot break at a time he wishes to
- g. Understanding different accents. Understanding different accents apart from

teacher's accent are difficult for learners. Their familiarity to these accents may cause of lack of another varieties English accents sample.

- h. Using visual and aural environmental clues. On the whole unit learners attempts to listen to English sound, they still have difficulties to perceive meaning from sound when they apply it, and this because they working to hard in the decoding process in order to get the meaning which make his receptive system overloaded.

Underwood as quoted by Shaw looks at the same points of those problems which arise for several main reasons for learner: a) cannot control speed of delivery, b) always get things repeated, c) limited vocabulary, d) fail to recognize signals', e) lack contextual knowledge, f) difficult to concentrate in a foreign language, g) certain earning habits, such as a wish to understand every word.

Furthermore, students are struggling to understand the words they hear. In a sentence or in a dialogue, students create fallacies to the incoming words. The difficulties to deal with are as follows:

- a. Hear small differences between English sounds (the subtle differences between the vowel sounds in fear, fair, fire, far, and fur).
- b. Comprehend reduced form of pronunciation. Which are very common in normal spoken English (fer for for; ta for to; wanna for want to).
- c. Attend to intonation or emphasis cues (only intonation and emphasis distinguish -You want him to go? 1 from-You want him to go!!).
- d. Adjust to regional, class, or group accents.
- e. Understand a great deal of vocabulary when they hear it (this often presents

serious problems for learners in EFL settings because they learn most vocabulary through reading).

- f. Understand grammar structure
- g. Develop a range of cultural background knowledge.

7. Mobile Media (M-Media)

Media is means of expressing message and information. When the media brings instructional messages or information that contains learning purposes, it can be called as learning media.

It is absolutely important to use learning media in teaching because a media can help the students in their study and also the presence of a learning media in teaching process is going to make the teaching and learning process become more interesting and the material taught will be easier to understand. In addition, by using a learning media, the teaching and learning process is more effective and efficient.

Oz (2013: 1032) claims that mobile media recently emerged as a new kind of learning that allows learners to acquire learning material anywhere and at any time using mobile and Internet technology.

Alrasheedi (2014: 212), also claims that M-learning (mobile Learning) has so far offered users some unique features that are unlikely to be available on traditional learning platforms and even on M-learning. The first of these features is flexibility in terms of time, place, speed and space that cannot be achieved with a non-mobile version of a device.

Growth of M-learning (Mobile Learning), suggests that integrating mobile technologies as new tools in the education world has some major benefits. Some of them are to increase motivation, increase interactivity, collaboration and involvement in various learning activities, and particularly this learning gives learners control over what, where, when and how they will learn, and create a sense of togetherness Oz(2013: 1032).

According to Hanafi and Samsudin (2012:1) all of today's learning activities are made possible through m-learning, which is empowered by progress in mobile technology operating systems, particularly android platforms. Androids allow users to communicate with anyone at any time and place almost instantly beyond many barriers

Miangah and Nezarat (2012: 313) indicate that listening practice can be considered the first stage in learning English. With the advent of a new generation of mobile phones, this now allows it to design a multimedia mobile system to learn listening skills through listening practice.

From these opinions could be drawn to the conclusion that the media app has many advantages can be used for English listening study.

Dewi (2012:13) stated that the function of a leaning media is as the followings:

- a. As an auxiliary tool to create effective learningsituation.
- b. As an Integral part of all learning situation.
- c. To concrete the abstract concept, so a learning media can decrease verbal comprehension.

d. To build up students' motivation.

Whereas Sahid(2010:3) grouped learning media as follows:

- a. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. Projected Still Media: the media that need projector to show the information which inform of no- motion picture/writing. For example: Power Point slide, micro film, etc.
- d. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

8. U-Dictionary

U-Dictionary is one of mobile media and one the online and also offline dictionaries that can be downloaded from an android or smartphone. It is a light application for translating more than 30 languages without internet connection, U-Dictionary currently supports Android 4.0.0 and IOS 3.0.0 smartphones which were just released on March 24th, 2016, offered by Youdao, Hongkong. In 2019 U-Dictionary has been downloaded by more than 50 million users in worldwide. With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. Besides

translating a word or text, U-Dictionary can also be used to look up definitions via Collins Dictionary or Wikipedia. Even, everyone can listen to the pronunciation whenever the android smartphone has an Internet connection. The exercises and tests are especially great for improving your fluency in any language you want, particularly English.

The reason why the writer choose this application because U-Dictionary has several features that can support students in learning english especially in listening. So, the advantages of U-Dictionary that can make learn English quickly are as follows:

1. Translate Images with a Camera

You can translate English that is displayed anywhere directly using the camera. Just scan it, without the hassle of re-typing, the meaning will appear in Indonesian immediately.

2. Learn English from the Android Lockscreen

Besides being able to learn English using a camera, by installing U-Dictionary on Android, you can learn English directly from the lockscreen of your smartphone. So every time you open the lockscreen, you will immediately be treated to new English vocabulary that you can learn.

3. Play Games to Learn English

Using the U-Dictionary, you can learn English in an easy and fun way. So in this English learning application you can add new vocabulary through the games provided in it.

4. Read English Articles

The articles are packaged in casual English, so we can learn to read English and at the same time gain insight.

How to use U-Dictionary

- a. Download and install the U-Dictionary application on your cellphone
- b. After that open the U-Dictionary that has been downloaded
- c. Once opened there will be a display like the one below. Select start and then select Indonesian
- d. After that the main menu of the application will be displayed. You can enter the word or the sentence you want to translate
- e. And if you want to see listening features, scroll it down you will see a screen like this. Then select the feature of listening, the screen will be showing text and audio of listening.

B. Previous Related Research Finding

According to Azar and Nasiri (2014) "*Attitudes toward the Effectiveness of Mobile Assisted Language Learning in Listening*" with 70 participants from a group of English for foreign language (efl) who studied at Zaban Amooz in Mashhad, Iran. divided into experimentation and control class. The objective of the research is to know the student's attitude to the effectiveness of mobile language study that is applied to listening skills. The first research concerns the effects of mobile audiobook against traditional media CD - ROM or audiobook. The objective of the second research is related to students' attitude toward mobile-based learning that is carried out through interviews with some participants.

Participants say that the mobile phone has a huge impact on learning languages. They believe that audio-based phones are more effective than CD-ROM based audio books in their understanding of listening. It can give them more opportunities to study and they can listen to topics that they want anywhere and anytime.

From the research above, the acquisition of results has shown that mobile learning is an effective way of improving listening comprehension. Further, this study indicates that the mobile phone is an exciting and innovative way to learn English, especially in Listening.

According to Hwang (2014) it is entitled "*effects of using mobile devices on English listening diversity and speaking for EFL elementary students.*" The subject of this study was a class of 35 students of fifth-grade in Taiwan who were in the first semester (10 or 11 aged). The study by Hwang, was designed to study the learning activities supported by the mobile learning system for students to develop listening skills in English as foreign languages (EFL). How students turn to mobile-based learning activities are researched in this study. The research instrument consists of a mobile application with various kinds of training in it. One type of exercise is called "you speak, then I speak", in which the screen will feature the sentences students need to repeat and record. Then the file of their voice recorder will be shared with a classmate. This activity allows for listening to different student pronunciations.

Therefore, from the research activity, data was found that students have a positive perception of learning activities, and are more motivated to practice English skills when using mobile learning media.

The third relevant study is a study conducted by Hwang, Shih, Heng ma, shadiev and Chen (2015) “Evaluating Listening and Speaking Skills in a Mobile Gamebased Learning Environment with Situational Contexts”. The subject of this study is a class in Women high school which is 40 students randomly selected. Participants are divided into two groups which are 20 students for the control class and another 20 for the experiment class. In the reaserch, the same instructor gave the same learning content to both groups. After learning activity was complete, as both groups evaluate what they learn during class, but used a different method: the control group uses paper and pen methods, while the experimental groups use mobile systems using android platforms.

The conclusion of this research reference is that learning activities based game can facilitate listening students' activities. Most students have a positive perception of learning activities supported by mobile systems.

The study above was considered relevant by researchers because all three did research to see the effectiveness of the use of a mobile device in listening English. Further, reflect on previous studies the researcher want to “The use of U-Dictionary as a media to Increase Students’ Listening Skill”. This application is not only used to evaluate the study results alone, but there is also some Practice to improve listening skills to different levels and study material also available there.

C. Conceptual Framework

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

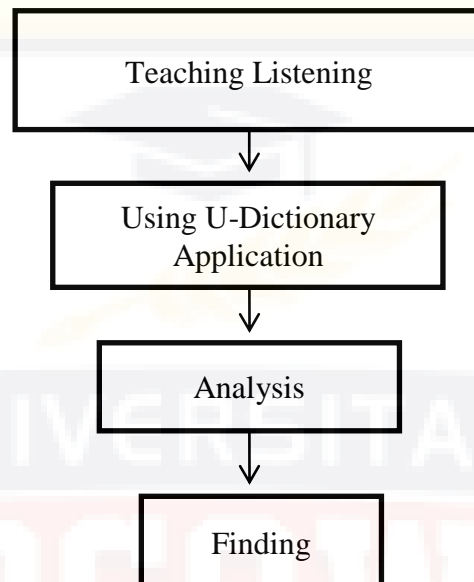


Figure- 2.1 Conceptual Framework

The diagram above describe about how to describing the method in using learning and teaching process.

This analysis will compare the students' achievement during the pre-test, treatment, and post-test. Finally to findings classifying the score of the students' and get complete data from all research instrument including pre-test and post-test to know the students' ability after the treatment.

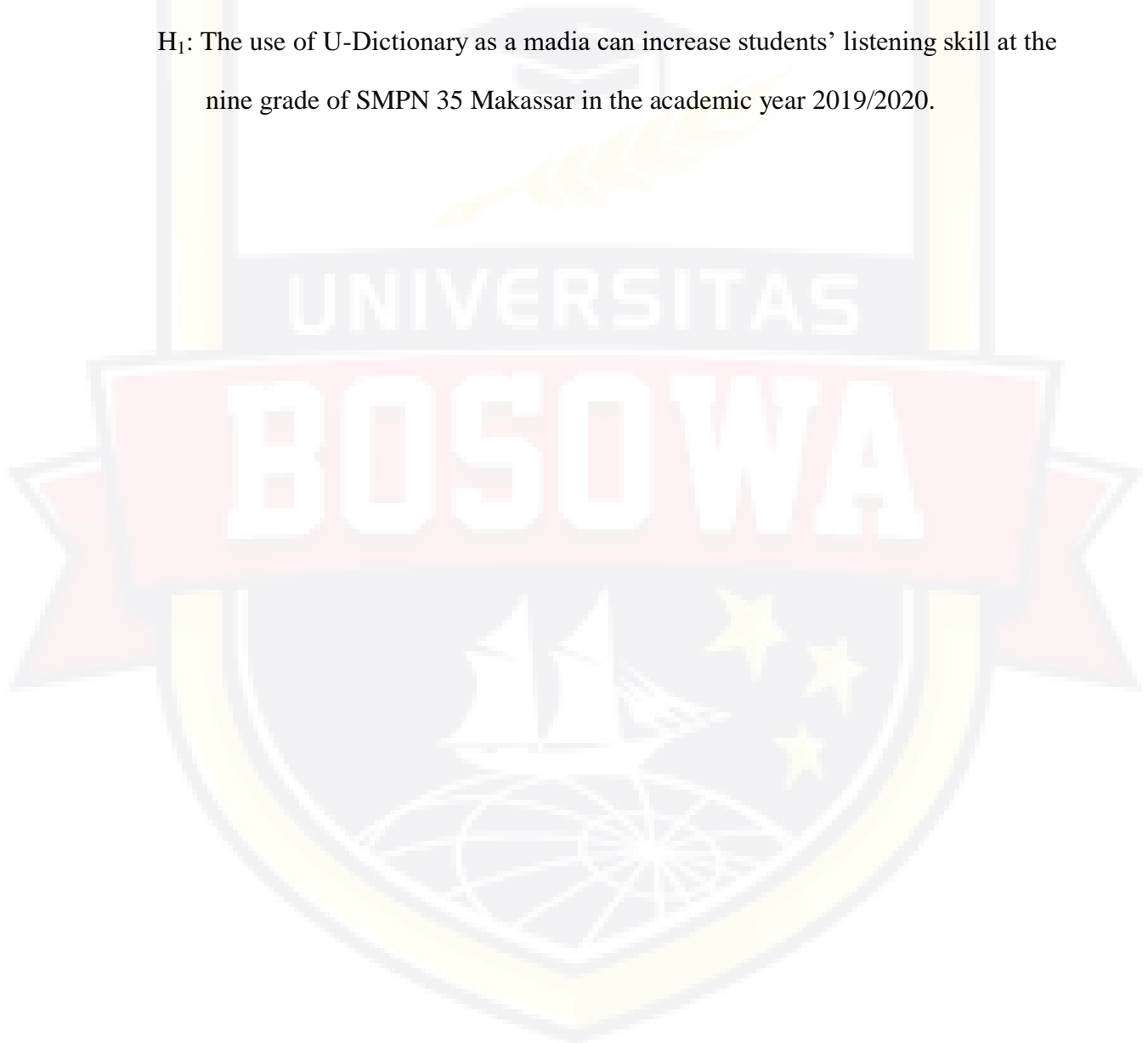
After doing the study, the writer hopes that there are some improvements of the students in listening skill.

D. Hypothesis

The hypothesis of the research is formulated as follows:

H₀: The use of U-Dictionary as a media can't increase students' listening skill at the nine grade of SMPN 35 Makassar in the academic year 2019/2020.

H₁: The use of U-Dictionary as a media can increase students' listening skill at the nine grade of SMPN 35 Makassar in the academic year 2019/2020.



CHAPTER III

METHOD OF THE RESEARCH

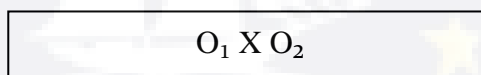
This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

This research used pre-experimental method. Before giving treatment the students was given pre-test (listening test) to know their prior knowledge (O₁), then teaching listening using U-Dictionary (X), and finally the students given post-test to examine the students' listening improvement (O₂). The comparison between the pre-test and post-test score was determined to success of the treatment. On the treatment the researcher using U-Dictionary Application as a media to teach listening skill.

The design can be present as follows:

where



O₁ = Pre-test

X = Treatment

O₂ = Post-test

(Cohen, 2007:213)

B. Time and Location of the Research

This study was conducted on October 13rd – 27th 2020 at the nine grade of SMP Negeri 35 Makassar in academic year 2020/2021.

The writer took two weeks, for four meetings, consisting of presenting the lesson and giving test for the research.

C. Population and Sample of the Research

1. Population

The population of this research was the nine grade of SMPN 35 Makassar in academic year 2020/2021 consisting of 270 students divided into nine classes which each class consists of approximately 32 students.

2. Sample

Researcher took one class using cluster random sampling technique as a research sample. This technique was selectec because the sample is a group of students without receiving the intervention from the researcher. It mean that the researcher will use the selected class that has been formed in the school. This sampling technique is a way to taking classes randomly which is exist as a population. By the random sampling, the researcher has been taken one class on XI. 2 grade which consist of 32 student.

D. Operational Definition of Variables

1. Variable of the Research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable is U-Dictionary while dependent variable is the students' listening ability.

2. Operational Definition of Variables

- a. Listening Ability: Howat and Dankin (2010) Listening is the ability to identify and understand what other are saying. This involves understanding a speaker's accent or pronunciation, his grammer and his vocabulary, and his meaning .
- b. U-Dictionary: Is one of the online dictionaries that can be downloaded from an android or smartphone.It is a light application for translating more than 30 languages without internet connection. WithU-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language.

E. Instruments of the Research

In this research, the listening test as the research instruments. In listening test, the researcher gave some test for the students. The test was given twice, before and after treatments. The students was given pre-test to know their listening skills before using U-Dictionary application and the post-test was measure check whether the U-Dictionary can increase or not toward students' listening skills.

F. The Validity and the Reliability of the Instrument

An instrumentwas considered as valid if it was able to test what should betest. It can explain the data from the variables which are accuratelyresearch.Before instruments test to students, the researcher was consult with expert (thesupervising lecturer) whether the instruments are appropriate or not to measure the research variables. The expert was gave feedbacks, opinion, and suggestions based on their skill. Taherdoost (2018:29).

G. Procedure of Collecting Data

Because of large-scale social restrictions (LSSR), there was no learning process in the school, so the writer employed this study by using Zoom and whatsapp application in giving the listening test (pre-test, treatment and post-test)

In collecting the data, the researcher collects the data by employing these procedures:

1. Pre-test

Before the students using U-Dictionary application, the researcher gave pre-test for the students to find out the students prior knowledge. This procedure was done by using Zoom Cloud Meeting and WhatsApp applications, the researcher gave the questions and the students sent their answer through the WhatsApp.

2. Treatment

After the writer gave the pre-test for the students, the researcher asked the students to learn listening by using U-Dictionary application, the researcher introduced the U-Dictionary Application and how to use it. The treatment researcher explained this treatment by using Zoom Cloud Meeting, and the treatment was done after the students have to finish the session in U-Dictionary. This treatment took twice meeting and each meetingspend 40 minutes.

The following steps were undertaken:

- a. The researcher introduced the material about listening.
- b. The researcher introduced U-Dictionary application and how to operate the application.

- c. The researcher asked the students to do the task in the application.
- d. The students did the exercise every day and have to finish the challenge.

3. Post-test

Post-test is given to all students, to know their improvement in listening of English. This was administered to measure the students' progress in listening after having the treatments. The question in the post-test is similar in pre pre-test. This procedure was done by using Zoom Cloud Meeting and WhatsApp applications, the researcher gave the questions and the students sent their answer through the WhatsApp.

H. Technique of Analysis Data

This analysis compared the students' achievement during the pre-test, treatment, and post-test. Due to pandemic this analysis was done through online. For both pre-test and post-test, the researcher was used scoring guide which provides rating scale of listening skill.

To know the students' ability in Listening English the researcher was converted the students' listening skill score using the following formula:

$$Student\ Score = \frac{the\ gain\ score}{the\ maximum\ score} \times 100$$

Then, classifying the students score based on the following class classification:

Table 3.2

Scoring Classification

Score	Classification
-------	----------------

91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
<50	Very Poor

Depdiknas (2017:13)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test applying the following formula:

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

Where: \bar{X} = Mean score
 $\sum x$ = Total score
 N = Number of subject

1. Finding out the standard deviation of the students' pre-test and post-test applying formula below:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where: SD = The mean of the difference score
 $\sum X$ = The sum of the difference score
 N = The total number of students

2. Finding out the value of t-test in identifying the difference between students' pre-test and post-test applying formula below:

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

Where: \bar{D} = The mean of the difference score

ΣD = The sum of the difference score
N = The total number of students

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

Where: t = Test of the significant difference
 \bar{D} = The mean of the difference score
 ΣD = The sum of the difference score
N = The total number of students

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the research findings and the discussions of the findings. The research findings gathered through the instruments used during the research. Then the research findings taken into discussions to answer the research problems. The findings consist the result of the study by using U-Dictionary.

A. Findings

This part deals with the elaboration of data through pre-test and post-test, the writer gave the students the listening test to know the students' improvement of listening mastery before and after employing the treatment.

After analyzing the data derived from pre-test and post-test below is the result of data analysis. The result of students' listening test score of pre-test and post-test as following:

1. Scoring classification of the students' pre-test and post-test

The students' result of the listening test of pre-test and post-test was showed in the following table:

Table 4.1. The Students' Score of Pre-test

No.	Students' Initial Names	Score	Classification
1.	AAK	61	Average
2.	AD	77	Good
3.	ADP	61	Average
4.	AA	77	Good

5.	AFM	61	Average
6.	AP	61	Average
7.	AR	50	Poor
8.	ARU	72	Average
9.	ANZ	72	Average
10.	AH	61	Average
11.	CFG	55	Poor
12.	CNDN	61	Average
13.	CTT	55	Poor
14.	HP	44	Very Poor
15.	EV	55	Poor
16.	TAN	50	Poor
17.	GF	55	Poor
18.	H	66	Average
19.	IRR	77	Good
20.	JD	72	Average
21.	JSM	66	Average
22.	MCK	66	Average
23.	MAR	55	Poor
24.	NFR	55	Poor
25.	NN	61	Poor
26.	NI	50	Poor

27.	PE	61	Average
28	RD	66	Average
29.	RA	72	Average
30.	SKG	44	Very Poor
31	SNAE	55	Poor
32	YPB	66	Average
	Total	1960	

The data from pre-test was intended to investigate the students' prior skill of listening before they got the treatment. The pre-test was administered at the first meeting.

Based on the table above, showed the rate percentage of the students' pre-test. None student got excellent score, there were 3 students got good score, 18 students got average score, 6 students got poor score, 5 students got very poor score. Those score obtained before giving the treatment.

The table above, showed the total score of the students' pre-test was 1960. Most of students got average score. It means that the students' listening skill was still low.

Table 4.2. The Students' Score of Post-test

No.	Students' Initial Names	Score	Classification
1.	AAK	72	Average
2.	AD	88	Good
3.	ADP	83	Good
4.	AA	88	Good

5.	AFM	83	Good
6.	AP	72	Average
7.	AR	77	Good
8.	ARU	94	Excellent
9.	ANZ	88	Good
10.	AH	72	Average
11.	CFG	88	Good
12.	CNDN	83	Good
13.	CTT	77	Good
14.	EV	83	Good
15.	FIA	83	Good
16.	TAN	88	Good
17.	GB	88	Good
18.	H	83	Good
19.	IRR	83	Good
20.	JD	94	Excellent
21.	JCM	88	Good
22.	MCK	83	Good
23.	MAR	88	Good
24.	NFR	83	Good
25.	NN	77	Good
26.	NI	83	Good
27.	PE	83	Good
28.	RD	83	Good

29.	RA	94	Excellent
30	STG	83	Good
31	SNAE	88	Good
32	YPB	83	Good
Total		2683	

The data from post-test was given to know the students' listening achievement after they got the treatment. The post-test was administered at the last meeting.

Based on the table above, showed the rate percentage of the students' post-test. There were 3 got excellent, there were 26 students got good score, 3 students got average score, none student students got poor score, none student 0 got very poor score. Those score obtained after giving the treatment.

The table above, showed the total score of the students' post-test was 2683. Most of students got good score. It means that there was significant improvement of the students' listening skill.

Table 4.3. The Total Students' Score of Pre-test and Post-test

No.	Students' Initial Names	Pre-test		Post-test		$X_2 - X_1$ (D)	Deviation (D ²)
		X_1	X_1^2	X_2	X_2^2		
1	AAK	61	3721	72	5929	11	121
2	AD	77	5929	88	7744	11	121
3	ADT	61	3721	83	6889	22	484
4	AA	77	5929	88	7744	11	121
5	AFM	61	3721	83	6889	22	484

6	AP	61	3721	72	5929	11	121
7	AR	50	2500	77	5929	27	729
8	AFU	72	5184	94	8836	22	484
9	AAZ	72	5184	88	7744	16	256
10	AH	61	3721	72	5184	11	121
111	CFG	55	3025	88	7744	33	1089
12	CNDN	61	3721	83	6889	22	484
13	CTT	54	3025	77	5929	23	529
14	EV	44	1936	83	6889	39	1521
15	FIA	55	3025	83	6889	28	784
16	FAN	50	2500	88	7744	38	1444
17	GF	55	3025	88	7744	33	1089
18	H	66	4356	83	6889	17	289
19	IRR	77	5929	83	6889	6	36
20	JD	72	5184	94	8836	22	484
21	JDM	66	4356	88	7744	11	121
22	MCK	66	4356	83	6889	17	289
23	MAR	55	3025	88	7744	33	1089
24	NFR	55	3025	83	6889	28	784
25	NN	61	3761	77	5929	16	256
26	NI	50	2500	83	6889	33	1089
27	PE	61	3761	83	6889	22	484
28	RD	66	4356	83	6889	17	289
29	RA	58	3364	94	8836	36	1296

30	SKG	44	1936	83	6889	39	1521
31	SNAE	55	3025	88	7744	33	1089
32	YPB	66	4356	83	6889	17	289
Total		$\sum x_1$	$\sum x_1^2$	$\sum x_2$	$\sum x_2^2$	$\sum D$	$\sum D^2$
		1960	120884	2683	227497	733	19414

Based on the table above, showed the difference score obtained of listening test before giving the treatment and after giving the treatment by using U-Dictionary. The total score of the students' pre-test was lower than the total score of the students' post-test. It means that teaching listening by using U-Dictionary can increase students' listening skill.

Table 4.4. The Rate Percentage of the Students' Pre-Test

No.	Classification	Score	Pre-test	
			F	%
1.	Excellent	91-100	-	0%
2.	Good	76-90	3	9%
3.	Average	61-75	18	56%
4.	Poor	51-60	6	19%
5.	Very Poor	< 50	5	16%
Total			32	100%

Based on the table above, showed the rate percentage of the students' pre-test. None (0%) student got excellent score, there were 3 (9%) student got good score, 18 (56%) students got average score, 6(19%) students got poor score, 5 (16%) students got very poor score. Those score obtained before giving the treatment.

Table 4.5. The Rate Percentage of the Students' Post-Test

No.	Classification	Score	Post-test	
			F	%
1.	Excellent	91-100	3	9%
2.	Good	76-90	26	82%
3.	Average	61-75	3	9%
4.	Poor	51-60	-	0%
5.	Very Poor	< 50	-	0%
Total			32	100%

Based on the table above, showed the rate percentage of the students' post-test. There were 3 (9%) got excellent, there were 26 (82%) students got good score, 3 (9%) students got average score, none student (0%) students got poor score, none student 0 (0%) got very poor score. Those score obtained after giving the treatment.

2. The mean score and standard deviation of the students' pre-test and post-test

The mean score and standard deviation of the students' pre-test and post-test was showed in the following table:

Table 4.6. The Mean Score and Standard Deviation of Pre-test and Post Test

Test	Mean Score	Standard Deviation
Pre-test	61.25	5.186
Post-test	83.84	9.059

Based on the table above, the students' listening skill of the XI.2 grade of SMPN 35 Makassar have improvement after giving the treatment by using U-

Dictionary as a media in teaching listening. It can be seen by the students' mean score of pre-test and post-test.

The table above, showed that the students' mean score of pre-test was 61.25 and the students' mean score of post-test was 83.84. It means that the students' mean score of post-test was higher than the students' mean score of pre-test. Because of the students' mean score of post-test was higher than the students' mean score of pre-test, the writer concluded that using U-Dictionary as a media in teaching Listening at the XI.2 grade of SMPN 35 Makassar can improve students' listening skill.

3. The t-test value of the students' pre-test and post-test

Table 4.7. The T-Test Value of the Students' Pre-Test and Post-Test

T-test Value	T-table at p=0,05, df=N-1
14.08	2.040

The table above showed that t-test value was higher than t-table. The result of the listening test showed there was significant difference between t-test and t-table ($14.08 > 2.040$), it means that t-table was lower than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the students' listening skill before and after giving the treatment, which applied U-Dictionary as a media to increase students listening skill. The statement was proved by the t-test value 14.08 which higher than t-table value 2.040 at the level of significance 0.05 and the degree of freedom $df = N - 1 = 32 - 1 = 31$.

Based on the explanation above, the writer concluded that using U-Dictionary as a media at the nine grade of SMPN 35 Makassar can increase students' listening skill.

B. Discussion

In this section, the writer discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this study. This study result was conducted in pre-test to investigate the students' prior skill of listening before giving the treatment. Then, post-test to know the students' listening achievement after giving the treatment by using U-Dictionary as a media.

Referring to the findings above, showed the significant difference between the students' listening skill before and after giving the treatment, which applied U-Dictionary as a method in teaching listening. The statement was proved by the score obtained of the students' pre-test and post-test. The students' achievement showed that the students' score of post-test was higher than the students' score of pre-test. It means that there was significant improvement of students' listening skill after giving the treatment.

However, the writer found some problems during the study employed during pandemic Covid-19. First, due to large-scale social restrictions (LSSR), there was no learning process in the school, so the writer employed this study by using Zoom and whatsapp application in giving the listening test (pre-test and post-test) and presenting the lesson. So the writer have to prepare extra teaching strategy, researcher should tell students' information repeatedly.

This study was conducted on October 13st – 27th 2020 at the nine grade of

SMPN 35 Makassar, for four meetings, consisting of presenting the lesson and giving test for the study.

The first step was given pretest to students. Pre-test was given to know the students' listening skill score before treatment being taught by U-Dictionary Application. The second step was given treatment and applied U-Dictionary application to the students. The third step was given post-test to the students to know the students' listening skill score after being taught by using U-Dictionary application.

The first meeting was the Pre test, the writer gave pre-test. Before the students doing the pre-test, the writer gave explanation about the test. Pre-test intended to find out the students' prior skill. The result of students' score of pre-test was lower. It means that the students' listening still lack.

The second and the third meeting was for treatment, students download U-Dictionary application and writer explained about how to use U-Dictionary application on smartphone. the students were enjoy did the activity especially use U-Dictionary.

For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students' listening skill after students were given the treatment. Based on the students' score and classification in pre-test and post-test there were very significant differences.

It can be seen, it was concluded that the students got good achievement in listening skill after using U-dictionary application.

Moreover, The Constraints of Using U-Dictionary or the problems faced by the students come from the external or internal factors. The example of the

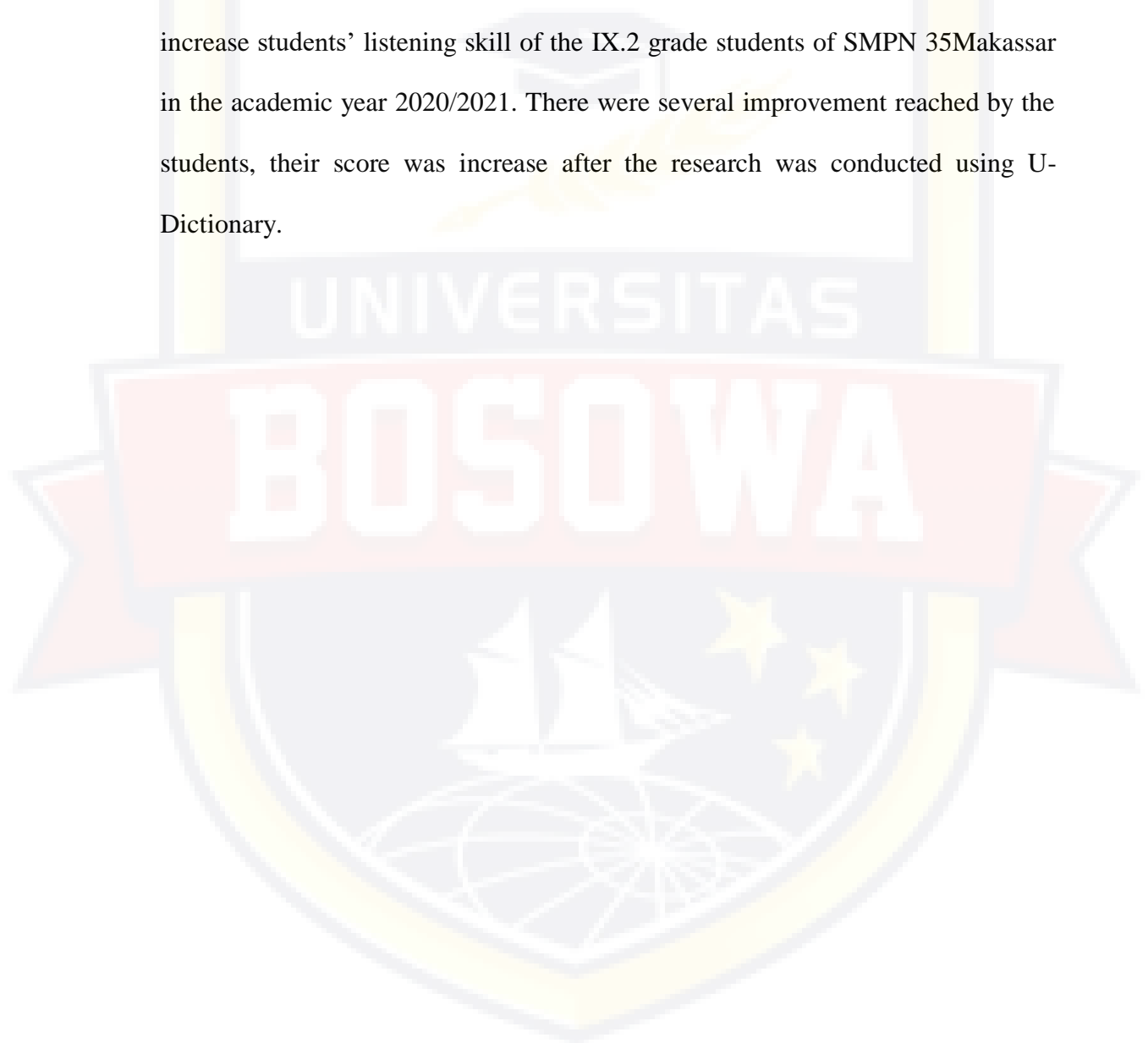
external factor is the students cannot catch or forget what the speakers in audio are talking about. The limited mastery of vocabulary. U-Dictionary has many features, and some of them can be used in offline mode but some other only available in an online mode such as perfect English pronunciation feature. If the phone is offline, the feature can not be used. S In the perfect English pronunciation feature there is an original sound for the user to hear and follow to pronounce the sentence or words before do the challenge. In U-Dictionary application has many ads. When the user start to open the application, it shows up the ads for three seconds, and it cannot skip that ads when using the grammar feature, but the user wants to back to the first page, the ads will appear, and the user needs to click on the x sign to remove the ad. Ads will also appear at the bottom of the display, and it only exists on the quiz available in U-Dictionary. U-Dictionary application is practical and beneficial for the users to overcome difficulties in learning listening.

The benefits of using U-Dictionary application, it had the original sound like a native voice help the user could listen, and how to pronounce the word or sentence. Moreover, it makes the pronunciation listening better. However, one of the participant find it does not simple to use this app and also feel distracted because of the ads.

Another reason the students were interested in this application is because, they were able to learning in this application on their smartphone every time and everywhere they want. Students did not have to sit in the class just for learning English, and bring new strategy in teaching listening during the COVID-19

pandemic.

Referring to the description above, it was concluded that in this research, the use of U-Dictionary as a media to increase students listening skill was effective..Practically the theory was accepted and it stimulated the students to increase students' listening skill of the IX.2 grade students of SMPN 35Makassar in the academic year 2020/2021. There were several improvement reached by the students, their score was increase after the research was conducted using U-Dictionary.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion based on the findings and discussions on the data analysis.

A. Conclusion

Concerning to the findings and discussions of the study that the writer gathered at the ninth grade of SMPN 35 Makassar the academic year 2020/2021, the writer concluded that the using of U-Dictionary as a media can increase students' listening skill. It was proved by the students' score obtained of listening test was higher than pre-test. It means that there was significant improvement of the students' listening skill.

It was proved by the mean score of students' pre-test and post-test. The mean score of students' pre-test was 61.25 and the mean score of students' post-test was 83.84. The significant difference between t-test 14.08 was higher than t-table 2.040 at the level of significance 0.05 and the degree of freedom ($df = 31$). The result of students' post-test was higher than pre-test. It means that there was significant improvement of the students' listening skill.

Moreover, the teacher needs to develop their ways of teaching English especially in listening. It can give motivation to the students by creating a new atmosphere in the classroom varies. Variation of activity in teaching listening is needed to make the students motivated to use their listening skill.

B. Suggestion

Learning English seem boring but by combining lessons with thing that students enjoy or technology can bring the learning to be more attractive to students, they tend to prefer practice directly rather than just adhering to the textbook. The teachers can try applying U-Dictionary application or another digital media to increase listening skill in their English class. Referring to the conclusion above, the writer has suggestion to the teachers, the students, and the next writers.

1. For the teachers, The teachers are suggested to use U-Dictionary as a media to increase students listening skill. This media can make the students easier and enjoy learning English especially in listening.
2. For the students, the students are expected to be more active and creative during the lesson in learning English, especially in learning listening. The students can increase their listening skill by using U-Dictionary.
3. For the next writers, the writer will expected this study can be used as additional reference and as sources of information for the next writers.

The writer realizes that this skripsi is not perfect, so the writer would be grateful for any comments, correction, and criticism from all the readers to improve this skripsi.

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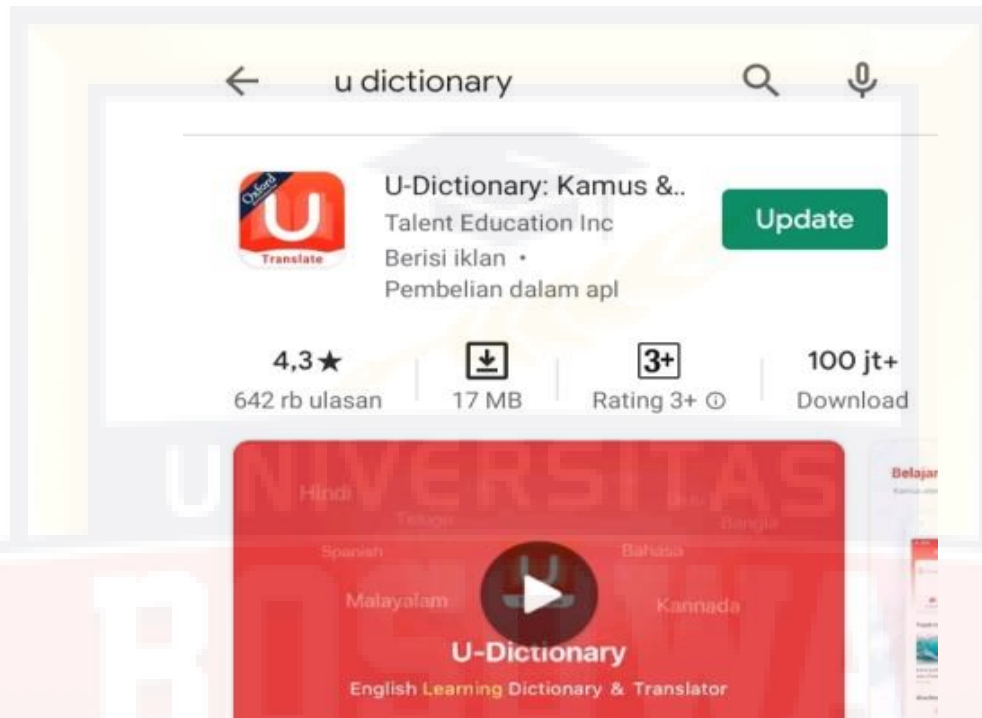
APPENDICES



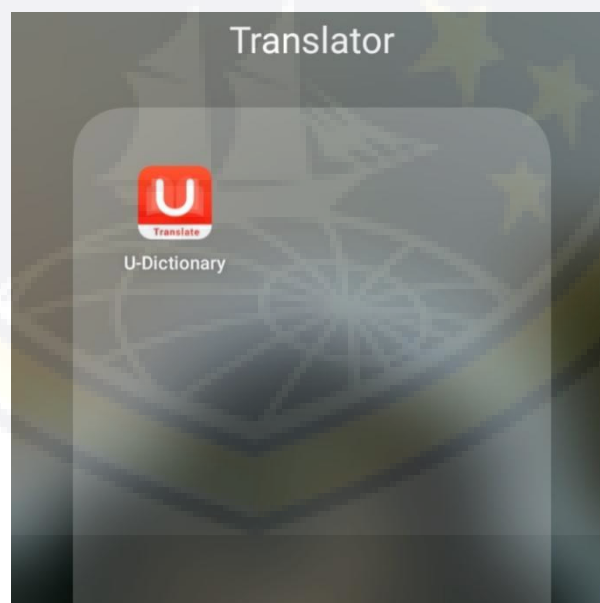
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Appendix 1 : How to Use U-Dictionary (with pictures)

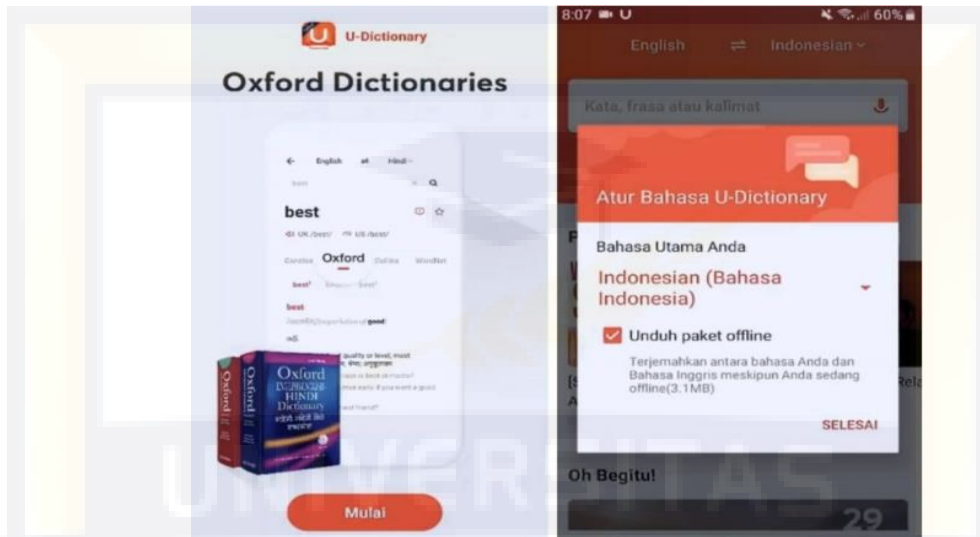
1. Download and install the U-Dictionary application on your cellphone



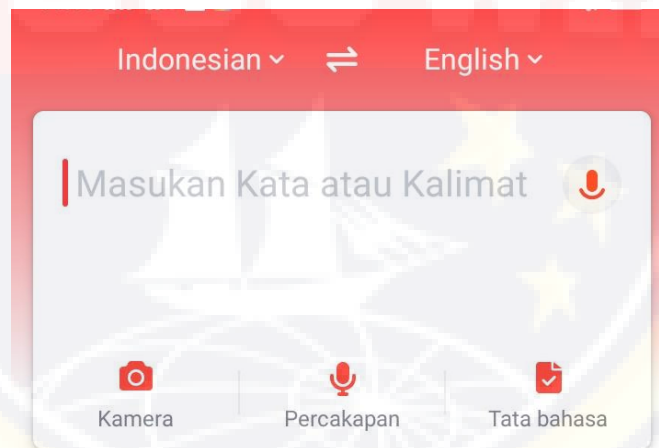
2. After that open the U-Dictionary that has been downloaded



- Once opened there will be a display like the one bellow. Select start and then select Indonesian



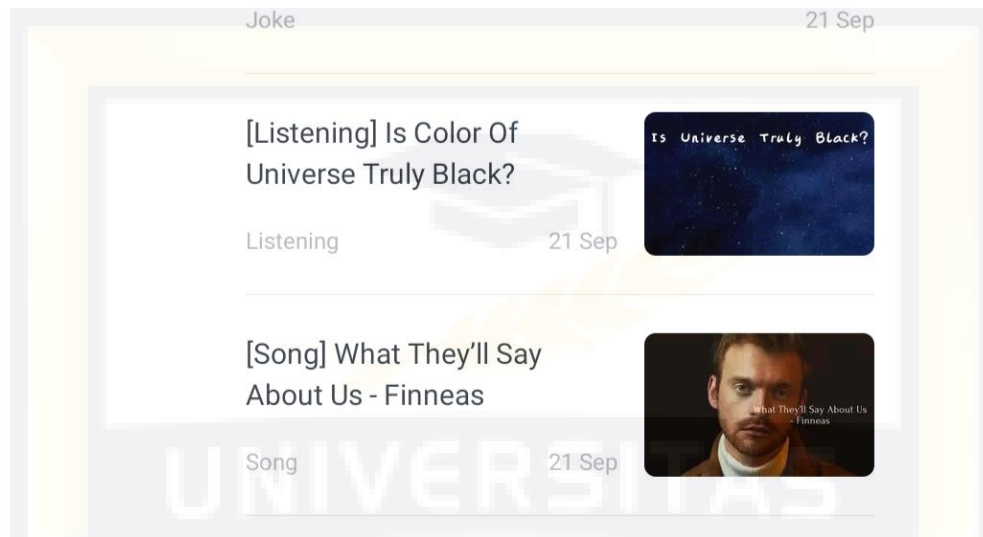
- After that the main menu of the application will be displayed. You can enter the word or the sentence you want to translate



Belajar Online

KENAPA
SITUS

5. And if you want to see listening features, scroll it down you will see a screen like this. Then select it.



How to understand Australians Slang Words



Appendix 2 : Pre-Test and Post-Test

Complete these words based on the audio!

Text 1

My Favorite Season

My favorite time of year is autumn, or fall. I like the fall.....(1) because I think that's when the weather's the best. It's not too hot. It's not too cold. It's just nice and cool all the time. Also, usually it doesn't rain that much in autumn. The trees also are really, really..... (2) in the fall.

I love the change in..... (3)when the leaves turn from green to brown, and orange and yellow and I think it's also really pretty to see the leaves on the..... (4) Also, I really like fall because I'm a big baseball fan and in the fall we have the baseball playoffs and it's the start of the basketball season and the football season, so it's a good time for me to watch sports on TV. Lastly, I like autumn because my birthday is in October, and um, October 2nd, and Halloween is in October and..... (5)in November and these are all my, these are my three days throughout the year.

Text 2**Bats**

I usually get home from work at about 6:30 and when I get home the first thing I like to do is go jogging.....(1), my apartment is near a..... (2)and I go jogging on the river at night. It's really beautiful. It's really green.

There's lots of trees and..... (3)along the river and it's quite beautiful. The worst thing about my jog though are the dogs. There are river dogs that live along the river and they don't have a home and they're a little bit..... (4). Sometimes they threaten to chase you or bite you and when you jog by they often..... (5). Sometimes I have to keep a bottle of water to throw on them or maybe a stick so they don't..... (6), but so far nothing's happened.

The best thing about the jog are the..... (7). When you jog at night there are bats that fly and they eat insects. This is right at sunset, as the sun goes down, and it's really, really beautiful to see them, and when you jog..... (8)they'll fly at the same pace as you, I think because the..... (9)maybe are..... (10) to the joggers body heat, but the bats will not get too..... (11) to the jogger, to me, they will only get about 4 or 5 feet from me, but they fly at the same..... (12). As I jog I can see them and it's really, really beautiful to see them when I..... (13).

Appendix 3 : Key Answer**Text 1**

1. *season*
2. *pretty*
3. *collors*
4. *ground*
5. *thanksgiving*

Text 2

1. *Fortunately*
2. *River*
3. *Fields*
4. *Dengerous*
5. *Growl*
6. *Attack*
7. *Bats*
8. *Amazinly*
9. *Insects*
10. *Attercted*
11. *Pace*
12. *Close*
13. *run*

Appendix 4 : Treatment

← [Listening] Will We Dream A... ← [Listening] Will We Dream A... ←

of a personal acquaintance before going to sleep. Then a third of the students were asked to focus their thoughts on the person for five minutes, another third were asked to actively _____(1 Word Missing) their thoughts of that person for five minutes, and the last group was asked to think freely about whatever came to mind.

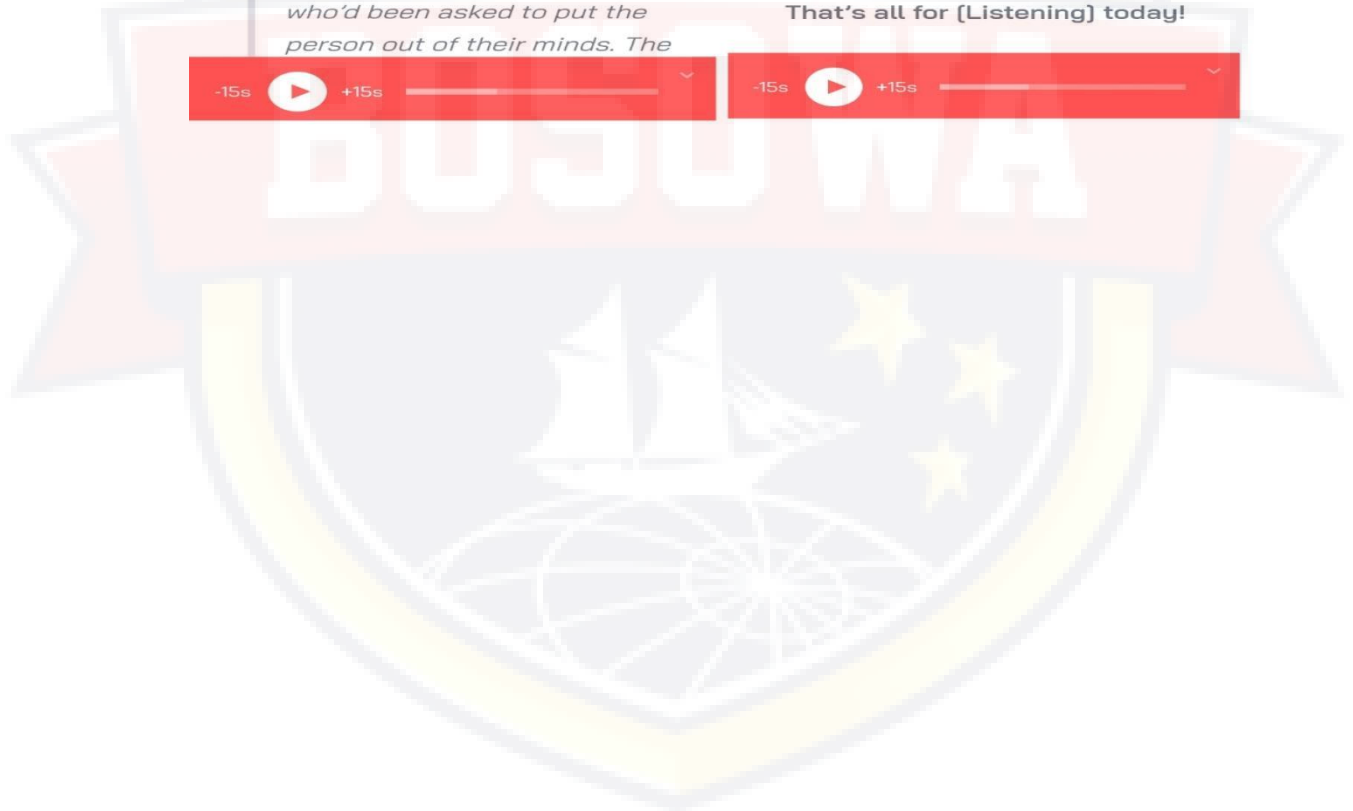
The _____(1 Word Missing) showed up more frequently in the dreams of those students who'd been asked to put the person out of their minds. The _____(1 Word Missing) came to mind.

The _____(1 Word Missing) showed up more frequently in the dreams of those students who'd been asked to put the person out of their minds. The _____(1 Word Missing) showed up more frequently in the dreams of those students who'd been asked to put the person out of their minds. The _____(1 Word Missing) showed up more frequently in the dreams of those students who'd been asked to put the person out of their minds.

END

That's all for [Listening] today!

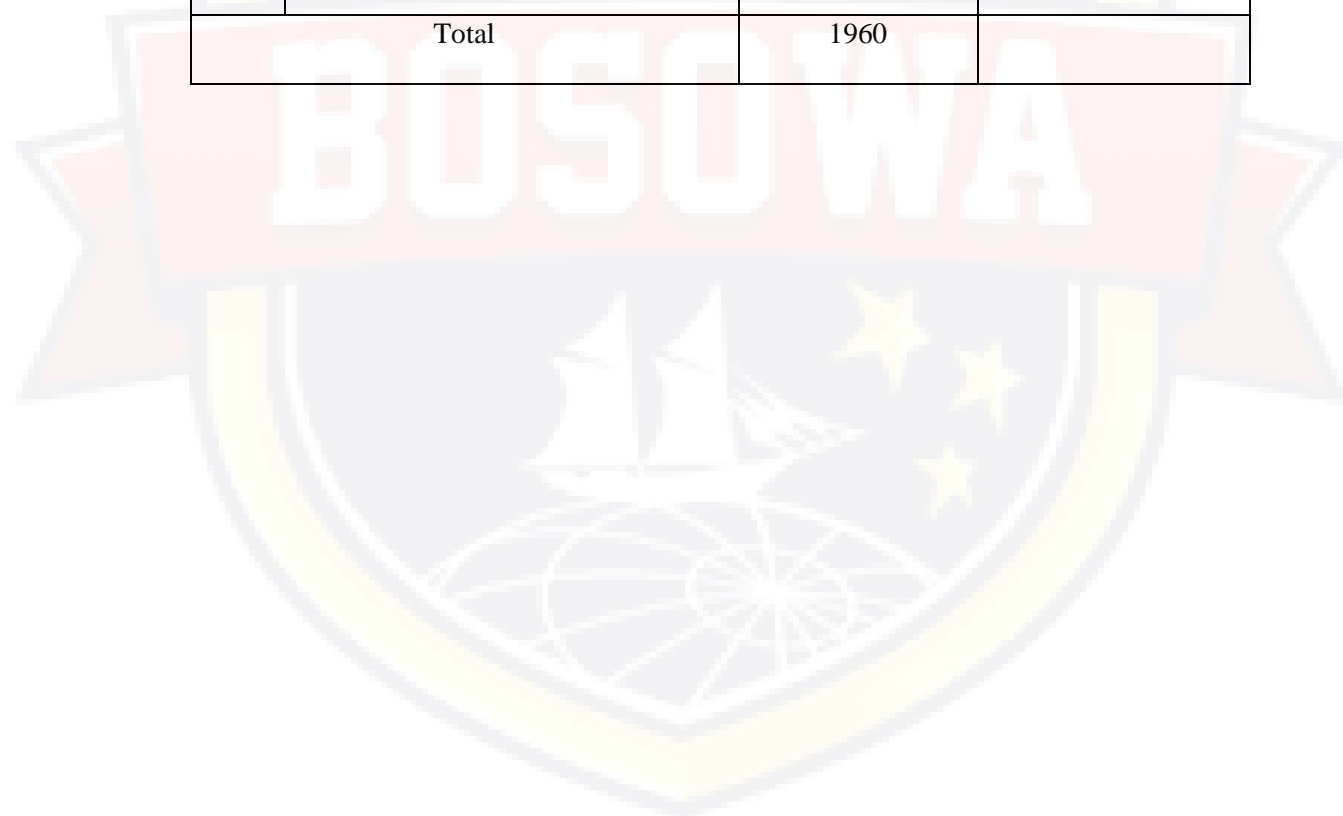
-15s ▶ +15s -15s ▶ +15s



The Students' Score of Pre-test

No.	Students' Initial Names	Score	Classification
1.	Abd. Albar Kabir	61	Average
2.	Afifah Djanuarisca	77	Good
3.	Afra Dwi Putri	61	Average
4.	Alfatih Amir	77	Good
5.	Andi Firdah Mulia	61	Average
6.	Anisa Purnamasari	61	Average
7.	Anugrah Rezky	50	Poor
8.	Aprilia Restan Udang	72	Average
9.	Aprilya Annisa Zalzabila	72	Average
10.	Audry Humaira	61	Average
11.	Charlie Fiet Gianni	55	Poor
12.	Chelsea Nadia Dwi Nanna	61	Average
13.	Christine Theadora Tulak	55	Poor
14.	Ending Vicario	44	Very Poor
15.	Fhelicya Indah Alapu	55	Poor
16.	Fikri An Nanji	50	Poor
17.	Gabriel Febriant	55	Poor
18.	Helmelia	66	Average
19.	Ian Rezky R	77	Good
20.	Jeniver Devitri	72	Average
21.	Jessi Clara Muskitta	66	Average
22.	Masita Cahya K	66	Average

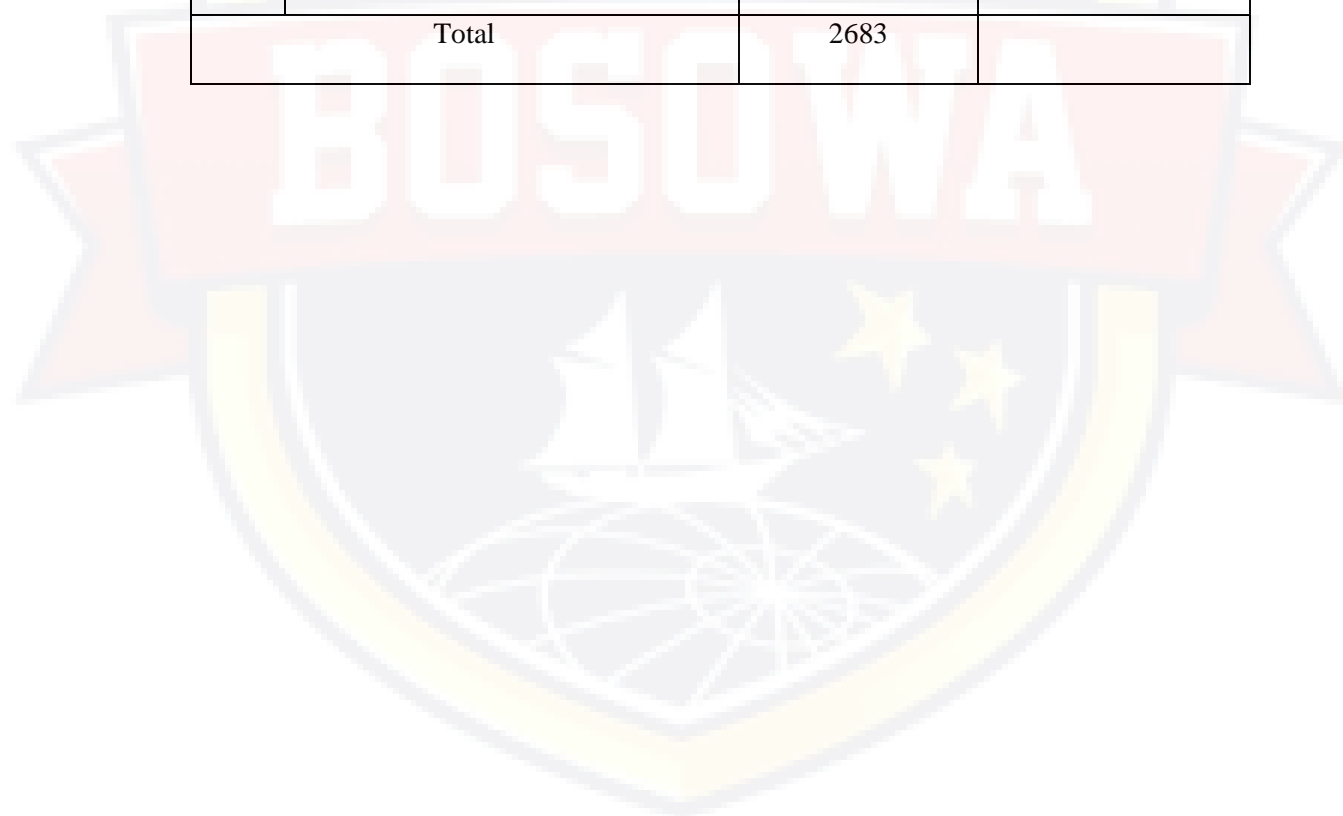
23.	Muh. Arif Rahman	55	Poor
24.	Nagiyya Fitrah Ramadhani	55	Poor
25.	Nirvana Nuraeini	61	Poor
26.	Nursiva Ismail	50	Poor
27.	Petronela Evelyn	61	Average
28.	Rahmat Darmawan	66	Average
29.	Resti Audrey	72	Average
30.	Siti Kaltsum Gitbah	44	Very Poor
31.	St Nur Azizah Erwin	55	Poor
32.	Yan Prasetyo Bara	66	Average
Total		1960	

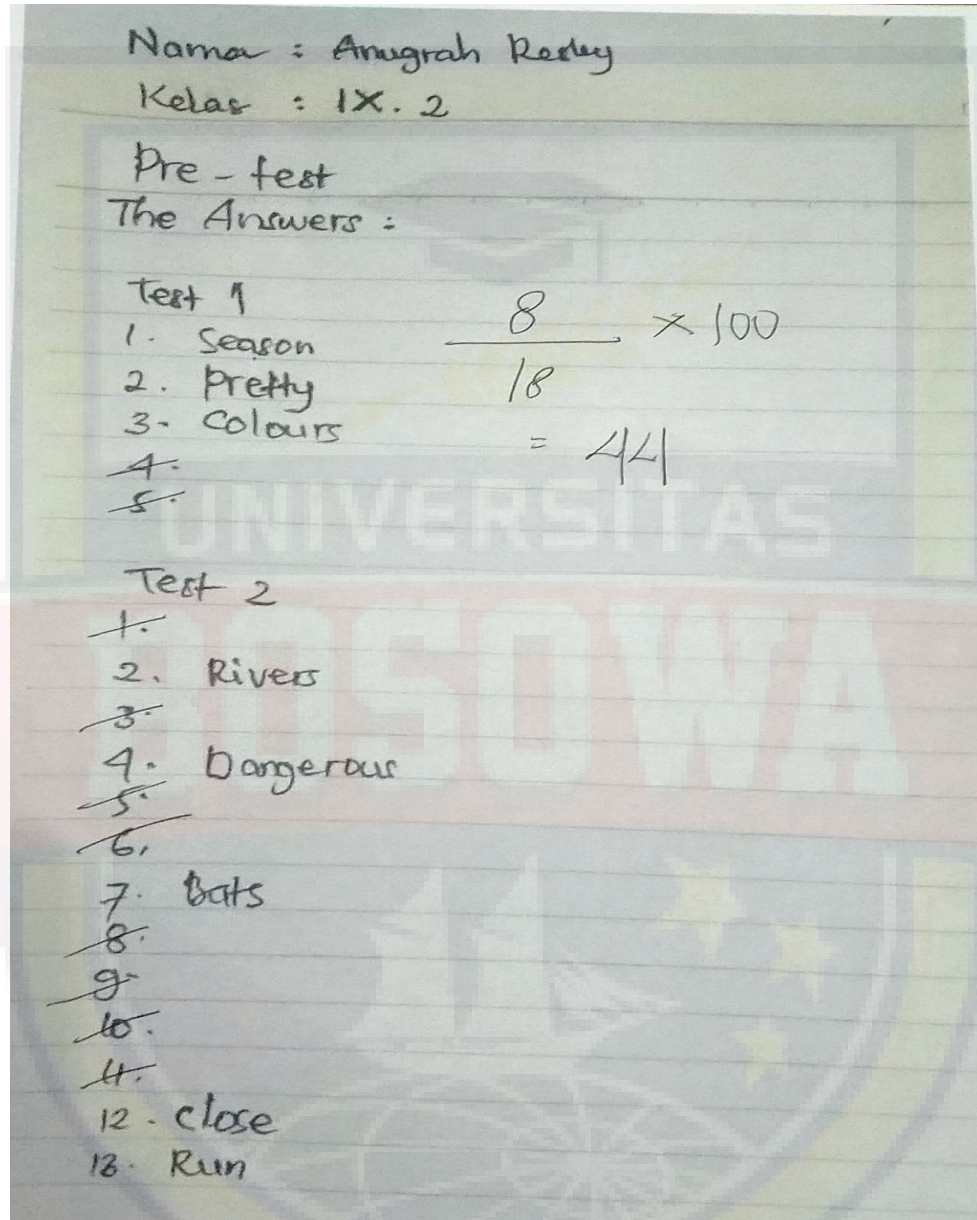


The Students' Score of Post-test

No.	Students' Initial Names	Score	Classification
1.	Abd. Albar Kabir	72	Average
2.	Afifah Djanuarisca	88	Good
3.	Afra Dwi Putri	83	Good
4.	Alfatih Amir	88	Good
5.	Andi Firdah Mulia	83	Good
6.	Anisa Purnamasari	72	Average
7.	Anugrah Rezky	77	Good
8.	Aprilia Restan Udang	94	Excellent
9.	Aprilya Annisa Zalzabila	88	Good
10.	Audry Humaira	72	Average
11.	Charlie Fiet Gianni	88	Good
12.	Chelsea Nadia Dwi Nanna	83	Good
13.	Christine Theadora Tulak	77	Good
14.	Ending Vicario	83	Good
15.	Fhelicya Indah Alapu	83	Good
16.	Fikri An Nanji	88	Good
17.	Gabriel Febriant	88	Good
18.	Helmelia	83	Good
19.	Ian Rezky R	83	Good
20.	Jeniver Devitri	94	Excellent
21.	Jessi Clara Muskitta	88	Good
22.	Masita Cahya K	83	Good

23.	Muh. Arif Rahman	88	Good
24.	Nagiyya Fitrah Ramadhani	83	Good
25.	Nirvana Nuraeini	77	Good
26.	Nursiva Ismail	83	Good
27.	Petronela Evelyn	83	Good
28.	Rahmat Darmawan	83	Good
29.	Resti Audrey	94	Excellent
30.	Siti Kaltsum Gitbah	83	Good
31.	St Nur Azizah Erwin	88	Good
32.	Yan Prasetyo Bara	83	Good
Total		2683	

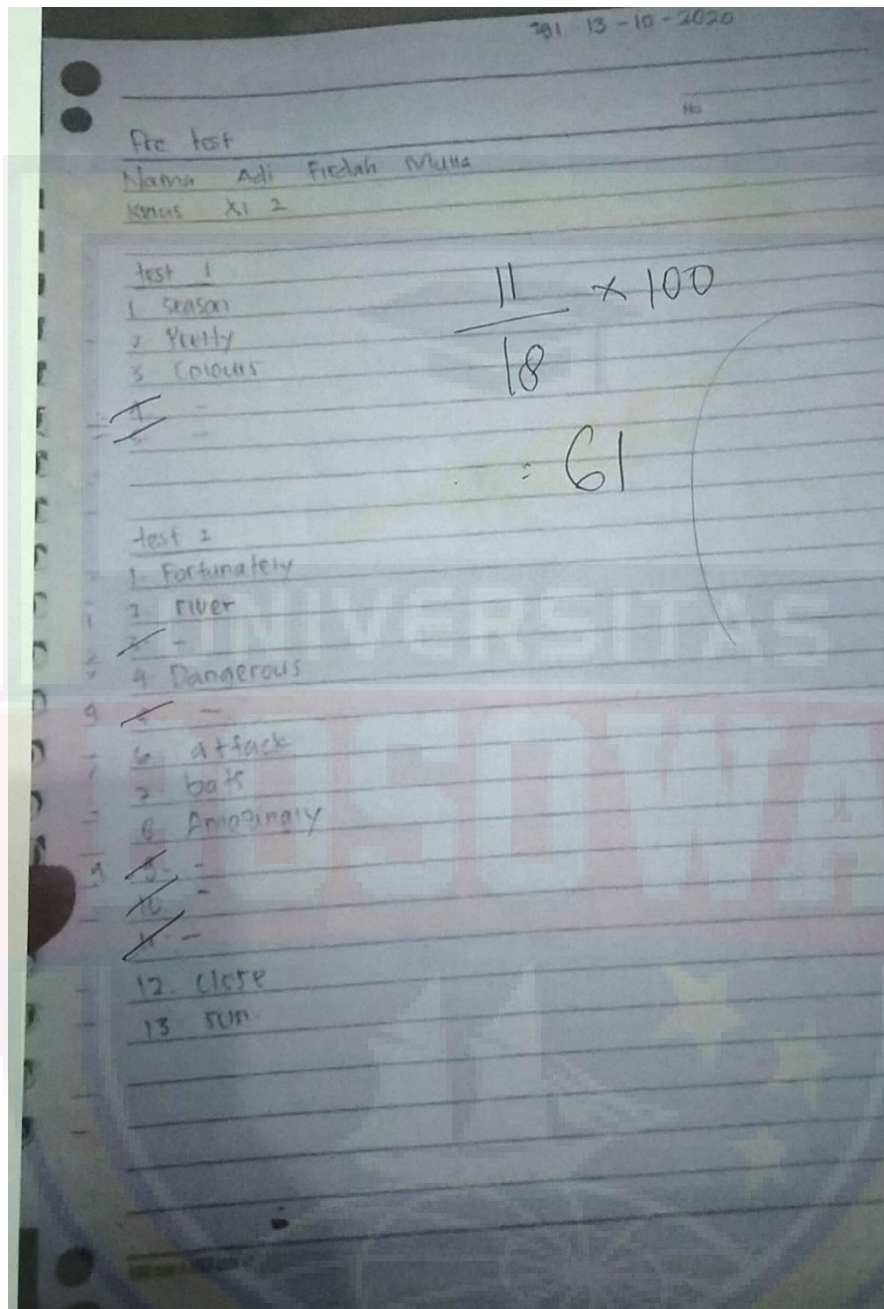


Appendix 5 : The Result of Students' Pre-Test and Pre-test

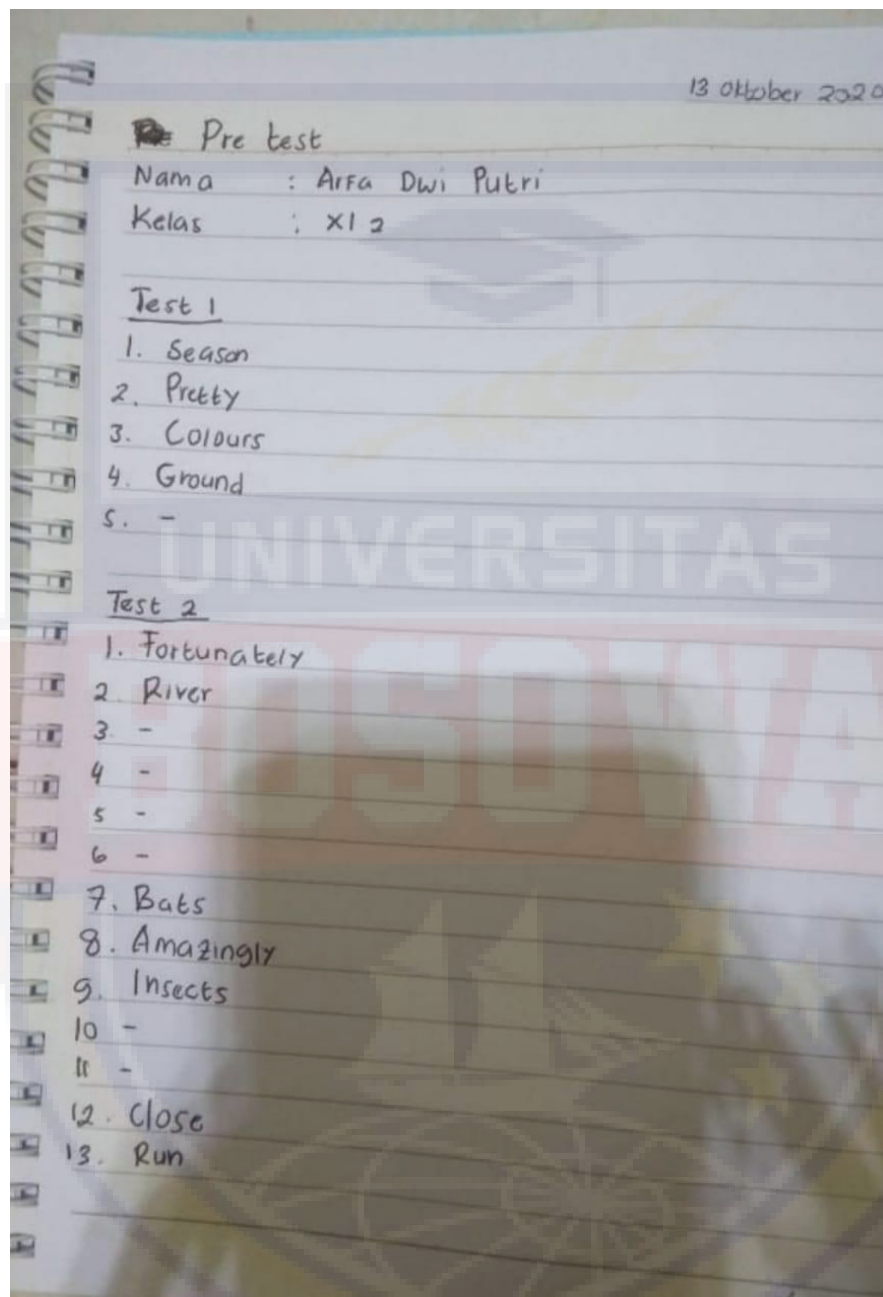
(The lowest score of pre-test)

No.	Pre Test	Date:
<input type="checkbox"/>	Test 1	Test 2
<input type="checkbox"/>	1. Season	1. Fortunately
<input type="checkbox"/>	2. Pretty	2. River
<input type="checkbox"/>	3. Colors	3. Property
<input type="checkbox"/>	4. Ground	4. Dangerous
<input type="checkbox"/>	5. Thanks	5.
<input type="checkbox"/>		6.
<input type="checkbox"/>	Nama : Mth. Arie Ratman	7. Bars
<input type="checkbox"/>	Kelas : IX.2	8.
<input type="checkbox"/>		9.
<input type="checkbox"/>		10.
<input type="checkbox"/>		11.
<input type="checkbox"/>		12. close
<input type="checkbox"/>		13. run

(The lowest score of pre-test)



(The Middle score of student's pre-test)



(The middle score of student;s pre test)

Date _____

No. _____

Nama Helmeria | pre test

kelas : 9 2

Test 1

1. Season

2. Pretty

3. colours

4. Ground

5. Giving

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Test 2

1. Fortunately

2. -

3. Fields

4. Dangerous

5. -

6. Attack

7. -

8. Amazingly

9. Insects

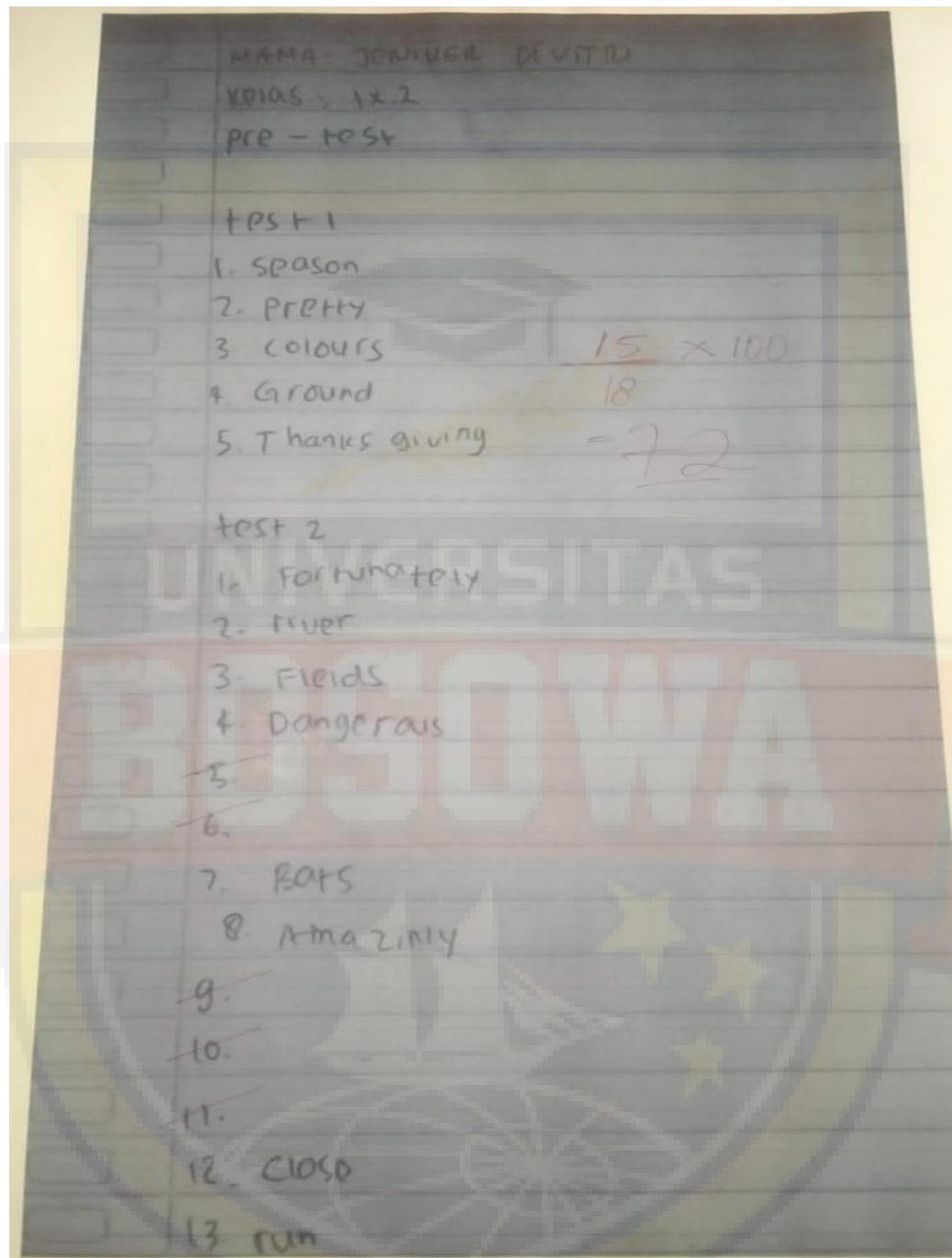
10. -

11. -

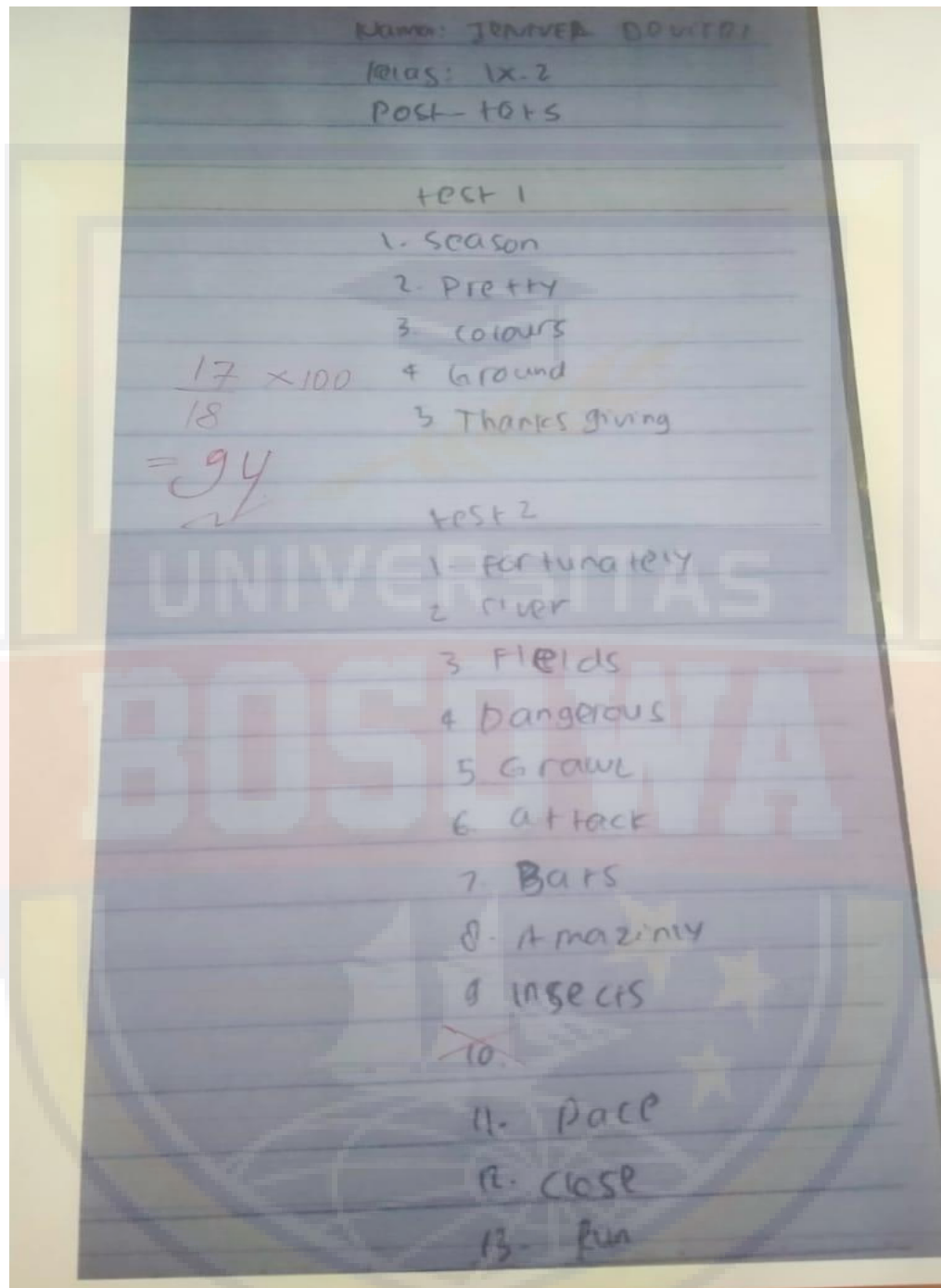
12. Close

13. Run

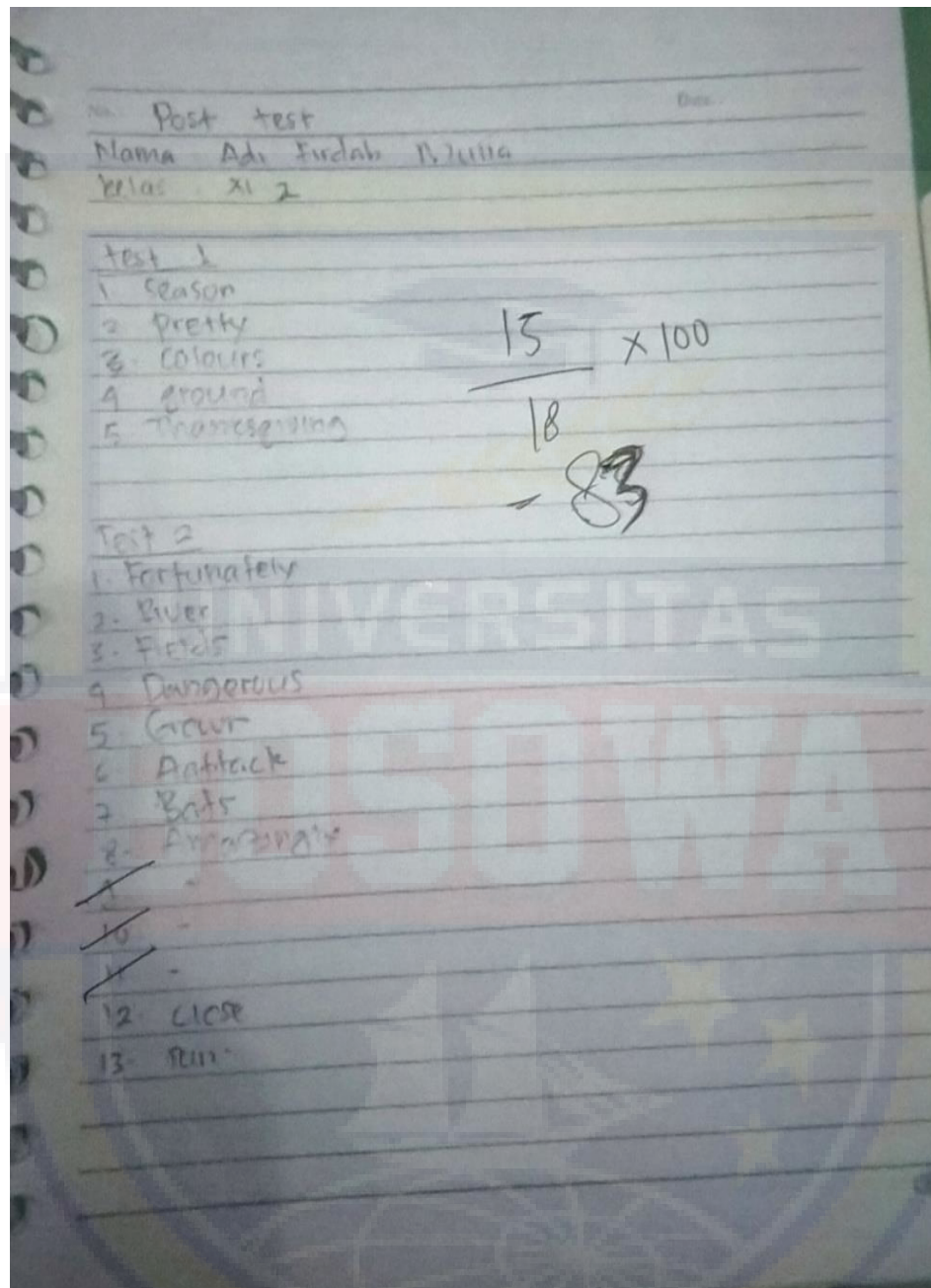
(The Middle score of student's pre-test



(the highest score of students's pre-test)



(the highest score of student;s post-test)



(The middle score of student's post test)

Nama : Anugrah Redey
 Kelas : IX. 2

post - test

The Answers

Test 1

1. Season
2. Pretty
3. colours
- ~~4.~~
5. Thanksgiving

Test 2

1. Fortunately
2. Rivers
3. Fields
4. Dangerous
- ~~5.~~
6. Attack
7. Bats
8. ~~Amazingly~~ Amazingly
9. Insects
- ~~10.~~
11. pace
12. close
13. Run

$$\frac{15}{18} \times 100 = 83$$

(The middle score of student's post-test)

No. _____ Date: _____

Nama : Helmeilia | post Test
 kelas : 9.2

Test 1

1. season
2. Pretty
3. colour
4. Ground
5. Thanks giving

Test 2

1. Fortunately
2. River
3. Fields
4. Dangerous
5. -
6. Attack
7. Bats
8. Amazingly
9. insects
10. -
11. -
12. close
13. run

Post test

Nama : Arfa Dwi Putri

Kelas :

Tes 1

1. Season
2. Pretty
3. Colours
4. Ground
5. Thanks giving

Tes 2

1. Fortunately
2. River
3. Fields
4. Dangerous
5. Grow
6. -
7. Bats
8. Amazingly
9. Meet
10. -
11. -
12. Close
13. Run

No.: Post Test Date:

Test 2	Test 1
1. Fortunately	1. season
2. River	2. pretty
3. Fields	3. Colors
4. Dangerous	4. Ground
5.	5. Thanks giving
6. Attack	
7. Bats	Nama, Muh. Arie Rokman
8. Amazing	Kelas : K.2
9. Insects	
10. Race	
11.	
12. Close	
13. Run	

(The highest score of Student's post-test)

Appendix 6 : The Total Students' Score of Pre-test and Post-test

No	Students' Initial	Pre-test		Post-test		$X_2 - X_1$	Deviation
	Names	X_1	X_1^2	X_2	X_2^2	(D)	(D ²)
1	AAK	61	3721	72	5929	11	121
2	AD	77	5929	88	7744	11	121
3	ADT	61	3721	83	6889	22	484
4	AA	77	5929	88	7744	11	121
5	AFM	61	3721	83	6889	22	484
6	AP	61	3721	72	5929	11	121
7	AR	50	2500	77	5929	27	729
8	AFU	72	5184	94	8836	22	484
9	AAZ	72	5184	88	7744	16	256
10	AH	61	3721	72	5184	11	121
111	CFG	55	3025	88	7744	33	1089
12	CNDN	61	3721	83	6889	22	484
13	CTT	54	3025	77	5929	23	529
14	EV	44	1936	83	6889	39	1521
15	FIA	55	3025	83	6889	28	784
16	FAN	50	2500	88	7744	38	1444
17	GF	55	3025	88	7744	33	1089
18	H	66	4356	83	6889	17	289
19	IRR	77	5929	83	6889	6	36
20	JD	72	5184	94	8836	22	484
21	JDM	66	4356	88	7744	11	121

22	MCK	66	4356	83	6889	17	289
23	MAR	55	3025	88	7744	33	1089
24	NFR	55	3025	83	6889	28	784
25	NN	61	3761	77	5929	16	256
26	NI	50	2500	83	6889	33	1089
27	PE	61	3761	83	6889	22	484
28	RD	66	4356	83	6889	17	289
29	RA	58	3364	94	8836	36	1296
30	SKG	44	1936	83	6889	39	1521
31	SNAE	55	3025	88	7744	33	1089
32	YPB	66	4356	83	6889	17	289
Total		$\sum x_1$	$\sum x_1^2$	$\sum x_2$	$\sum x_2^2$	$\sum D$	$\sum D^2$
		1960	120884	2683	227497	733	19414

Appendix 7 : The Mean Score of Pre-Test and Post-Test**The mean score of students' pre-test**

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

$$\bar{X} = \frac{1960}{32}$$

$$\bar{X} = 61.25$$

The mean score of students' post-test

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

$$\bar{X} = \frac{2683}{32}$$

$$\bar{X} = 83.84$$

Appendix 8 : The Standard Deviation of the Students' Pre-Test and Post-Test

The standard deviation of the students' pre-test

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{120884 - \frac{(1960)^2}{32}}{32 - 1}}$$

$$SD = \sqrt{\frac{120884 - \frac{3841600}{32}}{31}}$$

$$SD = \sqrt{\frac{120884 - 120050}{31}}$$

$$SD = \sqrt{\frac{834}{31}}$$

$$SD = \sqrt{26.903}$$

$$SD = 5.186$$

The standard deviation of the students' post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{227497 - \frac{(2683)^2}{32}}{32 - 1}}$$

$$SD = \sqrt{\frac{227497 - \frac{7198489}{32}}{31}}$$

$$SD = \sqrt{\frac{227497 - 224952.7}{31}}$$

$$SD = \sqrt{\frac{2544.3}{31}}$$

$$SD = \sqrt{82.074}$$

$$SD = 9.059$$

Appendix 9 : The t-Test Value of Students' Pre-Test and Post-Test

$$\bar{D} = \frac{\sum D}{N} = \frac{733}{32} = 22.9$$

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

$$t = \frac{22.9}{\sqrt{\frac{19414 - \frac{(733)^2}{32}}{32(32-1)}}$$

$$t = \frac{22.9}{\sqrt{\frac{19414 - \frac{537289}{32}}{32(31)}}$$

$$t = \frac{22.9}{\sqrt{\frac{19414 - 16790.2}{992}}$$

$$t = \frac{22.9}{\sqrt{\frac{2623.8}{992}}}$$

$$t = \frac{22.9}{\sqrt{2.644}}$$

$$t = \frac{22.9}{1.626}$$

$$t = 14.083$$

Appendix 10 : The Distribution Table of Critical Value-T

Df	Level of Significance						
	20%	10%	5%	2%	1%	0,2%	0,1%
	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591

36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423

77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

Source: <https://rumushitung.com/wp-content/uploads/2013/01/TABEL-T.zip>

Appendix 11 : Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMPN 35 MAKASSAR
Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Materi Pokok : Mendengarkan
Alokasi Waktu : 6 x 40 menit

A. Kompetensi Inti (KI)

- KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	Tujuan Pembelajaran
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p>	<ol style="list-style-type: none"> 1. Siswa diharapkan mampu mendengarkan audio dari text diadopsi dari aplikasi U-Dictionary 2. Memahami kosakata yang didengarkandalam sebuah text audio
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</p>	<ol style="list-style-type: none"> 1. Mampu memanfaatkan digital media yang telah ada untuk belajar bahasa Inggris. 2. Memperoleh pengetahuan baru dalam bentuk-bentuk percakapan sehari-hari dalam bahasa Inggris. 3. Siswa dapat memahami intonasi yang tepat dalam suata kata atau kalimat melalui <i>native speaker</i>.
<p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	
<p>2.3 Memahami pengertian yang ada di aplikasi Daily English Conversation.</p>	

Fokus penguatan karakter:

Spritual : Berdoa sebelum dan sesudah melakukan kegiatan.

Sosial : Pemanfaatan digital media.

C. Materi Pembelajaran

Percakapan singkat yang telah dipilih dari aplikasi U-Dictionarry

D. Metode Pembelajaran :

Pendekatan : Scientific Approach

Model Pembelajaran :

Metode : Diskusi dan tanya jawab

E. Media dan Alat :

1. Media : Aplikasi U-Dictionary
2. Alat : Handphone, laptop, spidol, dan speaker.

F. Sumber Belajar

1. Kamus Bahasa Inggris – Indonesia
2. Beberapa jenis audio telah dipilih yang terdapat dalam aplikasi U-Dictionary

G. Langkah-langkah Kegiatan Pembelajaran**1. Pertemuan Pertama (2 x 40 menit)****a. Kegiatan Pendahuluan (10 Menit)**

1. Guru menyampaikansalam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.

3. Mengontrolkebersihankelasdankesiapan peserta didik sebelumbelajar.

4. Memotivasi peserta didik.

5. Menjelaskan tujuan pembelajaran.

6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan Inti (60 menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).

2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).

3. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

4. Peserta didik akan diperdengarkan sebuah percakapan yang telah dipilih dari aplikasi yang berhubungan dengan pretest.

5. Peserta didik diberikan waktu untuk menyelesaikan tes tentang pemahaman mendengarkan (listening comprehension) yang telah disiapkan oleh pendidik.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.

3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.

4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

2. Pertemuan kedua (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60 menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan contoh aplikasi tersebut.
4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-Dictionary.
5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.

6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang diambil dari aplikasi U-Dictionary.
7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi U-Dictionary dan akan diputar sebanyak 2x.
8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.
9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

3. Pertemuan ketiga (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.

5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan contoh aplikasi tersebut.
4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-dictionary.
5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.
6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang diambil dari aplikasi U-dictionary.
7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi U-Dictionary dan akan diputar sebanyak 2x.
8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.
9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

4. Pertemuan keempat (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan contoh aplikasi tersebut.

4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-Dictionary.
5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.
6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang diambil dari aplikasi U-Dictionary.
7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi U-Dictionary dan akan diputar sebanyak 2x.
8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.
9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

5. Pertemuan kelima (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.

2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrolkebersihankelasdankesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan materi tentang mendengarkan (listening).
2. Peserta didik membaca teks deskripsi yang terdapat dalam buku teks peserta didik tentang mendengarkan (listening).
3. Pendidik memperkenalkan aplikasi U-Dictionary dan memperlihatkan contoh aplikasi tersebut.
4. Peserta didik diminta untuk mengamati contoh yang diputar dari aplikasi U-Dictionary.
5. Peserta didik diberikan waktu untuk menanyakan hal yang kurang jelas.
6. Pendidik akan membagikan lembaran tes yang berisikan bacaan yang diambil dari aplikasi U-Dictionary.
7. Pendidik akan memperdengarkan sebuah percakapan yang sudah ditentukan dengan menggunakan aplikasi U-Dictionary danakandiputar sebanyak 2x.

8. Peserta didik diberikan waktu untuk menyelesaikan tes tersebut.
9. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

6. Pertemuan keenam (2x40 menit)

a. Kegiatan pendahuluan (10 menit)

1. Pendidik menyampaikan salam dan menanyakan kehadiran peserta didik.
2. Salah satu peserta didik memimpin doa sebelum pelajaran dimulai.
3. Mengontrol kebersihan kelas dan kesiapan peserta didik sebelum belajar.
4. Pendidik memotivasi peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar.
5. Pendidik menyampaikan tujuan pembelajaran.
6. Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap, kerjasama dan percaya diri.

b. Kegiatan inti (60menit)

1. Pendidik menjelaskan kembali tentang hal-hal yang sudah diberikan selama beberapa pertemuan.
2. Peserta didik diberikan waktu untuk menanyakan kembali hal yang kurang dipahami selama beberapa pertemuan.
3. Peserta didik akan diperdengarkan sebuah percakapan yang berhubungan dengan posttest.
4. Peserta didik diberikan waktu untuk menyelesaikan tes pemahaman mendengarkan (listeningcomprehension) yang sudah disiapkan oleh pendidik.
5. Peserta mengumpulkan hasil kerja mereka.

c. Kegiatan penutup (10 menit)

1. Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari.
3. Pendidik memberi penguatan terhadap hasil kerja peserta didik.
4. Pendidik menyampaikan kegiatan pada pertemuan selanjutnya.
5. Peserta didik mengucapkan salam perpisahan.

H. Evaluasi

Teknik : Mendengarkan (Listening)

Instrument : Mendengarkan sebuah audio yang telah dipilih dari aplikasi U-Dictionary

I. Pedoman penilaian

Score	Classification
91-100	Exelent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

Makassar, 13Oktober 2020

Mengetahui,
Guru Mata Pelajaran

Peneliti Mata Pelajaran

Nip : _____

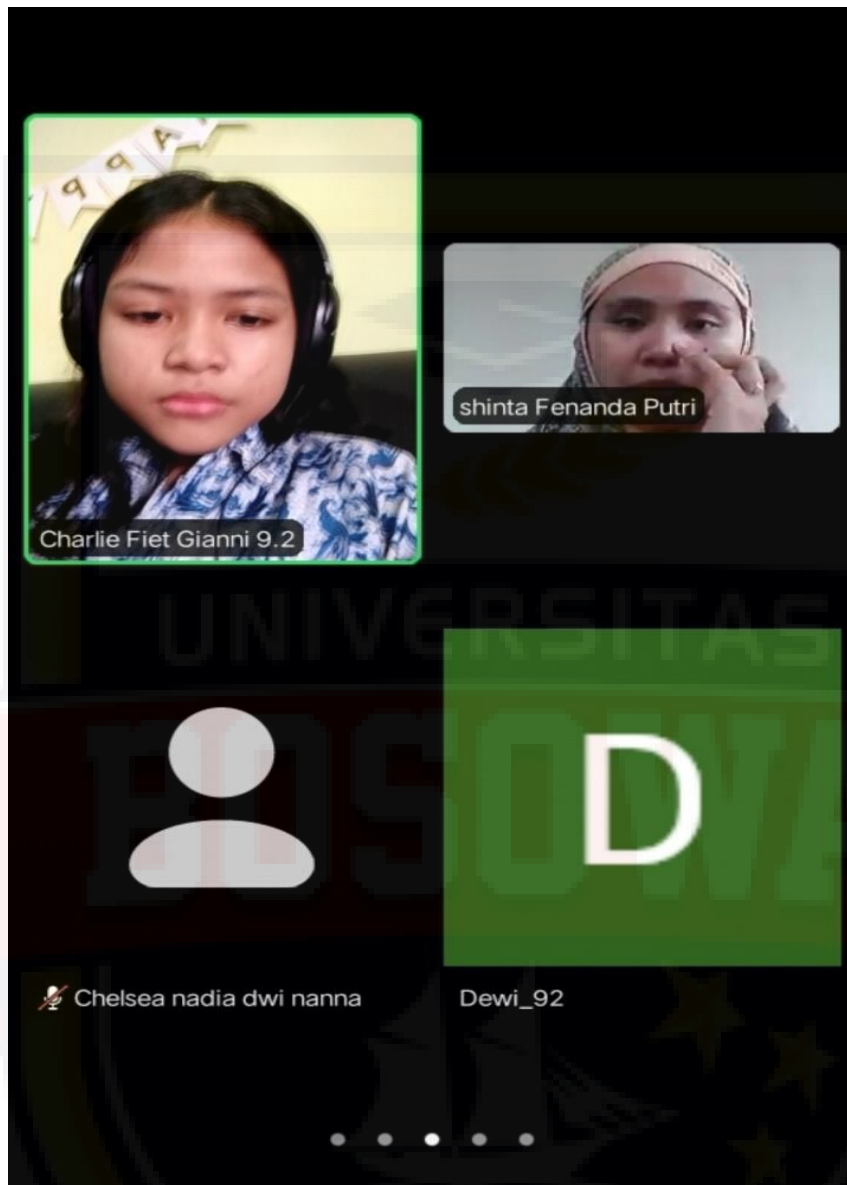
Shinta Fenanda Putri
4516101003

Appendix 12 : Documentation

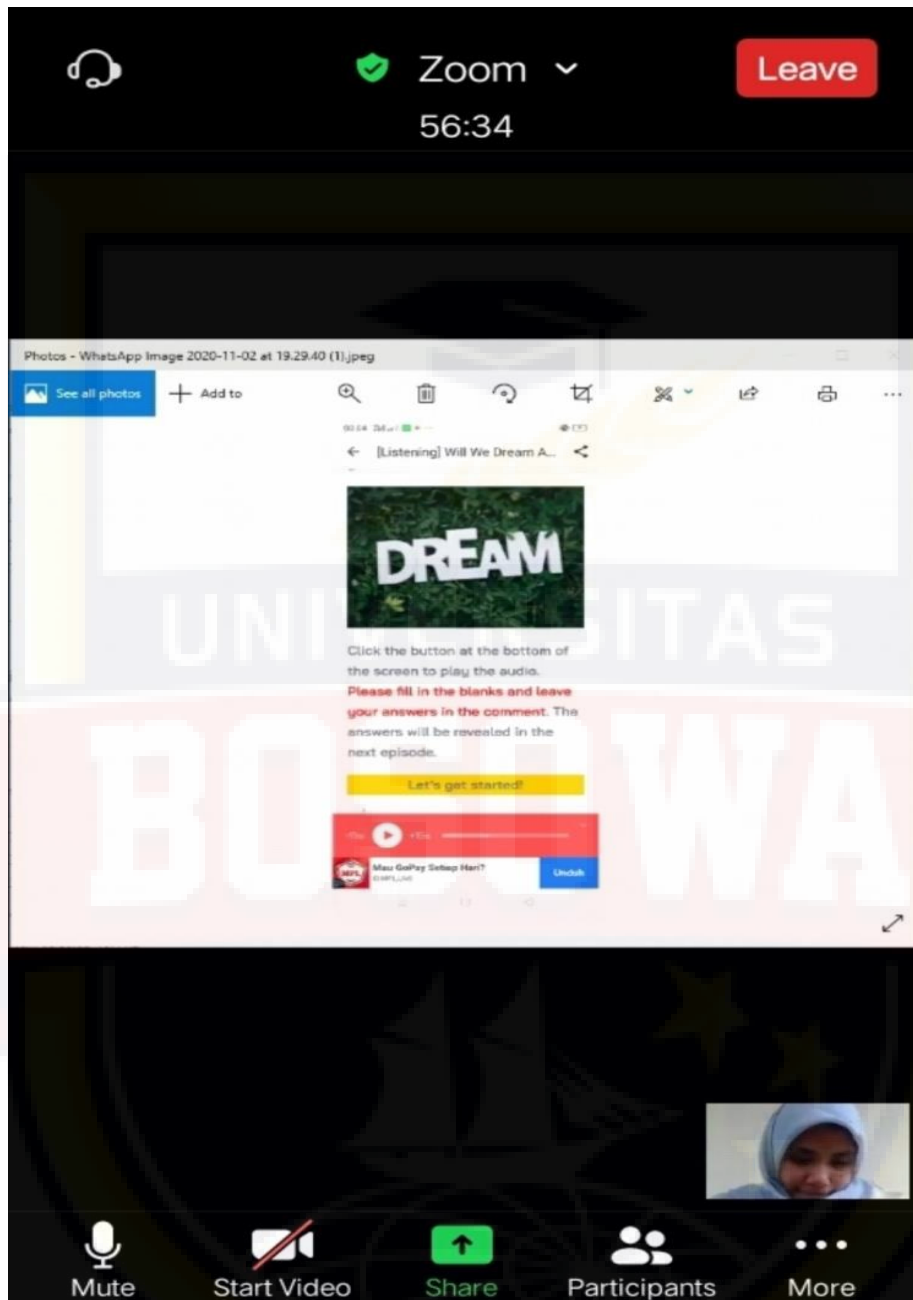


Pre Test

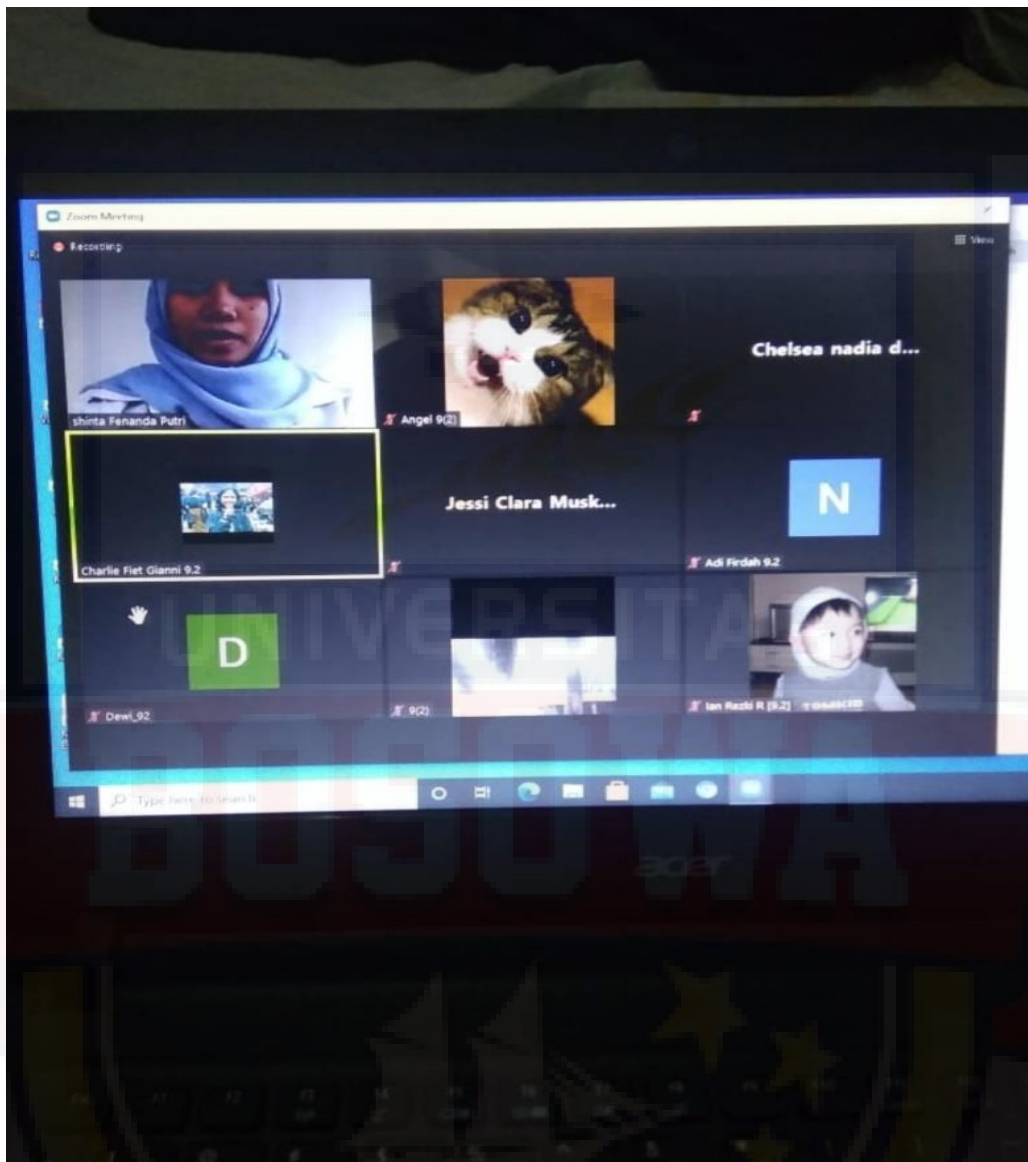




Treatment



Treatment



Post Test

Appendix 13 : Letter of Research Permission



BIOGRAPHY



Shinta Fenanda Putri was born in Umaleu, on June 10, 1998 from marriage of her parents H. Syamsuddin Baso and Hj. Nurjakkia. Her first education started at TK Nurul Imanin 2002 and finished in 2004. Then, she continued her study to SDI Kaohua Wairiang in 2004 and finished in 2010. And she continued her study to SMP NEGERI 1 Byasuri in 2010 and finished in 2013. In 2013, she continued her study at MA NEGERI 1 Lembata and finished in 2016. After graduating from the senior high school, she decided to go to Bosowa University and choose English Education Department in 2016. She participated as a member in UKM English Meeting Universitas Bosowa and as well she served as treasurer in Student Associations of English Language Education (HIMAPBING) Universitas Bosowa, and also in BEM FKIP (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan) Universitas Bosowa.