

**THE INFLUENCE OF USING EDPUZZLE APPLICATION
TOWARDS STUDENTS' LISTENING SKILL AT THE
ELEVENTH GRADE OF SMAN 1 SEKINCAU
LAMPUNG BARAT**

A THESIS

Submitted as a Partial Fulfilment of the Requirements for S1 Degree

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ABSTRACT

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Listening is an important language skill that students should develop. Listening is certainly more challenging than reading since students tend to recognize written words more easily than spoken words. Students are still confused and have difficulty listening because they have limited time to practice English. They struggled when they learned listening skills in class because the teacher basically read the text and the students were required to listen to it. Based on the result of the preliminary research the students at SMAN 1Sekincau Lampung Barat have the problems in learning listening skill. The objective of this research was to find out whether there was significant influence of using Edpuzzle Application towards students listening skill.

The research methodology used a quasi-experimental with pre-and post-test design. The population of this research was the students of the eleventh grade. The sample was chosen by doing cluster random sampling. In collecting data, the researcher used instruments, namely pre-test and post-test. After conducting the pre-test and post-test, the researcher analyzed the data to compute independent sample t-test using SPSS V.26 to determine whether the data were normal and homogeneous.

The results of this research found that the data were normal and also homogenous, as can be seen from the Sig. (based on mean) $0.594 > 0.05$. Based on the result of data calculation in hypothesis testing, the value of Sig. (2-tailed) = $0.001 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. So, it could be concluded that there was a significant influence of using Edpuzzle Application towards students' listening skill at the eleventh grade of SMA Negeri 1 Sekincau Lampung Barat.

Key words: Edpuzzle Application, Listening Skill, Quasi Experimental Design

DECLARATION

This thesis was written by a student who is undersigned below:

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She hereby declares that this thesis, entitled, "The Influence of using Edpuzzle Application Towards Students' Listening Skill at the Eleventh Grade of SMAN 1 Sekincau Lampung Barat" is entirely her own work and is based on her own research. All materials and sources consulted in the preparation of this thesis, be they books, articles, or any other kind of document, are properly acknowledged in the footnotes and bibliography, which were also declared.

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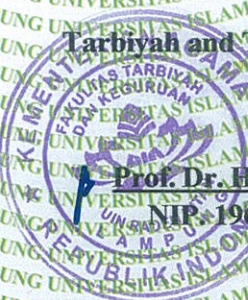
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MOTTO

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ
اللَّهُ وَأُولَئِكَ هُمُ الْأُولِيَاءُ

“Who listen to the Word and follow the best thereof. It is they whom Allah has guided, and it is they who are men of understanding.” (Az-Zumar 39:18)¹



¹Maulawi Sher 'Ali, *The Holy Qur' An Arabic Text and English Translation*. (British Library Cataloguing in Publication data: English and Arabic. 2021), p. 673

DEDICATION

All praises be to Allah the Almighty for blessing me, so that I am able to finish this thesis. From the deepest of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Soleh Suryadi, and Mrs. Rohana who always pray and give me motivation and wish for my success. Thank you for your love and continued support, both spiritually and materially, and you are the biggest spirits in finishing this thesis, I love them so much.
2. My beloved brother Septian Bepri Handika and Dafa Apriliando who always give me love and support for finishing this thesis.
3. My best supervisor, Mrs. Dewi Kurniawati, M. Pd and Mr. M. Fikri Nugraha Kholid, M. Pd, who guided me from beginning to the end of writing this thesis.
4. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Aulia Ulva Devi Nadila. She called by her friends, Aulia. She was born on December 9th, 2000 in Tiga Jaya, Sekincau Lampung Barat, Lampung. She is the second daughter of third children of Mr. Soleh Suryadi and Mrs. Rohana. She has one older brother and one younger brothers. Their names are Septian Bepri Handika and Dafa Apriliando.

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Bandar Lampung, December 2023

Declared by,

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CHAPTER I INTRODUCTION

A. Title Confirmation

As the first step to avoid misunderstanding the meaning the title of this research and to understand about this research, the researcher will explain the title of this research. This research is entitled: The Influence of Using Edpuzzle Application Toward Students' Listening Skill at The Eleventh Grade of SMAN 1 Sekincau Lampung Barat. The description of the meaning of several terms contained in the title of this proposal is as follows:

Influence is often described as the capacity (of persons or things) to be a compelling force on or to have an effect, changing how someone or something develops, behaves or thinks.¹ While influence in this research is discuss about if there is a significant influence of Edpuzzle Application Towards students' listening skill.

Edpuzzle Application is a teaching tool which allows teachers to test students' listening skill in and out of the classroom. Teachers can insert multiple-choice questions into clips from YouTube, Khan Academy, National Geographic, TED Talks, or into videos you have made and searchable by topic material or with the title of the video to support the learning process as well as teacher-produced clips and have them marked automatically. Students watch the clips and every time a marker appears in the video; they are prompted to answer a question before being able to carry on.² With the help of the Edpuzzle Application program, teachers can choose a video for their students to view and learn from based on their availability and schedule. This Application works on Androids, IOs and web browsers. We can use the Application by download it from the App Store or Google Play Store or by search on www.EdPuzzle.com and then register according to the instructions.

¹Manuel. P and Icom. P, *Influence and Persuasion: Meaning and Limits*, (Mu; SA – Museum Sector Alliance, 2018), p.6

²By Joe Dale, “*EdPuzzle : A Guide for Language Teachers*,” n.d.2020 access on Friday 19 may 2023, 19.54 PM)

When using this Application, the teachers can make videos with notes and quizzes. In the Edpuzzle Application there is a percentage of the report that includes information about how many times they have been watch the video, or whether they have done their homework or not. The teachers can use this information to give their students feedback.³

According to Supriyanto Applications are programs that have activities processing of orders necessary to carry out the request users for a specific purpose.⁴ Applications are programs create by users that are intended to perform a task and help humans to work on and carry out specific tasks. The program is a collection of instruction sets that will be executed by the processor, that is in the form of software. It can be concluded that an application is a set of commands or code that is arranged systematically to carry out an order given by humans through computer components or hardware used by humans in running application programs, helping humans to provide solutions to what they want.

Listening is essential for communication in every language.⁵ According to Brown listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.⁶ Listening is an active process of receiving, processing, and interpreting aural stimuli. We listen for enjoyment, information, and evaluation. Among the four skills, listening is important for communication in people's daily lives. Listening is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, and their sense of value. Listening is an active, purposeful

³ Yasar, *Use of Edpuzzle to get the most out of Videos*. (10th International ELT Research Conference, 2008) p. 7

⁴ Aji Supriyanto, *Pengantar Teknologi Informasi*. (Jakarta: Salemba Infotek, 2005), p 117

⁵ Helgesen, *Listening in Practical Language Teaching*. (Edited by David Nunan. McGraw-Hill,2003), p.17

⁶ Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004), 118

process of making sense of what we hear and it is the process of understanding spoken language.

B. Background of the Problem

Language is the sound made by human speech instruments, this is the way for humans to set themselves apart from other humans. Language is a principal means of communication which enables people to express what they have in their minds. According to Marian, a single word can convey a complex concept - like gravity, or genome, or love - by encoding large chunks of information into small communicable units, optimizing storage and learning. The concept of language as a symbolic system is a foundational cornerstone in the science of language and the mind.⁷ The ability to communicate effectively through language is one of the things that plays a significant role in our social lives. In order to answer the speaker's words, we must also be a good listener. Learning English consists of listening it serves as the foundation for all of the aforementioned elements.

According to Downs, listening can be defined as an intentional effort to hear or to give more attention to something we hear to gain certain information.⁸ In addition, in case of its objective to give more attention, listening is considered as a way we understand native speech at its normal speed where it involves auditory discrimination, aural grammar, selecting necessary information, remembering, and connecting to the process between sound and form of meaning. Listening is an activity for language skills because the first stage in language learning is listening so that we can understand and respond to what is said. It is widely known that people start learning languages by hearing sounds. From the

⁷ Viorica Marian, *The Power of Language: Multilingualism, Self and Society*. (United Kingdom: Penguin Random House, 2023). P.4

⁸ Lisa J. Downs, *Listening skills training*. (Washington, D.C.: American society for training and development, 2008), p.12

sound that is heard, someone will try to imitate it. This activity is the initial stage of a child starting to learn to say words.⁹

Listening skill is a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. Moreover, listening and hearing are two different things, which hearing is essentially a passive activity, while the listening is determining the meaning and the message of the sounds or words. It can conclude that listening is the ability to recognize and understand the meaning. It builds learners' compatibility in their understanding of the language. In other words, the power of listening leads us to catch the pure meaning of the information.¹⁰

Listening play an important language skill used to develop students in learning a second language. In this era, it is important to learn listening skill first because listening is often considered as the most difficult skill. This is because in English language teaching the teachers tend to prioritize the speaking, reading and writing skills. The importance of listening in language learning and teaching demands the language teachers to help their students become effective listeners.

According to Harmer, one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents-rather than just the voice of their teacher with its own peculiarity.¹¹The students realize that listening comprehension is not easy to learn, they mostly ignore it. This becomes an issue in the world of education, especially for students.¹² If students only learn words, phrases and grammatical features it is

⁹ Hariswan Putera Jaya, "What Should Be Done When Listening Comprehension Is Difficult?" 9, no. 17 (2018), p.37, <https://doi.org/10.2991/ice-17.2018.16>.

¹⁰ Hania Fadhilatun Nisa, Lidyatul Izzah, and Muhamad Sofian Hadi, "The Use of Podcast To Improve Students' Listening Comprehension," *Eltin Journal : Journal of English Language Teaching in Indonesia* 10, no. 1 (2022): 45, <https://doi.org/10.22460/eltin.v10i1.p45-54>.

¹¹ Jeremy Harmer, *How to Teach English* (London: Longman, 1998), P.97.

¹² Ni Luh Gede Windy Lestary, "The Use of Songs To Improve Students' Listening Comprehension Ability," *Yavana Bhasha : Journal of English Language Education* 2, no. 2 (2019): 34, <https://doi.org/10.25078/yb.v2i2.1024>.

not enough if they want to improve their skills. This reality leads teachers to believe that their students need to improve and master their listening skill. Students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognise paralinguistic clues such as intonation in order to understand mood and meaning.

Nevertheless, there is still plenty of evidence that listening is undervalued. When there is pressure on contact hours, it is often the listening session that is cut. Students are rarely assessed on their listening skill, and the problems of many weak listeners pass undiagnosed. The methodology of the listening lesson has been little discussed, researched or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction. Alternatively, a faddish commitment to an ‘integrated skills’ approach may result in listening being relegated to a hasty topic-driven session wedged between reading and writing, which tend to be regarded as more manageable skills.¹³ Therefore, we need learning media to help overcome the problems that occur. In accordance with Du stating that improving listening abilities cannot be achieved merely with classes once a week or every two weeks.¹⁴ According to Yildiz and Albay, the problem of listening is the difficulty of managing concentration.¹⁵ In a calm learning environment, students' concentration is better. This will affect their understanding.

Based on an interview with the English teacher and students of SMAN 1 Sekincau Lampung Barat in the eleventh grade, the researcher notice that some students and teachers had problems in

¹³ John Field, *Listening in the Language Classroom*. (New York, Cambridge University Press: 2009) p.1

¹⁴ Gilakjani, Abbas Pourhosein, and Narjes Banou Sabouri. “Learners’ Listening Comprehension Difficulties in English Language Learning: A Literature Review.” *English Language Teaching* 9 (6). (Canadian Center of Science and Education: 2016), p 123. doi:10.5539/elt.v9n6p123.

¹⁵ Naci Yildiz and Mustafa Albay, *Factors affecting listening comprehension and strategies for improvement: A case study*. *International Journal of Social Sciences & Educational Studies*, 2(1), 20–24.2015. <https://ijsses.tiu.edu.iq/index.php/volume-2-issue-1-article-4>

teaching and learning English, particularly in listening skill. the issues facing students are (1) The students are unfamiliar with listening subjects because the listening class was seldom conducted (2). The students difficult to remember and find the conclusion of the text they have been heard. Due to their limited vocabulary and the speaker's fast pronunciation, students have trouble understanding every word that are said. Due to the fact that they only study listening in school, students must also deal with a large number of words that have the same pronunciation and a short learning period. While the problems of the teacher are (3). The teacher felt difficult to teach students who had lack vocabulary and grammar. (4) The teacher felt difficult to apply the effective media in the learning process of listening skills. The teacher didn't have many listening-related media to use in the classroom. Due to a lack of a listening instruction manual, teachers sometimes struggle to find audio that relates to the lesson materials. The researcher also asked the teacher about the students' score in Listening Skill. The distribution can be seen in table 1.¹⁶

Table 1.1
Score of Listening Skill Students of the Eleventh Grade of SMAN 1 Sekincau Lampung Barat 2023/2024 Academic Year.

No	Class	Score		Total
		>75	<75	
1	MIA 1	11	23	34
2	MIA 2	13	21	34
3	MIA 3	11	24	35
Total		35	68	103
Percentages		33,9%	66,1%	100%

Source: Document of students' score for listening test at the tenth-grade students of SMAN 1 Sekincau Lampung Barat in 2023/2024 Academic Year.

¹⁶ Rosita S.S, *Interview an English Teacher*, SMAN 1 Sekincau Lampung Barat, 5th January 2023

From the data on table 1, there are three classes and 103 students in eleventh grade of SMAN 1 Sekincau Lampung Barat. There are more students who get low scores or get scores below the criteria of minimum mastery (KKM) of the school. Standard score or a criterion of minimum mastery (KKM) of English subject at that school is 75. There are 68 (66,1%) students get score under 75 and 34 (33,9%) who get more than 75. It indicated that most students didn't get the standard score and still found difficulties in learning English particularly in listening skill. Based on the data of preliminary research, the researcher found some problems and difficulties in teaching learning listening. There are several things that must be strengthened in listening learning. The weakness of students in listening learning is caused by a lack of interest in learning and low learning motivation, learning media that are less attractive, thus making the atmosphere of learning to listen to students boring. They also miss a few of words when they heard because the speaker pronounces the words quickly.

Currently, teaching listening is challenging. One of the main problems with practicing listening is that students' attention is easily distracted. Rakhman et al. state that the students faced problems caused by short-term memory or recall problems, pronunciation, vocabulary mastery, especially homophones, and speaker speed or speech rate.¹⁷ However, a lot of teachers believe that organizing listening lessons is not important. The limitation of the listening skills-training media is one of the contributing factors. Students who struggle with listening will find it challenging to define what and how they should master listening.

¹⁷ Fachriza Amalia Rakhman, Sri Samiati Tarjana, and Sri Marmanto, "Explicating Listening Difficulties and Listening Strategies of Indonesian EFL Learners," *International Journal of Social Sciences & Educational Studies* 6, no. 2 (2019): 51–63, <https://doi.org/10.23918/ijsses.v6i2p51>.

It is not easy for teachers to instruct students on how to complete their main objective. It can be evaluated using the results of their tests or assignments. Several students did not achieve the required minimum score. That happens because they are unable to concentrate when listening to the English text in class. Also, despite being able to understand what the speaker is saying, they frequently fail to write it down. Some of the causes of those issues included the fact that many teachers carried out their educational activities using the traditional method, which is a teaching strategy that involves teacher and students interacting face-to-face in the classroom.

In order to develop their listening skill, students must learn listening independently. After class has ended, they can access applications on their smartphones or online English learning platforms. The use of technology has grown significantly, with an emphasis on increasing access to quality education, having a transformational impact on teaching and learning, through the integration of new mechanisms that support its use as an educational tool. To make students understand the lesson easily and pleasantly, the teacher can use many media. There are several media that can be used in the listening learning process, such as audio media, audio visual media, etc. Examples of audio media are radio, music, podcasts, and so on. While audio-visual examples are videos, films/films, television, and others. The media has a significant role in motivating students in the listening learning process and making the atmosphere in the learning process more interesting. It meant that media could develop the relation between teacher and students in the teaching and learning process effectively. To overcome this problem, the researcher will use Edpuzzle Application to help students in listening comprehension. It is to expect that there is a good media in the learning listening comprehension that students can access by phone.

Edpuzzle Application is a teaching tool used to place interactive content into pre-existing videos from a variety of sources, such as TED or YouTube, or into videos you have made. Edpuzzle is a helpful internet website that permits teachers to create a lesson

using content material published from YouTube, Khan Academy, TED Talk, National Geographic, and other Video resources. Teachers can trim the video and embed teachers' recordings, audio commentary, several kinds of questions, notes, and further references in the videos. Teachers also can use their videos as the lesson on this website.¹⁸ Edpuzzle is one of the media that can influence students' listening skill. It can assist teachers in monitoring student listening participation both inside and outside of the classroom, monitoring progress, evaluating understanding, and compiling reports based on the listening texts.

Furthermore, Edpuzzle offers a variety of engaging video content that teachers can use to create listening activities. To ensure that the students are never bored with the activities, the teacher can choose yet another alternative topic or theme. When creating videos, teachers can be sure students don't miss videos, and set due dates. Students can come back and watch as many videos as they like. Additionally, Edpuzzle allows users to import videos from YouTube and add interactive components, such as multiple choice and open-ended questions. This Edpuzzle application is very varied because apart from watching we can also give questions, so not only watching we also gain more knowledge.

In conclusion, the researcher used Edpuzzle media as an alternative media for teaching English, especially for teaching Listening Skill. Finally, the researcher entitled this research **“The Influence of Edpuzzle Application Toward Students' Listening Skill at Eleventh Grade of SMAN 1 Sekincau Lampung Barat.”**

C. Identification and Limitation of the Problem

Based on the background of the problem, the researcher identifies some problems are follows:

1. The students were unfamiliar with listening subjects because the listening class was seldom conducted.

¹⁸ Nadrotin Mawaddah, Mutmainnah Mustofa, and Irfan Susiyana Putra, “Improving Students’ Listening Ability Using Edpuzzle,” *Journal of English Education and Applied Linguistics* 11, no. 1 (2022): 65–81.

2. The students difficult to remember and find the meaning of the text they have been heard.
3. The teacher felt difficult to teach students who had lack vocabulary and grammar.
4. The teacher felt difficult to applied effective media in the learning process of listening skills.

There are many limitations of the researcher in conducting this research, including the limited time, situation and conditions, and abilities, as well as theories in research, therefore the researcher limits the problem in the research. Based on research identification. Researcher focus on the influence of the Edpuzzle Application toward students' listening skill in the eleventh grade of SMA Negeri 1 Sekincau Lampung Barat in the 2023/2024 academic year.

D. Formulation of the problem

Based on the identification and limitations above, the research question formulates of the following problem is:

Is there any influence of using Edpuzzle Application towards students' listening skill at the eleventh grade of SMA Negeri 1 Sekincau Lampung Barat?

E. Objective of the Research

To conduct the study and based on the formulation of the problem above, the objective of the research was to know whether there is an influence of Edpuzzle Application towards students' listening skill at the eleventh grade of SMA Negeri 1 Sekincau Lampung Barat

F. Significance of the Research

The significance of this research can be view from both theoretical and practical benefit, as described below:

1. Theoretical contribution

The findings of this study are to give information to the readers about the influence of using Edpuzzle Application towards students listening skill at the eleventh-grade students of SMA Negeri 1 Sekincau Lampung Barat and can be one of the references for English teachers to conduct the learning process by using Edpuzzle as a media.

2. Practical benefits

This research is expected to give some benefits for learners, English teacher, and researcher.

a. For the students

By using Edpuzzle Application into the teaching process it is hoped that this study can increase students' interest in learning English, particularly in listening activities. Also, students can have fun and maintain attention while learning. They also can enhance their listening skills.

b. For the teachers

This Edpuzzle Application can be one of the media that can be applied to teach and learn English. In addition, teachers can modify the media employed in the classroom to help students learn, particularly in listening skills.

c. For the next researchers

The researcher hopes that this research would inspire other researchers to develop this media and to provide more details for other researchers who wish to carry out additional studies on this subject.

G. Relevant Research

When conducting this study, the researcher was gathering on a variety of relevant studies that have been previously completed and researched related to Edpuzzle Application and Listening skills. There were several relevance studies to this research as follows:

1. The first research conducted by M. Taufiqil Aula entitled “Improving Students’ Listening Skills using Edpuzzle E-Learning as a Tool”, this study aims to explain how Edpuzzle E-Learning was used by seventh-grade students at SMP PGRI Ampel as a way of enhancing their listening skills and to measure the listening skills of the seventh-grade students at SMP PGRI Ampel after applying the Edpuzzle E-Learning application. This research using classroom action research (CAR) consist of two cycles, with four steps in each cycle, they were planning, taking action, observing, and reflecting. The data collected through observation, pre-test, post-test, and documentation. By using students’ observation sheet and average score of students from each cycle the result of this study is there was significant improvement of students’ listening skills after use Edpuzzle E-Learning as a tool.¹⁹
2. The second research conducted by Febri Asmaul Saleh entitled “The Effect of Edpuzzle On Students' Listening Competence At MAN 1 Kendari”. The objective of this study is to find out the effectiveness of using EdPuzzle to improve students’ listening competence at the eleventh-grade students of MAN 1 Kendari. This research used quasi experimental design, while the samples of this research were class XI IPA 1 as the experimental class and XI IPA 2 as control class as the representative of the population of all eleventh-grade students at MAN 1 Kendari in academic year 2018/2019. The research instrument was 34 questions of listening competency test. To collect the data, the researcher gave pre-test, taught by using EdPuzzle, and gave post-test. The result showed that that applying EdPuzzle can improve students’

¹⁹ M. Taufiqil Aula, *Improving Students’ Listening Skills using Edpuzzle E-Learning as a Tool*. (IAIN Salatiga, 2020). <http://e-repository.perpus.iainsalatiga.ac.id/>

listening competence at the eleventh-grade students of MAN 1 Kendari.²⁰

3. The third research is from journal conducted by Nguyen Thi Hong Chuyen, Le Thanh Hieu entitled “The Effectiveness of Edpuzzle in Improving Grade 4 Students’ Listening Skills” the aims of this research is focused on applying and using Edpuzzle application into learning English for the purpose of improving the students’ English listening skills and investigate the students’ attitudes towards Edpuzzle application. Action research has an application focus and uses a combination of four data collection instruments as follows pre-test, observation checklist, post-test, questionnaire. The data was collected by listening tests, weekly observations and a questionnaire. The findings show that there were changes as a result of the actions. it was apparent that utilizing the Edpuzzle application improved the students' English listening skills. Data from the participants' listening test scores revealed that the Edpuzzle application was successful in improving the 4th grade students' English listening skills.²¹
4. The fourth research is from journal has been done by Mawaddah, Mustofa and Putra entitled “Improving Students' Listening Ability using Edpuzzle Interactive Video” the aims of this study is the students were more motivated to listen using Edpuzzle because they liked the "rewatch" feature and the automatic feedback. This research used classroom action research (CAR). The data collected through the plan, action, observation, and reflection. There are two conclusions of this study. First, this research inferred that Edpuzzle interactive video could improve the students' listening skills. It is

²⁰ Febri Asmaul Saleh, “*The Effect of Edpuzzle on Students' Listening Competence at MAN 1 Kendari*”. (English Department: UHO, 2018). <http://lib.uho.ac.id/>

²¹ Nguyen Thi, Hong Chuyen, and Le Thanh Hieu, *The Effectiveness of Edpuzzle in Improving Grade 4 TH Students ’ Listening Skills*12, no. 6 (2022): 37–42, <https://doi.org/10.9790/7388-1206023742>.

evidenced by the fulfilment of the criteria of success in this research; the learning outcomes achieved the standard, the students were motivated, and their feedbacks toward this learning process were positive. second conclusion is that Edpuzzle interactive video is applied successfully using an appropriate teaching scenario.²²

5. The fifth research has been done by Rahmita and Ratu entitled “Students’ Responses Through the Use of Edpuzzle as an Application in Achieving Listening Comprehension” This study aims to find out students’ responses through the use of Edpuzzle as an application in achieving listening comprehension. The use of Edpuzzle here is expected to help to get through the initial problem related to the achievement of listening comprehension. Edpuzzle is a platform that helps teachers invite students to have fun learning using videos. In this study, the participants are first-year students in English Literature of the University of Pamulang (UNPAM) with 54 students in the subject of listening. The data were collected by using a questionnaire and the discussion in the e-learning forum of UNPAM in listening subjects. The results of the study revealed that the students were interested in learning the English language of the subject listening using Edpuzzle.²³

Based on some of the previous studies mentioned above, the researcher concluded that the Edpuzzle application could significantly affect the students’ listening skills. The similarity of the research that was carried out by the researcher with the research conducted by M Taufiqil Aula is using Edpuzzle application and students’ listening skills. Meanwhile, the difference in this study is that the

²² Mawaddah, Mustofa, and Putra, “Improving Students’ Listening Ability Using Edpuzzle.”

²³ Rahmita Egilistiani and Ratu Prayuna, “Students’ Responses through the Use of Edpuzzle as an Application in Achieving Listening Comprehension,” *Linguists : Journal Of Linguistics and Language Teaching* 7, no. 2 (2021): 63, <https://doi.org/10.29300/ling.v7i2.5469>.

researcher using quasi-experimental design with one group pre-test and post-test design while M Taufiqil Aula using classroom action research (CAR). The second difference from Febri Asmaul Saleh is the place where the research is carried out, where Febri conducts the research at MAN 1 Kendari while the researcher conducts the research at SMAN 1 Sekincau. The third difference in the research is from the purpose of the study: the research conducted by Nguyen Thi Hong Chuyen and Le Thanh Hieu focused on applying and using Edpuzzle application into learning English for the purpose of improving the students' English listening skills and investigating the students' attitudes towards Edpuzzle application. Meanwhile, in this study, the researcher's goal was to determine the influence of using the Edpuzzle application towards students' listening skills. The fourth differences of the research are from the aim of the study, the study from Mawaddah, Mustofa and Putra aimed the students were motivated, and their feedbacks toward this learning process were positive. Meanwhile, in this study, the researcher's goal was to determine the influence of using the Edpuzzle application towards students' listening skills. The last differences of the research are from the technique of collecting data, the study from Rahmita Egilistiani and Ratu Prayuna is using questionnaires to collect data. Meanwhile, the researcher is using a quasi-experimental design with a one-group pre-test and post-test design. Additionally, it is hoped that employing this material would help students become a better listener. It would reduce students' fear when they want to hear something because they cannot see each other's work. The researcher could examine and analyse whether applying the Edpuzzle Application has an impact on students' listening skills.

H. Systematics of the Research

It is important to present a systematic of the research, which is a framework and principles for writing a proposal, in order to make it simpler to understand and make sense of the discussion that is present in this proposal as a whole. The structure of the research is as follows:

CHAPTER I INTRODUCTION

The research foundation is presented in this chapter, which includes title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and systematics of the research.

CHAPTER II FRAME OF THEORY AND HYPOTHESIS

In this chapter contains previous literature and theoretical frameworks that are essential and related to the Edpuzzle application and students' listening skill such as concept of listening, definition of listening, the types of listening, micro and macro skill in listening. the listening process, Teaching Listening, concept of media then the concept of Edpuzzle, definition of Edpuzzle, the way to use Edpuzzle, Teaching listening by using Edpuzzle, advantages and disadvantages of Edpuzzle, concept of the audio, advantages of the audio, disadvantages of audio, Teaching Listening by using Audio and the concept of the hypothesis.

CHAPTER III RESEARCH METHOD

In this chapter, the researcher presented the data and discussed the research method used to develop the information which includes place and time of the research, research design, sample, and data collecting technique, operational definition of variable, the instrument of the research, the validity, readability and reliability of the instrument, the fulfilment of the assumption and hypothesis testing.

CHAPTER IV RESULT AND DISCUSSION

This chapter discusses the description of data and was obtained from research in detail.

CHAPTER V CONCLUSION AND RECOMENDATION

This chapter contains the conclusions of the research carried out and the recommendation given.



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theoretical Framework

1. Concept of Listening

a. Definition of Listening

Listening, together with speaking, reading and writing is one of the four skills in language learning. Despite the fact that other language skills such as reading, writing, and speaking are all important for language development, listening contributes primarily for language skills. As one of the four major abilities in language learning, listening plays a crucial part in learning. Sounds, rhythm, intonation, and stress are some of the components of listening. Some experts have proposed different definition of listening. In the communication process, listening is a receptive skill that helps to absorb and comprehend what the speaker is saying. The primary skill that allows students to use their other skills is listening. A learner shouldn't have any issues in speaking if they can comprehend what they hear. Because listening gives the learner input. Additionally, learning cannot start if students do not understand the information so listening is essential for language learning.

Listening is one of subject that is taught in the field of language study. This skill can be improved by practice continuously and there are many kinds of strategy to develop listening skills. It is an active process in which listeners select and interpret information which come from auditory and visual clues. To learn a new language, for instance, it is important to define what listening purpose learners have -listening for specific details listening for general meaning or idea - to help learners organize their thoughts and use

intelligent guessing to ensure learners meet their listening purpose.²⁴

Listening skills are often categorized as receptive or productive. It is required us to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce. For this reason, people sometimes think of it as a passive skill. Nothing could be farther from the truth. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know.²⁵

Among the four skills, listening play an importance in communication in people's daily lives. Guo and Wills states listening is the medium through which people gain a large proportion of their education, their information their understanding of the world and human affairs, their ideals, sense of value.²⁶ The process of listening will help learners to receive and respond to what is being said or asked. This skill can be improved by drilling practice to develop our listening skill. Not only knowing the information but also responding the information that is given so the communication could continue. This statement is supported by Sariçoban in Sevik; he says that listening is the ability to identify and understanding what others are saying²⁷

According to Renukadavi, listening is vital in the language classroom because it provides input for the

²⁴ Nu Nu Wah, "Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies" 3, no. 6 (2019): 883–887.

²⁵ David Nunan, *Practical English Language Teaching*, McGraw-Hill, Singapore, 2003, p. 24.

²⁶ Guo, N. and Wills, R. *An Investigation of Factor Influencing English Listening Comprehension and Possible Measures for Improvement*, 2003, p.3

²⁷ Mustafa Sevik, *Teaching Listening Skills to Young Learners through "Listen and Do" Songs*, (New Jersey: Pearson Education, Ltd, 2012), p. 11

learner such as; pronunciation, word stress, vocabularies, syntax, and the tone of the language.²⁸ Without understanding the input at the right level, any learning cannot begin. Furthermore, Michael Rost defined that listening as one of the processes of communication which includes four types of orientation, which are receptive, constructive, collaborative, and transformative orientations. The term “receptive orientation” means receiving what the speaker actually says, while the terms “constructive orientation” means constructing and representing meaning. Meanwhile the term “constructive” means negotiating meaning with the speaker and responding while the term “transformative” orientation means creating meaning through involvement, imagination and empathy.²⁹

According to Brown listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.³⁰ In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide basis for the development of other language skills. According to Herbert J. Walberg Listening skills are essential for learning since they enable students to

²⁸ D. Renukadavi, *The Role of Listening in Language Acquisition; The Challenges and Strategies in Teaching Listening*, (International Journal of Education and Information Studies, Vol.4 No. 1, 2014), pp. 59-63.

²⁹ Michael Rost, *Teaching and Researching Listening*, (London: Pearson Education Limited, 2011), 2nd edition, pp. 2-4.

³⁰ Douglas Brown, *Language Assessment Principles and Classroom Practice* (NY: Pearson Education, 2004), p 118.

acquire insights and information, and to achieve success in communicating with others.³¹

Based on several definitions above, listening is one skill of every person who can be seen directly. Still, not all people can listen to English except those who are their native speakers or first language. Listening influences other skills, a highly complex physiological process involving the human receptors and influenced by the human sensory capacity. An active process of interpretation in which listeners match what they have heard with what they already know. It is a process to start in mind. We can study other skills efficiently after we pay full attention to listening skill.

b. The Types of Listening

According to Brown, there are four types of listening as follows:³²

1. Intensive Listening

Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. The focus is on components (phonemes, words, intonation, discourse markers, etc.) of discourse. They include bottom-up techniques which are the focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Example of the performances: - Students listen for the individual drills. - Teachers repeat a word or sentence until the students get the meaning. - The students are

³¹ Herbert J. Walberg, *teaching speaking, listening and writing* (IAE Educational Practices Series, 2004), p 14.

³² Brown, *Language Assessment Principles and Classroom Practice*, p 120.

asked to listen to a sentence and to notice a specified element, such as intonation, stress, or a grammatical structure.

2. Responsive Listening

Listening to a relative short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response. The purpose is not to look for global or general meanings but to be able to find the important information in a field of potentially distracting information. Examples of such discourse include speeches, media broadcasts, stories and anecdotes, and conversations. The teacher can ask the students to listen for people's names, dates, certain facts or events, location, situation, and main ideas.

3. Selective Listening

Processing stretches of discourse such as short monologues for several minutes in order to "scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, television or radio news items, or stories). Assessment task in selective listening could ask students, for example, to listen for name, number, a grammatical category, directions (in map exercise) or certain facts and events.

4. Extensive Listening.

Listening to develop a top-down, global understanding of spoken language. Extensive

performance ranges from listening to lengthy lectures to a conversation and deriving a comprehensive message or purpose. listening for the gist, for the main idea, and making inferences are all parts of extensive listening.

This chapter has outlined four types of listening practice, ranging from the most controlled to the most open. All four types are considered useful for language learning and acquisition, and some combination of the four types is likely to be most suitable for a given instructional context. Based on the explanation above, the researcher concentrated on Extensive listening. In extensive listening people get the process of understanding of spoken, then understand the message or purpose of spoken. It is related to listening skill that should understand the spoken of language. This type will make students understand about the sound.

As Steven Brown states there are some criteria of listening that are commonly used in measuring students listening comprehension, they are as follow:

a) Listening for Main Idea

Listening for main ideas mean that the listener wants to get the general idea of what is being said. The details are less important. The question in listening or main ideas is the question generally of the text; those are main idea of the text, topic of the test, and conclusion of the text. The questions are as follows:

- 1) Question that asking about the main ideas
What is the main idea of this text?
What are they talking about?
- 2) Question that asking about the topic of the text
What is the text about?
What does the text talk about?
What is the topic of the text?
- 3) Question that asking about the conclusion
What can we infer from the text?
What is the conclusion of the text?

b) Listening for Details

Listening for details that the listener wants to get the detail information of what is being said. Listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good. Listening for detail is question that is asking deeply and specifically about the text. The questions consist of 5W + 1H; those are who, what, where, when, why, and how. The questions are as follows:

- 1) Where did it happen?
- 2) When was that happening?
- 3) How could that happen?
- 4) Who was the story about?
- 5) What was happening?

c) Listening in Making Inferences

Listening and making inferences helps the students a sense of why they listen and which skill to use to listen better. It means that the speakers do not always say exactly what they mean. That is, important aspects of meaning are something implied rather than stated. Listening has to listen between the lines to figure out what really is meant. Listening and making inferences is finding the implicit meaning about the text. The speakers do not exactly say what they mean in the story they imply. The listening and making inferences can be answered only if the students understand the story/text. The question in listening and making inferences are about suggestion/ advice, implication, purpose, title, and characters,, view. The questions are as follows:

- a. Suggestion/ advice
What does the woman suggest?
What should the man do?
- b. Implication
What is the purpose of the text?
- c. Purpose
What is the purpose of the text?
- d. Title
What is the best title of the text?
- e. Characters,, view; characters,, feeling (satisfied, happy, sad, critical, etc.)

What's the speaker's impression about the event?

What does the speaker feel about it?³³

Based on those theories, listening is the skill to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information, and the inferences.

c. **Micro and Macro Skill of Listening**

A useful way of synthesizing the above two lists is to consider a finite number of micro- and macro-skills implied in the performance of listening comprehension. Richards' (1983) list of micro-skills has proven useful in the domain of specifying objectives for learning and may be even more useful in forcing test makers to carefully identify specific assessment objectives. In the following box, the skills are subdivided into what I prefer to think of as micro-skills (attending to the smaller bits and chunks of language, in more of a bottom-up process) and macro-skills (focusing on the larger elements involved in a top-down approach to a listening task). The micro and macros skills provide 17 different objectives to assess in listening. Micro and macro-skills of listening (adapted from Richards, 1983).

1) Micro-skills

- a) Discriminate among the distinctive sounds of English.
- b) Retain chunks of language of different lengths in short-term memory.

³³ Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006), p.6.

- c) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
 - d) Recognize reduced forms of words.
 - e) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
 - f) Process speech at different rates of delivery.
 - g) Process speech containing pauses, errors, corrections, and other performance variables.
 - h) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement/ pluralization), patterns, rules, and elliptical forms. Detect sentence constituents and distinguish between major and minor constituents.
 - i) Recognize that a particular meaning may be expressed in different grammatical forms.
 - j) Recognize cohesive devices in spoken discourse.
- 2) Macro-skills
- a) Recognize the communicative functions of utterances, according to situations, participants, goals.
 - b) Infer situations, participants, goals using real-world knowledge.
 - c) From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, flew information, given information, generalization, and exemplification.

- d) Distinguish between literal and implied meanings.
- e) Use facial, body language, and other nonverbal clues to decipher meanings.
- f) Develop and use a battery of listening strategies, such as detecting key words, guessing the 'meaning of words from context, appealing for help, and signaling comprehension or lack thereof.³⁴

Based on the micro-skill and macro-skills of Listening above, in this research, the researcher focused on macro-skill, that are detect such relations as main idea, supporting idea, flew information, given information, generalization, and exemplification in Listening.

d. The Listening Process

There are three different kinds of processing which are commonly engage in the listening process. Those processing can be explained as follows:

1. Bottom-up Processing

According to Wilson the bottom-up processing emphasizes on the decoding of the smallest units – phonemes and syllables – to lead the listeners towards meaning.³⁵ In line with that, Harmer states that in the bottom-up processing, the listener focuses on individual words and phrases, and achieves understanding

³⁴ Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2004), p. 121.

³⁵ JJ Wilson, *How to Teach Listening*. (England, Pearson Longman :2008), p.15

by stringing these detailed elements together to build up a whole.³⁶

It means that the bottom-up process more focus on phonological code in the words. The listeners should pay attention to the gestural and paralinguistic embedding of speech. The students are being able to recognize what most of the words intended by the speaker were, how they group it into classes (or sentence) and how these related to each other. It is clear that in this processing, the listeners recognize the words and perceive the speech uttered by the speaker. The listeners analyse the small parts of the language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts.

2. Top-down Processing

The top-down processing is the opposite of the bottom-up processing. The top-down processing emphasizes on the use of background knowledge of the listeners to predict content.³⁷ In line with it, Richards states that in top-down processing, the listeners understand the meaning of a message by utilizing their background knowledge. It involves the listeners to understand from the whole to the parts.³⁸

³⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longman Group UK Limited, 3rd Edition, 2001), p.201

³⁷ Wilson, *How to Teach Listening*, p 15

³⁸ Richard Arends. *Learning to Teach 7th Ed.* (McGraw-Hill Higher Education, 2008). p 4

3. Interactive Model

The interactive model is the combination of the bottom-up and top-down processing.³⁹

e. Teaching Listening

Wilson divides listening activities into three parts: pre-listening, while-listening and post-listening.

1. The pre-listening stages

The pre-listening stage is the first stage of the listening activity. It aims to help students to prepare and get them interested for what they are going to hear. This stage helps the students to activate schemata, and narrow down what they expect to hear. Therefore, they can predict the content of the listening passage. In order to prepare students for the listening passage, Wilson proposes six practical ways to be used in this stage. Those are brainstorming, visuals, realia, texts and words, situation, opinions, and ideas or facts.⁴⁰ At this stage, the most important thing is to provide enough contexts to mirror what is accessible in real life and to inspire drive. It would be unfair to throw them right into the listening without first explaining the topic or the sort of task they would be working on. As a result, students should be provided extensive pre-listening assistance which enables them in becoming more self-assured and effective. Pre-listening exercises emphasize on:

³⁹ Wilson, *How to Teach Listening*, p 15

⁴⁰ Ibid, p.64

- a) Providing a proper general framework for the activity, as well as examples of well-structured texts
- b) Breaking the activity into simple, well-sequenced learning steps
- c) Briefing
- d) Activating previous knowledge
- e) Relating to previous task experience
- f) Relating to previous levels of achievement
- g) Sharing learning goals
- h) Explaining listening behaviour

2. The while-listening stage

While-listening activities reflect this as much as any other aspect of language teaching, and down the ages we have persuaded students to do a whole range of things when they listen: transcribing everything that is said, word for word; curling up in an armchair and closing their eyes while the teacher reads a text; manipulating coloured wooden blocks on cue; falling asleep at night to the sound of English on tape, hoping that the language will worm its way into their dreams. All may be valid in certain contexts, but most current thinking points to one central idea: that students must, in some way, use the information that they hear. The content should demand a response. It should make them think and react. And the activities that teachers ask their students to do should contribute to, or help shape, this response.

The teacher assigns the students activities to complete while they are listening.

Sometimes, students will have to listen to the text more than once to complete their while-listening exercises. Teachers must ensure that students do not have access to the tape script of the listening text. The success of the while listening assignments is also determined by the material of the listening text and the students' interests. If the same tasks are done over and over again, students may become bored. As a result, a range of activities should be carried out on various occasions. While-listening exercises should be tailored to students' various levels and requirements to help them to listen more effectively.

Some while-listening activities proposed by Wilson are:

a) Listening for gist

Listening for gist takes place on the students' first encounter with a passage. They usually listen for gist or main idea before any other activities. "A simple gist exercise is to ask for basic information under the heading of What? Who? Why?"

b) Listening for detail

Students usually are asked to listen to gist in the first time of listening and then listen for the detail or listen to specific information in the second time of listening. In listening for detail, students need to focus only on the relevant information. Some listening for detail activities proposed by Wilson is: playing Bingo and Whispering game, spotting the different pictures, and listening for times, dates, and numbers.

c) Inferring

Wilson states that “inferring is a thinking skill in which we make deductions by going beyond what is actually stated. It is all about making analogies to situations that we recognise.” The teacher can pause the recording frequently and then ask the students what they think will come next and why.

d) Participating actively activities

Wilson explains that “active participation might include transferring what is heard from one medium to another using skills such as drawing, or tracking a route on a map.” This activity is intended to make the students listen and then respond either verbally or by categorising aspects of what they hear. Some participating actively activities proposed by Wilson are listen and describe, truth or lie, and information transfer.

e) Note Taking

Wilson proposes that “in terms of improving the listening skill, note-taking promotes a higher level of attention. It forces students to pick up the important points in a talk or lecture.” In addition, he also proposes some ideas of note-taking activities such as the guided note-taking, phone messages, hidden picture, and chart summary.

f) Dictation

The basic idea of dictation is that students listen to a passage and write down what they have heard. They usually listen to the passage twice. The first time, they just listen and try to understand. The second time, the passage is broken into short segments with a pause

between each. During the pauses the students write down what they have heard. In addition, Wilson proposes that dictation is probably the best-known activity for intensive listening, but it falls out of fashion after the arrival of communication approach because dictation is simply not communicative. However, many teachers keep using it because they realise that dictation has great benefits as an activity.

g) Listen and do

The listen and do activities are based on the theory of TPR (Total Physical Response). It is useful for mixed-ability classes in that many activities do not require an oral response, for example Simon Says game.⁴¹

3. The Post-Listening Stage

The purposes of the activities in this stage are to check whether the students have understood what they need to understand, and whether they have successfully completed the while-listening tasks, to reflect on why some students have failed to understand or missed parts of the message, and to expand on the topic or language of the listening texts and then transfer what they have learned to another task or context. Furthermore, Wilson proposes some activities that can be used in the post-listening stage. Those activities are reflecting, checking and summarising, discussing, responding creatively and critically, exchanging information, solving problems, deconstructing the listening text, and reconstructing the listening text.

⁴¹ Ibid, p.81-96

B. Concept of Media

1. Definition of Media

Media have an important role in the teaching and learning process because they are the devices for transferring materials from teachers to students. Media helps the teacher to deliver the material and help the students to receive the material easily. According to Clark in Chan, Media seem to offer alternative and more effective features than those available from the conventional teacher in the conventional classroom.⁴² However, the teachers should select and think carefully about the appropriate media based on the student characteristics and the materials. teaching aids are the resources and equipment that are available in the classroom and can be used in the teaching and learning process. They include cassette recorders, CD players, computers, LCD projectors, visual aids, reality and the teacher himself/herself.

Sadiman, states that media is a kind of component in students are which an influence the students to study. Media can help the students more understanding in their study, because the existences of the media is appropriate with the learners wants.⁴³ The learners can choose the media that they like to increase their study. Media is any extension of man that allows him to affect other people who are not in face to face with him. Included letters, television, film and telephone and even the road and railways, as there is extension by which man can communicate with other.

Media is very useful in learning the English language. Teachers,, instructors and learners are helped

⁴² Wai Meng Chan and Anna Uhl Chamot, *Media in Foreign Language Teaching and Learning* (Boston: Walter de Gruyter Inc., 2011) p. 10.

⁴³ Arif S. Sadiman, dkk. *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*. (Jakarta: CV. Rajawali 1990), p.6

by using media to achieve the learning goals. According to Sukartiwi in Ruis, there are some advantages of using media in teaching-learning process. Those are:

- a. To increase the learners,, motivation
- b. To avoid the learners bored.
- c. To make the learners easy to understand the instructional material.
- d. To make the teaching learning process more systematic.⁴⁴

From that statement, it may be concluded that media is something which someone or teacher used to make deliver information and transferring the material or subject to students is easy. It is included of people or things around. A well way to teaching is through media. Media can make the teaching-learning process more interest because students usually follow the world progress and to be creative teacher is needed. Teacher can use media when teach in the class and it is the source of teaching to develop skill of students.

2. Kind of Media

Generally, there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually, it is called listen media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in

⁴⁴ Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta: Gramedia, 2009), p. 4

hearing something. The example of audio media is radio tape/casset. The teacher will play the casset and ask the students to doing task or list of words which they get. Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media is pictures, models, things, graphs or tool which can gives the real visual experience the students. The advantage of visual media is can presents the ideas, message or events become real. In the other hand the visual media has the disadvantage are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

c. Audio visual media

This combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media. The audio-visual media has some advantages; it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

C. Concept of Edpuzzle

1. Definition of Edpuzzle

The key to produce high quality learning assessment comes from the growth of technology. The creative and considerate use of technology from teacher and student learning experience can lead to a wider understanding of what students learn. Data can be used to increase low-level understanding and rise deep knowledge about what works and what doesn't and how teacher can help students have greater impact on their success.

In line with the statement, Edpuzzle flourished to become one of the effective tools in listening assessment because student's progress is easily tracked by the teacher and given videos are arranged by EdPuzzle.

Edpuzzle is a video-based learning application and media that all teachers can use to make lessons as interesting as possible. In addition, Edpuzzle allows users to import videos from the teacher that have made, you tube and add interactive components such as closed-choice and open-ended questions as questions to check student understanding. The purpose of it is to make efficiency, make students more communicative, and have more time to learn and activate their knowledge.⁴⁵ After students have created their own EdPuzzle account, they can easily access any video assigned to them in their classroom or at home.

According to Amaliah, Edpuzzle is an application and video-based learning media that can be used by all educators to make lessons as interesting as

⁴⁵Rahmita Eglistiani and Ratu Prayuna, "Students' Responses through the Use of Edpuzzle as an Application in Achieving Listening Comprehension," *Linguists : Journal Of Linguistics and Language Teaching* 7, no. 2 (2021): 63, <https://doi.org/10.29300/ling.v7i2.5469>.

possible, videos can be taken via Youtube, Khan Academy, National Geographic, TED Talks, and Crash Course then the videos are inserted into the Edpuzzle application and educators can provide questions and track whether students watch the videos provided and how well students understand the material provided. In addition, Edpuzzle allows users to import videos from Youtube and add interactive components, such as closed-choice and open-ended questions as questions to check student understanding.⁴⁶

With Edpuzzle teachers can generate online classes and upload original videos or select online videos, add interactive materials, and assign those videos to students. EdPuzzle qualifies teachers to keep tracking how many students watched the video, what percentage of the video students watched, and what questions in the video students answered right or wrong. Several teachers and educators have been using this kind of learning website in the classroom to engage students in the learning process since Edpuzzle provides variety of videos from different sites.⁴⁷

The videos used can be found on YouTube or www.EdPuzzle.com. You pull a video in, add audio, create notes, and put quizzes at specific times you choose. The video can also be shortened to include the length that you want. The video can be shared a variety of ways. The video can be assigned to students, the link can be given to students. When you create the video, you can make sure students do not skip the

⁴⁶ Amaliah. *Implimentation of Edpuzzle to Improve Students' analytical Thinking Skill In Narrative Text*. (Prosidi:Jurnal Ilmu Bahasa dan Sastra Program Studi Bahasa Inggris Universitas Trunojaya, 2020). 14(1), 35-44.

⁴⁷ Syifa Fadhilah Hamid, "Students' Perception of Using Edpuzzle in Listening Assessment," PRIMACY: Journal of English Education and Literacy 1, no. 1 (2022): 15–24.

video, and set a due date. The students can go back and watch the video as many times as they like.

2. The Way to use Edpuzzle

a. For Teacher

- 1) Go to WWW.EdPuzzle.com and click start now.
- 2) Click sign up and then click “I ‘am a teacher.” Then sign up with Edpuzzle, enter your email and personal data then password and then create an account. This will walk you through a quick tour of what you can do with Edpuzzle.
- 3) To create a class, click on my classes. To search for videos. Edpuzzle would looking for various video in hosting service. Enter your search term and press Enter (or back) on the keyboard. You will be asked to select a video. When you click on one, the video with your search term will appear.
- 4) After selecting a video, you can edit the video by clicking on the video, then clicking edit.
- 5) Then open the quiz question menu. You can click play and pause when you get to where you want to add your question or comment. Then you click the question mark slider and the default is open question. Once you have asked your question in the box, click "Save" and then click the blue "Continue" button that appears next.
- 6) You also have the option to add multiple choice questions or your own comments with no response required, using the other tabs. Scroll down to add more possibilities under some choices. Multiple choice allows you to

assign true or false to each answer, so it can work as true-false, classic multiple choice, or multiple true. When finished, click "Save" then "Continue".

- 7) The video will continue and you can follow the same sequence in the next place you think is good for a question or want to add a comment. You can also add multiple questions in the same place of the video by clicking the "plus" (+) button. Then just make your choice open, multiple choice, or comment by clicking on the tab and filling it in.
- 8) When you are finished, click the "Finish" button at the top. You will see a pop-up that will look like the one shown here. Type in a name for the class you will teach this in, and click the check mark next to that name. Then tick the box next to "prevent skipping", which prevents you students from answering questions without watching the video, after playing the video, and tick the next box to "due date" which allows you to set a due date for anywhere in the future, for years to come. Then click "Send."
- 9) Now you will be taken to your Edpuzzle home screen, and the code for your class will appear at the top. You must provide this code to your students before they can participate. You can send the verification code via email or WhatsApp.
- 10) From this homepage you can create a new class. Each class has its own unique code, so a student logging in will only see the videos assigned to that class. You can click on "My

Content” and from there assign videos to classes, or edit videos. You can click on “My Classes” to view students’ progress, see how many students have completed the task, and so on.

- 11) You can now copy the link or the embed code. Keep in mind that if students do not log in, their answers will not be saved. You’ll want to prompt your students in your syllabus to create an account with EdPuzzle so they are prepared when you assign an activity using it.⁴⁸

b. For Students

- 1) Download Edpuzzle Application on Play store or Appstore.
- 2) Click I’m a student.
- 3) Then Sign-up using Gmail or Email.
- 4) Then enter the class code, and wait for the teacher to verived you.

3. Teaching Listening by Using Edpuzzle

In teaching listening using the Edpuzzle application, there are three-phase techniques by manuel jose that have been used by the teacher namely pre-listening stage, whlist-listening stage, and post-listening stage.⁴⁹

a. Pre-Listening activities

- 1) Help teachers find out about what students already know about the topic.

⁴⁸ James Monroe. *How to Use Edpuzzle*. 2015.
<https://www.sanpedrohs.org/ourpages/auto/2018/10/14/37753790/EdPuzzle.pdf>, accessed on friday 14 July 2023, 2:01 PM

⁴⁹ Manuel Jose. *The 3 Stages of a Listening Lesson*. English Post.org 2022

- 2) Prepare students for the vocabulary and language structures in the text.
 - 3) Helps mitigate the anxiety which comes from listening in a foreign language, by providing a clear context.
 - 4) Offer opportunities for class discussion and more interaction among students.
- b. Whilst-Listening activities
- 1) Identify what's important in a passage.
 - 2) Perceive the text structure.
 - 3) Keep themselves concentrated throughout the passage.
 - 4) Show their understanding or non-understanding of the passage.
- c. Post-listening activities
- 1) Summarizing and ask student to summarize the information they heard, this can be done orally or in writing.
 - 2) Discussions about the topic.

Furthermore, here the researcher adopted the activity of teaching listening using Edpuzzle application in the experimental class. While the three phases of the technique are:

- a. Pre-Listening activities
- 1) The teacher introducing Edpuzzle Application.
 - 2) The teacher asks to the students to prepare themselves to listen the listening material from Edpuzzle Application.
 - 3) The teacher invites a brief discussion about the material.

- 4) The teacher helps students to prepare for what they are going to hear.
- b. Whilst-Listening activities
- 1) The teacher instructed the students to plays video from Edpuzzle application twice, in the first play the teacher asked the students to watch and listen to the video and in the second play, the teacher asked the student to write the sounds that they listen.
 - 2) The teacher asks to the students to discuss about what they watch and listen.
 - 3) The students present the result of their discussion.
 - 4) The teacher as a guide of the discussion.
- c. Post-listening activities
- 1) The teacher and the students make conclusion about the material and the video from Edpuzzle application.
 - 2) Teacher gives students a test related to video that has been listened to in the form of multiple choice and essay.
 - 3) Teacher gives time for students to do the task.
 - 4) Teacher gives an assessment relate to the tests that have been done by students.

4. Advantages and Disadvantages of Edpuzzle

The using of edpuzzle application also contain of advantage. There are some advantages using edpuzzle

in teaching learning process in the classroom, they are:

a. Advantages

- 1) Learners has more time to activate their concentration in learning because the material given by students was learned in/out of the class by their own individual device (PC, Laptop, Smartphone). They will interest with the content of material in Edpuzzle because of its appearance. Studies have shown that longer videos are less likely to be watched until the end. With Edpuzzle, students can divide videos into shorter lengths and easily see where they need to repeat information. When questions are shared throughout the video, it helps viewers absorb smaller chunks at a time.
- 2) Learners have indicated that longer videos are less likely to be watched to completion. With Edpuzzle, students can break up videos to shorter lengths and easily see where they need to repeat information. When questions are distributed throughout the video, it helps the viewer absorb smaller pieces at a time.
- 3) Teacher can monitor the learning progress of their students. Besides giving the video, the teacher also can give questions to measure their understanding about the video. From the question have been given, teacher can measure the learning progress by the scores which were given. So, they

could know accurately their students learning progress and can take more efficient step for the next learning.

- 4) Edpuzzle has created the ability to share videos with others. If there are multiple sections to a course, one person can find appropriate videos, write and incorporate quizzes or audio guidance, and create a library to share with the other instructors. The ability to share videos and the content allows instructors to reduce preparation time and ensure similarity across sections. It also allows the instructors to pool their quiz results to look at student learning across several classes.⁵⁰

b. Disadvantages

- 1) The drawbacks of Edpuzzle learning media are that this media is an online learning media so it requires an internet network so that areas where there is no internet network will have difficulty accessing Edpuzzle.
- 2) The teacher cannot give open-ended feedback except the correct or false answer. The teacher can give a suggestion or reason why the answers of learners are false or true, but they just can confirm that the answer is false or true. But it can be discussed in the classroom time.

⁵⁰ Mischel, L. J. (2019). *Watch and learn? Using EDpuzzle to enhance the use of online videos*. *Management Teaching Review*, 4(3), p. 5

3) Editing videos on Edpuzzle is also limited. If an instructor wants to show only parts of a video, there currently is no way to cut and paste the videos together to create one resource. Instead of cutting and pasting, instructors either have to use their own video processing tools, or they must separate the pieces they want into different videos. Cropping can only be done at the beginning and end of the video, not in the middle.

4) Edpuzzle does not allow voiceover for just part of the video. If instructors want to do voiceover, they must do so for the entire video. However, audio notes can be inserted throughout.⁵¹

D. Concept of the Audio

1. Definition of Audio

Audio media is media that can be used to convey messages that will be conveyed in the form of audit symbols, whether in the form of verbal or non-verbal forms.⁵² Audio media is a medium that can be used as a teaching medium which contains messages in audible form which are useful for being able to stimulate thoughts, concerns, feelings, and also the will that students have so that a teaching and learning process will

⁵¹ Ibid, p.5

⁵² Sadiman, A.S, dkk.. *Media Pendidikan : Pengertian, Pengembangan Dan Pemanfaatannya*. Depok: PT. Raja Grafindo Persada. 2014

occur.⁵³ Audio media itself is a tool that contains messages that can be received using hearing media only.

2. Advantages of Audio

1. By using a recording device, the audio program is used according to the needs of the listener/user. For example, the use of audio to learn English can be used anytime and anywhere.
2. Audio media can train students to develop abstract imagination.
3. Audio media can stimulate the active participation of listeners, for example while listening to broadcasts, students can carry out other activities that support the achievement of goals.
4. Audio programs can arouse students' curiosity about something so that they can stimulate creativity. The Strengths and Weaknesses of Audio Learning Media
5. Audio media can in still positive values and attitudes towards listeners that are difficult to achieve with other media.
6. Audio media can present actual and original reports that are difficult to achieve with other media.
7. Audio programs can overcome time constraints as well as a very wide reach.⁵⁴

3. Disadvantages of Audio

In addition to several advantages, this media also has the following weaknesses:

1. The nature of communication is one way (one-way communication). Thus, it was difficult for the

⁵³ Sudjana, N, Rivai, A.. *Media Pengajaran*. Bandung: Sinar Baru Algensindo. 2015.

⁵⁴ Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Kencana, 2015), cet. ke-7, hlm. 216-217.

listeners to discuss things that were hard to understand. To reduce these weaknesses can be overcome by using the telephone.

2. Audio media, which uses more sound and verbal language, can only be understood by listeners who have a good level of mastery of words and language.
3. Audio media will only be able to serve well for those who are able to think abstractly.
4. Presentation of material through audio media can lead to listener verbalism.
5. Audio media that uses radio broadcast programs are usually carried out simultaneously and centrally, making it difficult to control.⁵⁵

4. Teaching Listening by using Audio

The activity of using Audio as the media to teach listening as follows⁵⁶:

a. Pre-listening activities

- 1) Check the attendance of the students.
- 2) Prepare the equipment for learning listening
- 3) The teacher give direction about the material to be discussed.
- 4) The teacher asks the student to listening to the audio that play by the teacher.

b. Whlist-listening activities

- 1) The teacher plays the audio with normal speed, the students listen the audio with full of concentration.

⁵⁵ Ibid. Hal.217

⁵⁶ S. Sumihatul Ummah MS. "Problematika dalam Belajar Listening Comprehension yang di Hadapi Oleh Mahasiswa semester III Tadris Bahasa Inggris STAIN Pamekasan," Nuansa 9-116, No. 1.

- 2) The teacher plays the audio with slow-speed (with pause), the students are asked to write, complete material, or fill-out in the module.
 - 3) The teacher plays the audio with normal speed, students are asked to check their work.
- c. Post-listening activities
- 1) The students and teacher make a discussion about the material and summarizing the lesson.

According to the explanation above, here the researcher adopted the activity of teaching listening using audio media in the control class as follows:

- a. Pre-listening activities
- 1) Check the attendance of the students.
 - 2) Prepare the equipment for learning listening
 - 3) Teacher gives a clue related to the audio by using speaker.
 - 4) Teacher prepares students for the vocabulary and language structures in the text.
 - 5) The teacher invites a brief discussion about the material.
 - 6) The teacher helps students to prepare for what they are going to hear.
 - 7) The teacher asked the students to make a group
 - 8) The teacher asks the student to listening to the audio that play by the teacher.
- b. Whilst-Listening activities
- 1) The teacher plays audio through speaker twice, in the first play the teacher asked the students to listen the audio and in the second

play, the teacher asked the student to write the sounds that they listen.

- 2) Teacher keeps students concentrated throughout the audio.
- 3) Teacher checks students understanding or nonunderstanding while listen the audio.
- 4) The students present the result of their discussion.
- 5) The teacher as a guide of the discussion.

c. Post-Listening activities

- 1) The teacher and the students make conclusion about the material.
- 2) Teacher gives students a test related to audio that has been listened to in the form of multiple choice.
- 3) Teacher gives time for students to do the task.
- 4) Teacher gives an assessment relate to the tests that have been done by students.

E. Hypothesis

Concerning the frame of thinking above, the hypothesis was formulated as follows:

Ha: There is a significant influence of using Edpuzzle Application towards students' listening skill at the eleventh grade of SMA Negeri 1 Sekincau Lampung Barat.

Ho: There is no significant influence of using Edpuzzle Application towards students' listening skill at the eleventh grade of SMA Negeri 1 Sekincau Lampung Barat

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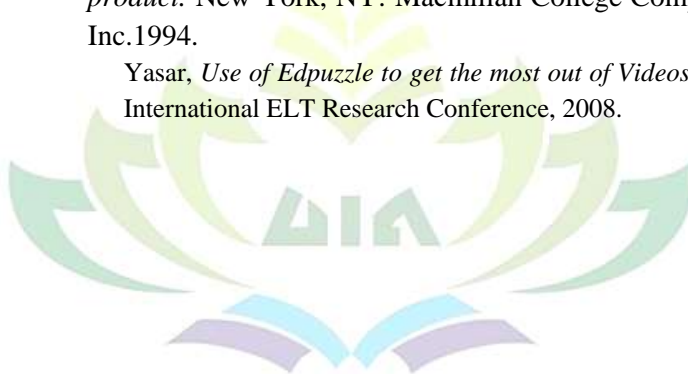
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A P P E N D I C E S



Appendix 1

**THE RESULT OF INTERVIEW WITH THE ENGLISH
TEACHER
IN PRELIMINARY RESEARCH**

NO	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English?	I have been teaching English at this school since the beginning this school was built, from 2004-2023 which means it has been 18 years	Based on preliminary research, the teacher has been teaching English so long.
2.	There are 4 skills learned in English such as speaking, listening, writing, and reading. What skills do you focus more on students?	I actually focus on speaking, because of the 4 skills that are learned, usually speaking skills can show the ability of individual students.	The teacher only focusses on one skill.
3.	Can you explain your experiences while teaching listening skills in class?	It's fun, but also difficult to teach English especially in listening because it is a difficult skill to learn English. And also depends on student learning motivation, because the average student here is bored with the methods and media used.	The teacher said that she fun in teaching English. But she said that she hard to teach his students.

4.	Do you have problems in teaching English especially listening? what are they?	The main problem of students in learning English is the lack of understanding of vocabulary, pronunciation which is still not quite right	Based on the preliminary research, the teacher finds the student difficulties in listening.
5.	Do you have methods, strategies, techniques and media in teaching listening?	I do not use interesting media to teach listening. I use my Handphone to teach listening, usually I use the barcode in the book to work on listening task. However, I only use audio recordings to teach listening. I ordered the students to listen to the sound of the audio recording. then discuss the existing material.	Based on preliminary research, the teacher using handphone to teach listening, but only for doing the listening task. The teacher state that the media not interesting.

Appendix 2**THE RESULT OF INTERVIEW WITH THE STUDENTS
IN PRELIMINARY RESEARCH**

NO	QUESTION	ANSWER	CONCLUSION
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Tidak terlalu suka	It means that the students not really like learning English
2.	Apakah anda sudah pernah belajar listening sebelumnya?	Iya sudah pernah saat pembelajaran di kelas	It means that students have learned listening
3.	Masalah apa saja yang kalian hadapi selama belajar listening skill?	Tidak paham artinya, terlalu cepat yang diucapkan sehingga tidak mudah di pahami, Mungkin sama seperti kebanyakan orang kosakata yang saya miliki masih kurang banyak. Sehingga cukup sulit mengerti materinya	This means that students' ability to understand vocabulary is still lacking
4.	Bagaimana menurut anda media yang digunakan guru ketika belajar bahasa Inggris listening di dalam kelas?	Suka si kak tapi kadang Teknik sama media yang di pake gurunya ngebosenin jadi suka males.	Students do not enjoy the techniques and media taught by the teacher

Appendix 3

SILABUS

Satuan Pendidikan	: SMA Negeri 1 Sekincau
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 1 Ganjil
Tahun Pelajaran	: 2022/2023

Standar Kompetensi (KI)

KI-1 dan KI-2 : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> ● Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis ● Struktur Teks Dapat mencakup - Pendapat/pandangan -Argumentasi secara analitis -Kesimpulan ● Unsur Kebahasaan -Ungkapan seperti <i>I believe, I think</i> -Adverbia <i>first,</i> 	<ul style="list-style-type: none"> ● Menganalisis unsur-unsur eksposisi dari sebuah kalimat ● Memahami struktur teks eksposisi analitis ● Memahami unsur kebahasaan dari teks eksposisi analitis 	<ul style="list-style-type: none"> • Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama 	8 JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjukkerja Portofolio
4.4 Teks eksposisi analitis		<ul style="list-style-type: none"> • Menemukan dan 					

<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur</p>	<p><i>second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> -Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>● Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p>	<p>menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak</p> <ul style="list-style-type: none"> ● Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar ● Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya 		<p>mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> -Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar -Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. -Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 			
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teks, dan unsur kebahasaan, secara benar dan sesuai konteks							
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Guru Kelas,
Mahasiswa,



Rosita S.S
NIP. 198009232014072002



Lampung Barat, November 2023



Aulia Ulva Devi Nadila
NPM 1911040036

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (experimental class) (RPP)

Satuan Pendidikan : SMAN 1 Sekincau
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Tema/Subtema : Analytical Exposition Text
Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. KOMPETENSI DASAR (KD) DAN INDIKATOR
PENCAPAIAN KOMPETENSI (IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text</p>
<p>4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition. 4.4.2.1 Menyusun kembali paragraph acak analytical exposition text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan 4.4.2.2 Membuat analytical exposition text sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</p>

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. mengidentifikasi unsur kebahasaan dari teks eksposisi analitis.
2. menjelaskan fungsi social pada teks eksposisi dan unsur kebahasaan dari teks eksposisi analitis
3. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis dengan cara memilih jawaban yang benar.

D. MATERI PEMBELAJARAN

➤ **Definition of Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

➤ **Social Function**

Expressing opinions, influencing, with analytical arguments

➤ **Generic Structure**

- Opinions/views
- Argument analytically
- Conclusion

➤ **Language features**

- Phrases like I believe, I think
- Adverbs first, second, third...
- The conjunction Therefor, consequently, based on the arguments
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ **Topic**

Actual issues that need to be discussed that foster the behavior contained in the KI

Contoh Analytical Exposition text:

The Impact of social media on Society

Social media has become an integral part of our lives, transforming the way we communicate and interact. While it offers many benefits, it is important to critically examine the impact of social media on society and consider both its positive and negative aspects.

Firstly, social media enhances connectivity and communication. It allows people to connect with friends, family, and communities regardless of geographical boundaries. It provides a platform for sharing ideas, information, and experiences, fostering a sense of belonging and promoting cultural exchange. It has revolutionized activism and social movements, empowering individuals to raise awareness and create social change.

Secondly, social media has a significant impact on mental health. Excessive use of social media has been linked to increased feelings of loneliness, depression, and anxiety. The constant exposure to carefully curated images and unrealistic portrayals can lead to low self-esteem and body image issues, especially among young people. It is important to use social media mindfully and promote healthy online habits.

Furthermore, social media has influenced the spread of misinformation and fake news. The ease of sharing information on social media platforms has led to the rapid dissemination of unverified or false information, which can have serious consequences for society. It is crucial for individuals to critically evaluate

the information they encounter and verify its authenticity before sharing.

Social media has both positive and negative impacts on society. While it enhances connectivity and communication, it also has detrimental effects on mental health and contributes to the spread of misinformation.

E. METODE DAN MEDIA PEMBELAJARAN

Metode	: Dictogloss
Strategi Pembelajaran	: Discovery Learning
Pendekatan	: <i>Scientific Approach</i>
Media	: Edpuzzle Application, buku tulis.
Alat dan bahan	: Papan tulis, spidol, laptop, smartpone, LCD proyektor, speaker.
Sumber	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 Oxford Dictionary, Internet (google)

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengajak siswa untuk berdo'a bersama. 3. Guru melakukan presensi. 4. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	10 menit

Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang cara penggunaan media Edpuzzle. 2. Guru meminta siswa untuk login aplikasi Edpuzzle menggunakan email masing-masing. 3. Guru mendiskusikan materi tentang Analytical Exposition text 4. Siswa memahami dan membaca materi explanation text sebelum menonton video pada Edpuzzle Application. 5. Guru meminta siswa menonton video materi analitical exposition text melalui aplikasi Edpuzzle selama 2 kali. 6. Pada saat menonton video pertama kali, guru meminta siswa untuk melihat dan mendengarkan penjelasan tentang <i>The Impact of social media on Society</i> yang terdapat pada video. 7. Pada saat menonton video kedua kalinya, guru meminta siswa untuk menulis kosakata berdasarkan apa yang telah siswa dengar. 8. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang ditonton. 	60 menit
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	<p>b. Menanya</p> <ol style="list-style-type: none">1. Guru bertanya kepada siswa tentang isi yang terkandung dalam video kemudian siswa menjawab pertanyaan guru bahwa video yang siswa dengar berisi tentang <i>The Impact of social media on Society</i>.2. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.3. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks analytical exposition. <p>c. Mengeksplorasi</p> <ol style="list-style-type: none">1. Guru melanjutkan menampilkan video analytical exposition text.2. Guru kembali memutar video secara dua putaran, putaran pertama hanya mendengarkan saja, putaran kedua siswa diminta untuk mencatat hal hal penting yang terdapat dalam video.3. Siswa diminta untuk menemukan <i>Generic Structure</i> dan makna atau pesan yang	
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	<p>terkandung didalam video tersebut.</p> <ol style="list-style-type: none">4. Siswa diminta untuk mencari atau menangkap kosa kata yang mereka ketahui dalam video tersebut. <p>d. Mengasosiasi</p> <ol style="list-style-type: none">1. Guru meminta siswa mencari informasi mengenai isi yang terkandung dalam video.2. Guru meminta siswa maju kedepan dan menjelaskan apa yang telah di pahami.3. Siswa yang lainnya mendengarkan dan menanggapi penjelasan dari siswa yang maju ke depan.4. Guru menyimak dan membimbing siswa dalam diskusi. <p>e. Mengkomunikasikan</p> <p>Menyampaikan hasil kerja siswa tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.</p>	
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Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi pembelajaran yang telah dilaksanakan. 2. Memberikan informasi terkait rencana pembelajaran minggu depan dan memberikan motivasi kepada siswa 3. Menutup kegiatan pembelajaran dengan berdo'a bersama. 4. Guru menutup kelas dengan mengucapkan salam. 	20 menit
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G. PENILAIAN PEMBELAJARAN

Teknik : Tes tertulis
 Bentuk instrument : Soal Pilihan Ganda
 Penilaian : $\frac{\text{jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$

Guru Kelas,



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RENCANA PELAKSANAAN PEMBELAJARAN

(experimental class)
(RPP)

Satuan Pendidikan : SMAN 1 Sekincau
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Tema/Subtema : Analytical Exposition Text
Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

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Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
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<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.2 Menjelaskan fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.3 Membedakan fungsi social, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text</p>
<p>4.5 Teks eksposisi analitis 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.5.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition. 4.4.2.3 Menyusun kembali paragraph acak analytical exposition text dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan 4.4.2.4 Membuat analytical exposition text sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan.</p>

B. KOMPETENSI DASAR (KD) DAN INDIKATOR

PENCAPAIAN KOMPETENSI (IPK)

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. mengidentifikasi unsur kebahasaan dari teks eksposisi analitis.
2. menjelaskan fungsi social pada teks eksposisi dan unsur kebahasaan dari teks eksposisi analitis
3. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis dengan cara memilih jawaban yang benar.

D. MATERI PEMBELAJARAN

➤ **Definition of Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

➤ **Social Function**

Expressing opinions, influencing, with analytical arguments

➤ **Generic Structure**

- Opinions/views
- Argument analytically
- Conclusion

➤ **Language features**

- Phrases like I believe, I think
- Adverbs first, second, third...
- The conjunction Therefore, consequently, based on the arguments
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ **Topic**

Actual issues that need to be discussed that foster the behavior contained in the KI

Contoh Analytical Exposition text:

Fast Food Should Be Unconsumed

Nowadays, fast food considered as a normal eating venture. People are not only eating out on special occasions or weekends anymore, but also at breakfast, lunch, dinner, in every occasion. It means that all the time they mostly eat fast foods. But we don't know yet the negatives effect that caused by this kind of food. There are some drawbacks that caused by Fast Food.

First, the fast-food rise in obesity and cancer. This is because fast food not only contains many more calories than traditional food, but also is more likely to undermine normal appetite control systems. The large portion size of fast food also over-eating, instead of an average sized meal, people consume extra-large portions. The fact is the fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Next, the fast-food Lack of Vitamins and Minerals. Fast food is lacking in nutritional value, as it is rarely made of fresh fruits, vegetables or whole grains. By consuming fast food, you are missing out on essential vitamins and minerals to keep you healthy.

So, there is no reason for us to consume fast food all the time, because absolutely fast food has no nutritional. Fast food just simply feeds hunger and craving. So don't you consume it all the time if you don't want to kill your own self!!

E. METODE DAN MEDIA PEMBELAJARAN

Metode	: Dictogloss
Strategi Pembelajaran	: Discovery Learning
Pendekatan	: <i>Scientific Approach</i>
Media	: Edpuzzle Aplication, buku tulis.
Alat dan bahan	: Papan tulis, spidol, laptop, smartphone, LCD proyektor, speaker.

Sumber : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
Oxford Dictionary, Internet (google)

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengajak siswa untuk berdo'a bersama. 3. Guru melakukan presensi. 4. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	10 menit
Inti	<ol style="list-style-type: none"> a. Mengamati <ol style="list-style-type: none"> 1. Guru mendiskusikan materi tentang Analytical Exposition text 2. Siswa memahami dan membaca materi explanation text sebelum menonton video pada Edpuzzle Application. 3. Guru meminta siswa menonton video materi analytical exposition text melalui aplikasi Edpuzzle selama 2 kali. 4. Pada saat menonton video 	60 menit

	<p>pertama kali, guru meminta siswa untuk melihat dan mendengarkan penjelasan tentang <i>Fast Food Should Be Unconsumed</i> yang terdapat pada video.</p> <ol style="list-style-type: none">5. Pada saat menonton video kedua kalinya, guru meminta siswa untuk menulis kosakata berdasarkan apa yang telah siswa dengar.6. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang ditonton. <p>b. Menanya</p> <ol style="list-style-type: none">1. Guru bertanya kepada siswa tentang isi yang terkandung dalam video kemudian siswa menjawab pertanyaan guru bahwa video yang siswa dengar berisi tentang <i>Fast Food Should Be Unconsumed</i>.2. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.3. Siswa mempertanyakan	
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	<p>gagasan pokok, informasi rinci dan informasi tertentu dari teks analytical exposition.</p> <p>c. Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru melanjutkan menampilkan video analytical exposition text. 2. Guru kembali memutar video secara dua putaran, putaran pertama hanya mendengarkan saja, putaran kedua siswa di minta untuk mencatat hal ha penting yang terdapat dalam video. 3. Siswa diminta untuk menemukan <i>Generic Structure</i> dan makna atau pesan yang terkandung didalam video tersebut. 4. Siswa diminta untuk mencari atau menangkap kosa kata yang mereka ketahui dalam video t tersebut. <p>d. Mengasosiasi</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk mencari informasi mengenai isi yang terkandung dalam video. 2. Guru meminta siswa maju kedepan dan menjelaskan apa yang telah siswa pahami dari video tersebut. 	
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	<p>3. Siswa yang lainnya mendengarkan dan menanggapi penjelasan dari yang maju ke depan.</p> <p>4. Guru menyimak dan membimbing siswa dalam diskusi.</p> <p>e. Mengkomunikasikan Menyampaikan hasil kerja siswa tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.</p>	
Penutup	<p>1. Guru menyimpulkan materi pembelajaran yang telah dilaksanakan.</p> <p>2. Menutup kegiatan pembelajaran dengan berdo'a bersama.</p> <p>3. Guru menutup kelas dengan mengucapkan salam.</p>	20 menit

G. PENILAIAN PEMBELAJARAN

Teknik : Tes tertulis
 Bentuk instrumen : Soal Pilihan Ganda
 Penilaian : $\frac{\text{jumlah jawaban benar} \times 100}{\text{Jumlah soal}}$

Guru Kelas,



Rosita S.S
NIP. 198009232014072002

Bandar Lampung,2023
 Mahasiswa,



Aulia Ulva Devi Nadila
NPM 1911040036

RENCANA PELAKSANAAN PEMBELAJARAN
(experimental class)
(RPP)

Satuan Pendidikan : SMAN 1 Sekincau
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Tema/Subtema : Analytical Exposition Text
Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. KOMPETENSI DASAR (KD) DAN INDIKATOR
PENCAPAIAN KOMPETENSI (IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text</p>
<p>4.6 Teks eksposisi analitis 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.6.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition. 4.4.2.5 Menyusun kembali paragraph acak analytical exposition text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan 4.4.2.6 Membuat analytical exposition text sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</p>

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. mengidentifikasi unsur kebahasaan dari teks eksposisi analitis.
2. menjelaskan fungsi social pada teks eksposisi dan unsur kebahasaan dari teks eksposisi analitis
3. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis dengan cara memilih jawaban yang benar.

D. MATERI PEMBELAJARAN

➤ **Definition of Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

➤ **Social Function**

Expressing opinions, influencing, with analytical arguments

➤ **Generic Structure**

- Opinions/views
- Argument analytically
- Conclusion

➤ **Language features**

- Phrases like I believe, I think
- Adverbs first, second, third...
- The conjunction Therefore, consequently, based on the arguments
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ **Topic**

Actual issues that need to be discussed that foster the behavior contained in the KI

Contoh Analytical Exposition text:

Is Smoking Good for Us?

Before we will smoke, it is better to look at the facts. About 50 thousand people die every year in Britain as a direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non-smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety-five percent of people who suffer from bronchitis are people who are smoking. Smokers are two and a half times more likely to die of heart disease than non-smokers.

Additionally, children of smokers are more likely to develop bronchitis and pneumonia. In one hour in a smoky room, a non-smoker breathes as much as a substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is good for tobacco companies because they make a lot of money from the smoking habit. Smoking, however, is not suitable for everybody else.

E. METODE DAN MEDIA PEMBELAJARAN

Metode	: Dictogloss
Strategi Pembelajaran	: Discovery Learning
Pendekatan	: <i>Scientific Approach</i>
Media	: Edpuzzle Aplication, buku tulis.
Alat dan bahan	: Papan tulis, spidol, laptop, smartphone, LCD proyektor, speaker.
Sumber	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 Oxford Dictionary, Internet (google)

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengajak siswa untuk berdo'a bersama. 3. Guru melakukan presensi. 4. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. 	10 menit
Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang cara penggunaan media Edpuzzle. 2. Guru meminta siswa untuk login aplikasi Edpuzzle menggunakan email masing-masing. 3. Guru mendiskusikan materi tentang Analytical Exposition text 4. Siswa memahami dan membaca materi explanation text sebelum menonton video pada Edpuzzle Application. 5. Guru meminta siswa menonton video materi analitical exposition text 	60 menit

	<p>melalui aplikasi Edpuzzle selama 2 kali.</p> <ol style="list-style-type: none">6. Pada saat menonton video pertama kali, guru meminta siswa untuk melihat dan mendengarkan penjelasan tentang <i>Is Smoking Good for Us?</i> yang terdapat pada video.7. Pada saat menonton video kedua kalinya, guru meminta siswa untuk menulis kosakata berdasarkan apa yang telah siswa dengar.8. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang ditonton. <p>b. Menanya</p> <ol style="list-style-type: none">1. Guru bertanya kepada siswa tentang isi yang terkandung dalam video kemudian siswa menjawab pertanyaan guru bahwa video yang siswa dengar berisi tentang <i>Is Smoking Good for Us?</i>2. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi	
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	<p>sosial, struktur teks, dan unsur kebahasaan.</p> <p>3. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks analytical exposition.</p> <p>c. Mengeksplorasi</p> <p>1. Guru melanjutkan menampilkan video analytical exposition text.</p> <p>2. Guru kembali memutar video secara dua putaran, putaran pertama hanya mendengarkan saja, putaran kedua siswa di minta untuk mencatat hal ha penting yang terdapat dalam video.</p> <p>3. Siswa diminta untuk menemukan <i>Generic Structure</i> dan makna atau pesan yang terkandung didalam video tersebut.</p> <p>4. Siswa diminta untuk mencari atau menangkap kosa kata yang mereka ketahui dalam video tsersebut.</p> <p>d. Mengasosiasi</p> <p>1. Guru meminta siswa untuk mencari informasi mengenai isi yang terkandung dalam video.</p> <p>2. Guru meminta siswa menjelaskan apa yang telah</p>	
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	<p>mereka pahami dari video.</p> <ol style="list-style-type: none"> 3. Siswa yang lainnya mendengarkan dan menanggapi penjelasan dari kelompok yang maju ke depan. 4. Guru menyimak dan membimbing siswa dalam diskusi. <p>e. Mengkomunikasikan Menyampaikan hasil kerja siswa tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.</p>	
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi pembelajaran yang telah dilaksanakan. 2. Memberikan informasi terkait rencana pembelajaran minggu depan dan memberikan motivasi kepada siswa 3. Menutup kegiatan pembelajaran dengan berdo'a bersama. 4. Guru menutup kelas dengan mengucapkan salam. 	20 menit

G. PENILAIAN PEMBELAJARAN

Teknik : Tes tertulis
Bentuk instrumen : Soal Pilihan Ganda
Penilaian : jumlah jawaban benar x 100
Jumlah soal

Guru Kelas, Bandar Lampung,2023
Mahasiswa,



Rosita S.S
NIP. 198009232014072002



Aulia Ulva Devi Nadila
NPM 1911040036



RENCANA PELAKSANAAN PEMBELAJARAN
(control class)
(RPP)

Satuan Pendidikan : SMAN 1 Sekincau

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/I

Tema/Subtema: Analytical Exposition text

Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. KOMPETENSI DASAR (KD) DAN INDIKATOR
PENCAPAIAN KOMPETENSI (IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.2 Menjelaskan fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.3 Membedakan fungsi social, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text</p>
<p>4.7 Teks eksposisi analitis 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.7.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition. 4.4.2.7 Menyusun kembali paragraph acak analytical exposition text dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan 4.4.2.8 Membuat analytical exposition text sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan.</p>

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

4. mengidentifikasi unsur kebahasaan dari teks eksposisi analitis.
5. menjelaskan fungsi social pada teks eksposisi dan unsur kebahasaan dari teks eksposisi analitis
6. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis dengan cara memilih jawaban yang benar.

D. MATERI PEMBELAJARAN

➤ **Definition of Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

➤ **Social Function**

Expressing opinions, influencing, with analytical arguments

➤ **Generic Structure**

- Opinions/views
- Argument analytically
- Conclusion

➤ **Language features**

- Phrases like I believe, I think
- Adverbs first, second, third...
- The conjunction Therefore, consequently, based on the arguments
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ **Topic**

Actual issues that need to be discussed that foster the behavior contained in the KI

Contoh Analytical Exposition text:

The Impact of social media on Society

Social media has become an integral part of our lives, transforming the way we communicate and interact. While it offers many benefits, it is important to critically examine the impact of social media on society and consider both its positive and negative aspects.

Firstly, social media enhances connectivity and communication. It allows people to connect with friends, family, and communities regardless of geographical boundaries. It provides a platform for sharing ideas, information, and experiences, fostering a sense of belonging and promoting cultural exchange. It has revolutionized activism and social movements, empowering individuals to raise awareness and create social change.

Secondly, social media has a significant impact on mental health. Excessive use of social media has been linked to increased feelings of loneliness, depression, and anxiety. The constant exposure to carefully curated images and unrealistic portrayals can lead to low self-esteem and body image issues, especially among young people. It is important to use social media mindfully and promote healthy online habits.

Furthermore, social media has influenced the spread of misinformation and fake news. The ease of sharing information on social media platforms has led to the rapid dissemination of unverified or false information, which can have serious consequences for society. It is crucial for individuals to critically evaluate

the information they encounter and verify its authenticity before sharing.

Social media has both positive and negative impacts on society. While it enhances connectivity and communication, it also has detrimental effects on mental health and contributes to the spread of misinformation.

E. METODE DAN MEDIA PEMBELAJARAN

Metode	: Dictogloss
Strategi Pembelajaran	: Discovery Learning
Pendekatan	: <i>Scientific Approach</i>
Media	: Audio, buku tulis.
Alat dan bahan	: Papan tulis, spidol, laptop, smartphone, LCD proyektor, speaker.
Sumber	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 Oxford Dictionary, Internet (google)

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengajak siswa untuk berdo'a bersama. 3. Guru melakukan presensi 4. Guru menyampaikan tujuan pembelajaran dan menunjukkan media pembelajaran untuk menjelaskan materi yang akan di 	10 menit

	pelajari.	
Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru mendiskusikan materi tentang Analytical Exposition text 2. Siswa memahami dan membaca materi explanation text sebelum mendengarkan audio yang di putar guru. 3. Guru memutar audio terkait materi analitical exposition text selama 2 kali. 4. Pada saat memutar audio pertama kali, guru meminta siswa untuk mendengarkan penjelasan tentang <i>The Impact of Social Media on Society</i>. 5. Pada saat memutar audio kedua kalinya, guru meminta siswa untuk menulis kosakata berdasarkan apa yang telah siswa dengar. 6. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang ditonton. 	60 menit

	<p>b. Menanya</p> <ol style="list-style-type: none">1. Guru bertanya kepada siswa tentang isi yang terkandung dalam audio kemudian siswa menjawab pertanyaan guru bahwa video yang siswa dengar berisi tentang <i>The Impact of Social Media on Society</i>.2. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.3. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks analytical exposition. <p>c. Mengeksplorasi</p> <ol style="list-style-type: none">1. Guru membagi siswa menjadi 5-6 kelompok2. Guru melanjutkan memutar audio analytical exposition text.3. Guru kembali memutar audio sebanyak dua putaran, putaran pertama hanya mendengarkan saja, putaran	
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	<p>kedua siswa di minta untuk mencatat hal ha penting yang terdapat dalam audio.</p> <ol style="list-style-type: none">4. Siswa diminta untuk menemukan <i>Generic Structure</i> dan makna atau pesan yang terkandung didalam audio tersebut.5. Siswa diminta untuk mencari atau menangkap kosa kata yang mereka ketahui dalam audio t tersebut. <p>d. Mengasosiasi</p> <ol style="list-style-type: none">1. Guru meminta siswa untuk mendiskusikan bersama teman kelompok nya mengenai isi yang terkandung dalam audio.2. Siswa berdiskusi bersama teman kelompoknya dengan pengawasan guru.3. Guru meminta siswa berkelompok maju kedepan dan menjelaskan apa yang telas didiskusikan dengan teman temannya.4. Siswa yang lainnya mendengarkan dan menanggapi penjelasan dari kelompok yang maju ke depan.5. Guru menyimak dan membimbing siswa dalam	
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	<p>diskusi.</p> <p>e. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Menyampaikan hasil kerja siswa tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru. 	
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi pembelajaran yang telah dilaksanakan. 2. Memberikan informasi terkait rencana pembelajaran minggu depan dan memberikan motivasi kepada siswa 3. Menutup kegiatan pembelajaran dengan berdo'a bersama. 4. Guru menutup kelas dengan mengucapkan salam. 	20 menit

G. PENILAIAN PEMBELAJARAN

Teknik : Tes tertulis
Bentuk instrumen : Soal Pilihan Ganda
Penilaian : jumlah jawaban benar x 100
Jumlah soal

Guru Kelas,

Bandar Lampung, 2023
Mahasiswa,

Rosita S.S
NIP. 198009232014072002



Aulia Ulva Devi Nadila
NPM 1911040036



RENCANA PELAKSANAAN PEMBELAJARAN
(control class)
(RPP)

Satuan Pendidikan : SMAN 1 Sekincau
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Tema/Subtema: Analytical Exposition text
Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. KOMPETENSI DASAR (KD) DAN INDIKATOR
PENCAPAIAN KOMPETENSI (IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.2 Menjelaskan fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.3 Membedakan fungsi social, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text
4.8 Teks eksposisi analitis 4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.8.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition. 4.4.2.9 Menyusun kembali paragraph acak analytical exposition text dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan 4.4.2.10 Membuat analytical exposition text sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. mengidentifikasi unsur kebahasaan dari teks eksposisi analitis.
2. menjelaskan fungsi social pada teks eksposisi dan unsur kebahasaan dari teks eksposisi analitis
3. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis dengan cara memilih jawaban yang benar.

D. MATERI PEMBELAJARAN

➤ **Definition of Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

➤ **Social Function**

Expressing opinions, influencing, with analytical arguments

➤ **Generic Structure**

- Opinions/views
- Argument analytically
- Conclusion

➤ **Language features**

- Phrases like I believe, I think
- Adverbs first, second, third...
- The conjunction Therefore, consequently, based on the arguments
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

➤ **Topic**

Actual issues that need to be discussed that foster the behavior contained in the KI

Contoh Analytical Exposition text:

Fast Food Should Be Unconsumed

Nowadays, fast food considered as a normal eating venture. People are not only eating out on special occasions or weekends anymore, but also at breakfast, lunch, dinner, in every occasion. It means that all the time they mostly eat fast foods. But we don't know yet the negatives effect that caused by this kind of food. There are some drawbacks that caused by Fast Food.

First, the fast-food rise in obesity and cancer. This is because fast food not only contains many more calories than traditional food, but also is more likely to undermine normal appetite control systems. The large portion size of fast food also over-eating, instead of an average sized meal, people consume extra-large portions. The fact is the fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Next, the fast-food Lack of Vitamins and Minerals. Fast food is lacking in nutritional value, as it is rarely made of fresh fruits, vegetables or whole grains. By consuming fast food, you are missing out on essential vitamins and minerals to keep you healthy.

So, there is no reason for us to consume fast food all the time, because absolutely fast food has no nutritional. Fast food just simply feeds hunger and craving. So don't you consume it all the time if you don't want to kill your own self!!

E. METODE DAN MEDIA PEMBELAJARAN

Metode	: Dictogloss
Strategi Pembelajaran	: Discovery Learning
Pendekatan	: <i>Scientific Approach</i>
Media	: Audio, buku tulis.
Alat dan bahan	: Papan tulis, spidol, laptop, smartphone, LCD proyektor, speaker.
Sumber	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016 Oxford Dictionary, internet (google)

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengajak siswa untuk berdo'a bersama. 3. Guru melakukan presensi 4. Guru menyampaikan tujuan pembelajaran dan menunjukkan media pembelajaran untuk menjelaskan materi yang akan di pelajari. 	10 menit
Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru mendiskusikan materi tentang Analytical Exposition text 2. Siswa memahami dan 	60 menit

	<p>membaca materi explanation text sebelum mendengarkan audio yang di putar guru.</p> <ol style="list-style-type: none">3. Guru memutar audio terkait materi analitical exposition text selama 2 kali.4. Pada saat memutar audio pertama kali, guru meminta siswa untuk mendengarkan penjelasan tentang <i>Fast Food Should Be Unconsumed</i>5. Pada saat memutar audio kedua kalinya, guru meminta siswa untuk menulis kosakata berdasarkan apa yang telah siswa dengar.6. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang ditonton. <p>b. Menanya</p> <ol style="list-style-type: none">1. Guru bertanya kepada siswa tentang isi yang terkandung dalam audio kemudian siswa	
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	<p>menjawab pertanyaan guru bahwa audio yang siswa dengar berisi tentang <i>Fast Food Should Be Unconsumed</i></p> <ol style="list-style-type: none"> 2. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. 3. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks analitical exposition. <p>c. Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru membagi siswa menjadi 5-6 kelompok 2. Guru melanjutkan memutar audio analytical exposition text. 3. Guru kembali memutar audio sebanyak dua putaran, putaran pertama hanya mendengarkan saja, putaran kedua siswa di minta untuk mencatat hal ha penting yang terdapat dalam audio. 4. Siswa diminta untuk menemukan <i>Generic</i> 	
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	<p><i>Structure</i> dan makna atau pesan yang terkandung didalam audio tersebut.</p> <ol style="list-style-type: none">5. Siswa diminta untuk mencari atau menangkap kosa kata yang mereka ketahui dalam audio tersebut. <p>d. Mengasosiasi</p> <ol style="list-style-type: none">1. Guru meminta siswa untuk mendiskusikan bersama teman kelompok nya mengenai isi yang terkandung dalam audio.2. Siswa berdiskusi bersama teman kelompoknya dengan pengawasan guru.3. Guru meminta siswa berkelompok maju kedepan dan menjelaskan apa yang telah didiskusikan dengan teman temannya.4. Siswa yang lainnya mendengarkan dan menanggapi penjelasan dari kelompok yang maju ke depan.5. Guru menyimak dan membimbing siswa dalam diskusi. <p>e. Mengkomunikasikan</p> <ol style="list-style-type: none">1. Menyampaikan hasil kerja siswa tentang tempat wisata	
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	dunia sesuai dengan panduan yang disiapkan guru.	
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi pembelajaran yang telah dilaksanakan. 2. Memberikan informasi terkait rencana pembelajaran minggu depan dan memberikan motivasi kepada siswa 3. Menutup kegiatan pembelajaran dengan berdo'a bersama. 4. Guru menutup kelas dengan mengucapkan salam. 	20 menit

G. PENILAIAN PEMBELAJARAN

Teknik : Tes tertulis
 Bentuk instrumen : Soal Pilihan Ganda
 Penilaian : jumlah jawaban benar x 100
 Jumlah soal

Guru Kelas,



Rosita S. S
NIP. 198009232014072002

Bandar Lampung, 2023
Mahasiswa,



Aulia Ulva Devi Nadila
NPM 1911040036

RENCANA PELAKSANAAN PEMBELAJARAN
(control class)
(RPP)

Satuan Pendidikan : SMAN 1 Sekincau

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/I

Tema/Subtema: Analytical Exposition text

Alokasi Waktu : 2 x 45 Menit

A. KOMPETENSI INTI (KI)

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

**B. KOMPETENSI DASAR (KD) DAN INDIKATOR
PENCAPAIAN KOMPETENSI (IPK)**

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>3.4.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.2 Menjelaskan fungsi social, struktur teks dan unsur kebahasaan analytical exposition text. 3.4.3 Membedakan fungsi social, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text</p>
<p>4.9 Teks eksposisi analitis 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.9.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition. 4.4.2.11 Menyusun kembali paragraph acak analytical exposition text dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan 4.4.2.12 Membuat analytical exposition text sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan.</p>

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa dapat:

1. mengidentifikasi unsur kebahasaan dari teks eksposisi analitis.
2. menjelaskan fungsi social pada teks eksposisi dan unsur kebahasaan dari teks eksposisi analitis
3. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis dengan cara memilih jawaban yang benar.

D. MATERI PEMBELAJARAN

➤ **Definition of Analytical Exposition Text**

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

➤ **Social Function**

Expressing opinions, influencing, with analytical arguments

➤ **Generic Structure**

- Opinions/views
- Argument analytically
- Conclusion

➤ **Language features**

- Phrases like I believe, I think
- Adverbs first, second, third...
- The conjunction Therefor, consequently, based on the arguments
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuations, and handwriting.

➤ **Topic**

Actual issues that need to be discussed that foster the behavior contained in the KI

Contoh Analytical Exposition text:

Is Smoking Good for Us?

Before we will smoke, it is better to look at the facts. About 50 thousand people die every year in Britain as a direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non-smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety-five percent of people who suffer from bronchitis are people who are smoking. Smokers are two and a half times more likely to die of heart disease than non-smokers.

Additionally, children of smokers are more likely to develop bronchitis and pneumonia. In one hour in a smoky room, a non-smoker breathes as much as a substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is good for tobacco companies because they make a lot of money from the smoking habit. Smoking, however, is not suitable for every body else.

E. METODE DAN MEDIA PEMBELAJARAN

Metode	: Dictogloss
Strategi Pembelajaran	: Discovery Learning
Pendekatan	: <i>Scientific Approach</i>
Media	: Audio, buku tulis.
Alat dan bahan	: Papan tulis, spidol, laptop, smartphone, LCD proyektor, speaker.

Sumber : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
Oxford Dictionary
Internet (google)

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberikan salam. 2. Guru mengajak siswa untuk berdo'a bersama. 3. Guru melakukan presensi 4. Guru menyampaikan tujuan pembelajaran dan menunjukkan media pembelajaran untuk menjelaskan materi yang akan di pelajari. 	10 menit
Inti	<p>a. Mengamati</p> <ol style="list-style-type: none"> 1. Guru mendiskusikan materi tentang Analytical Exposition text 2. Siswa memahami dan membaca materi explanation text sebelum mendengarkan audio yang di putar guru. 3. Guru memutar audio terkait materi analitical exposition 	60 menit

	<p>text selama 2 kali.</p> <ol style="list-style-type: none">4. Pada saat memutar audio pertama kali, guru meminta siswa untuk mendengarkan penjelasan tentang <i>Is Smoking Good for Us?</i>5. Pada saat memutar audio kedua kalinya, guru meminta siswa untuk menulis kosakata berdasarkan apa yang telah siswa dengar.6. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang ditonton. <p>b. Menanya</p> <ol style="list-style-type: none">1. Guru bertanya kepada siswa tentang isi yang terkandung dalam audio kemudian siswa menjawab pertanyaan guru bahwa video yang siswa dengar berisi tentang <i>Is Smoking Good for Us?</i>2. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada	
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	<p>dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.</p> <p>3. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks analitical exposition.</p> <p>c. Mengeksplorasi</p> <ol style="list-style-type: none">1. Guru membagi siswa menjadi 5-6 kelompok2. Guru melanjutkan memutar audio analytical exposition text.3. Guru kembali memutar audio sebanyak dua putaran,putaran pertama hanya mendengarkan saja, putaran kedua siswa di minta untuk mencatat hal ha penting yang terdapat dalam audio.4. Siswa diminta untuk menemukan <i>Generic Structure</i> dan makna atau pesan yang terkandung didalam audio tersebut.5. Siswa diminta untuk mencari atau menangkap kosa kata yang mereka ketahui dalam audio tsersebut. <p>d. Mengasosiasi</p>	
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	<ol style="list-style-type: none"> 1. Guru meminta siswa untuk mendiskusikan bersama teman kelompok nya mengenai isi yang terkandung dalam audio. 2. Siswa berdiskusi bersama teman kelompoknya dengan pengawasan guru. 3. Guru meminta siswa berkelompok maju kedepan dan menjelaskan apa yang telah didiskusikan dengan teman temannya. 4. Siswa yang lainnya mendengarkan dan menanggapi penjelasan dari kelompok yang maju ke depan. 5. Guru menyimak dan membimbing siswa dalam diskusi. <p>e. Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Menyampaikan hasil kerja siswa tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru. 	
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan materi pembelajaran yang telah dilaksanakan. 2. Memberikan informasi terkait 	20 menit

	<p>rencana pembelajaran minggu depan dan memberikan motivasi kepada siswa</p> <p>3. Menutup kegiatan pembelajaran dengan berdo'a bersama.</p> <p>4. Guru menutup kelas dengan mengucapkan salam.</p>	
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G. PENILAIAN PEMBELAJARAN

Teknik : Tes tertulis
 Bentuk instrumen : Soal Pilihan Ganda
 Penilaian : $\frac{\text{jumlah jawaban benar}}{\text{Jumlah soal}} \times 100$

Guru Kelas,



Rosita, S.S
 NIP. 198009232014072002

Bandar Lampung, 2023
 Mahasiswa,



Aulia Ulva Devi Nadila
 NPM 1911040036

Appendix 5

EXPERT VALIDATION FORM FOR LISTENING SKILL INSTRUMENTS PRE-TEST AND POST-TEST

The Title of Research: The Influence of Using Edpuzzle Application Towards Students' Listening Skill at The Eleventh Grade of SMAN 1 Sekeloa Lampung Barat

Researcher: Aulia Ulva Devi Nadila

NPM: 1911040034

Study Program: English Education

Validator: Rosita, S.S

Petunjuk pengisian format penelaah butir soal:

Analisis instrument soal berdasarkan semua kriteria yang tertera di dalam format!

- ❖ Berikanlah tanda centang (✓) pada kolom "Ya" jika soal yang ditelaah sudah sesuai dengan kriteria.
- ❖ Berikanlah tanda centang (✓) pada kolom "Tidak" jika soal yang ditelaah tidak/belum sesuai dengan kriteria.
- ❖ Berikan alasan pada kolom catatan.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI semester 1?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau Tingkat kelas?	✓		
3	Apakah alokasi waktu sudah cukup?	✓		
4	Apakah instruksi mudah dipahami oleh siswa?	✓		
5	Apakah instruksi sudah sesuai dengan aspek yang akan di ukur?	✓		

Lampung barat, November 2023

Validator

Rosita, S.S

NIP. 198009232014072002

Appendix 6**INSTRUMENT
PRE-TEST LISTENING SKILL
After Validity****Name:****Class:****Choose the best answer on a, b, c, or d based on the text listening!****Direction:****Please listen carefully to answer the question 1-4, Answer the question based on the audio that you heard!**

1. The text gives us information about
 - a. **The ways to minimize global warning**
 - b. The ways to increase global warning
 - c. The effects of global warning
 - d. The importance of consuming local groceries
2. To reduce the global warming, we should....
 - a. Buy import product
 - b. Buy expensive clothes
 - c. Consume frozen foods
 - d. **Consume fresh foods**
3. How does consuming fresh groceries contribute to saving energy?
 - a. They require more electricity
 - b. They need to be frozen
 - c. **They reduce the need for electricity**
 - d. They increase carbon dioxide emissions
4. What is the primary focus of the audios message?
 - a. The importance of frozen food
 - b. Reducing the cost of groceries
 - c. **Reducing carbon dioxide emissions through food choices**
 - d. The benefits of imported groceries

Please listen carefully to answer the question 5-7, Answer the question based on the audio that you heard!

5. What is the main idea of the passage?
 - a. Local governments manage the economy and defense.
 - b. The federal government is responsible for law and order.
 - c. Australia has three levels of government for different purposes.**
 - d. The federal government collects rubbish.
6. What is the main role of state governments in Australia?
 - a. Collecting federal taxes
 - b. Ensuring national defense
 - c. Managing local law and order**
 - d. Regulating international trade
7. Based on the audio, what is the impact if there is no government in a country?
 - a. The economy will progress and develop.
 - b. Law and order will be disturbed.**
 - c. there are no serious impacts
 - d. security increasingly advanced.

Please listen carefully to answer the question 8-10, Answer the question based on the audio that you heard!

8. What is the primary function of formalin in biology?
 - a. To preserve food.
 - b. To disinfect biological samples.**
 - c. To enhance the flavor of food.
 - d. To control government regulations.
9. Why is using formalin as a food preservative dangerous?
 - a. It enhances the flavor of food
 - b. It is expensive to use in food
 - c. It can be harmful to the human body**
 - d. It is readily available
10. What is the information given by the speaker about formalin?
 - a. Formalin is a safe food preservative
 - b. Government control is unnecessary

- c. **The use of formalin in food is a serious problem**
- d. Biological specimens should not be preserved

Please listen carefully to answer the question 11-13, Answer the question based on the audio that you heard!

11. How does passive smoking affect individuals?
 - a. It has no effect on anyone.
 - b. It can lead to asthma attacks and cancer.**
 - c. It improves their health.
 - d. It increases comfort while eating

12. what health risks are associated with smoking for the smokers themselves?
 - a. Increased risk of Gerd attacks.
 - b. Increased risk of cancer in others.
 - c. Heart and lung disease.**
 - d. Foul-smelling smoke.

13. What is the purpose of the passage?
 - a. To promote the benefits of smoking in restaurants
 - b. To criticize the health risks and social impact of smoking in restaurants**
 - c. To argue for personal freedom to smoke anywhere
 - d. To encourage more smoking-friendly policies

Please listen carefully to answer the question 14-16, Answer the question based on the audio that you heard!

14. What is the main idea of the passage?
 - a. The government should provide rehabilitation programs for drug users.**
 - b. Drug users are criminals and should be punished with imprisonment.
 - c. Drug users are not victims and should be left without any intervention.
 - d. The government should focus on arresting drug dealers, traffickers, and wholesalers.

15. According to the passage, who should be imprisoned?
- All drug users.
 - Only drug dealers, traffickers, and wholesalers.**
 - Drug users and dealers.
 - Everyone involved in the drug trade.
16. What does the word "rehabilitation" mean in the context of the passage?
- Punishment and incarceration.
 - Helping drug users recover and receive treatment.**
 - Ignoring the problem.
 - Encouraging drug use.

Please listen carefully to answer the question 17-19, Answer the question based on the audio that you heard!

17. What is the main idea of the passage?
- Mobile phones are a luxury for business people.
 - Mobile phones are essential for emergencies and business communication.**
 - Mobile phones are not needed in the new millennium.
 - Mobile phones are only useful for sending faxes.
18. why are mobile phones handy for emergencies?
- Because it's can play games and pass the time.
 - Because it's can watch videos and browse the internet.
 - Because it's can use to call for help in case of accidents or car breakdowns.**
 - Because it's can use to read e-books on the go.
19. what is an example of using mobile phone for business purposes?
- Playing mobile games
 - Sending faxes and messages**
 - Watching movies
 - Reading novel

Please listen carefully to answer the question 20-22, Answer the question based on the audio that you heard!

20. Why is reading considered a source of enjoyment?
- Because it requires a lot of effort.
 - Because it's an escape from the world.
 - Because it helps you relax and provides entertainment.**
 - Because it's a difficult task.
21. What can you learn from reading?
- Only sports and culture
 - Only science and technology
 - Many things in the world, including science, technology, sports, arts, and culture**
 - Nothing useful
22. What is the overall message conveyed by the passage?
- Reading is a burdensome activity.
 - Entertainment is more important than knowledge.
 - Reading is crucial for gaining knowledge, information, and pleasure.**
 - Short stories are the only enjoyable form of reading.

Please listen carefully to answer the question 23-25, Answer the question based on the audio that you heard!

23. What is the main idea of the passage?
- The less benefits of a vegetarian diet
 - Reasons for becoming a vegetarian**
 - The definition of a vegetarian
 - The risks of consuming meat products
24. Which of the following is NOT a food item typically consumed by vegetarians?
- Legumes
 - Fish**
 - Grains
 - Nuts

25. What is the meaning of the word "vegetarian" as used in the passage?
- a. A person who eats only meat
 - b. A person who avoids meat, poultry, and fish**
 - c. A person who eats a lot of dairy products
A person who consumes a lot of fatty



Appendix 6**INSTRUMENT
POST-TEST LISTENING SKILL
After Validity****Name:****Class:****Choose the best answer on a, b, c, or d based on the text listening!****Direction:****Please listen carefully to answer the question 1-3, Answer the question based on the audio that you heard!**

1. What is the main idea of the passage?
 - a. The importance of a balanced diet
 - b. The advantages of regular exercise**
 - c. The harmful effects of sedentary lifestyles
 - d. The significance of mental health awareness

2. How does regular exercise contribute to weight management according to the passage?
 - a. By promoting weight gain
 - b. By increasing stress levels
 - c. By reducing sleep duration
 - d. By helping in weight control**

3. What does the passage suggest about the relationship between exercise and immunity?
 - a. Exercise has no impact on the immune system.
 - b. Exercise weakens the immune system.
 - c. Exercise strengthens the immune system.**
 - d. The passage does not provide information on this.
 - e.

Please listen carefully to answer the question 4-6, Answer the question based on the audio that you heard!

4. What is the primary focus of early childhood education?
 - a. Developing physical strength
 - b. Enhancing social, emotional, cognitive, and motor skills**

- c. Nurturing creativity
 - d. Promoting advanced academic subjects
5. What are the benefits of early childhood education?
- a. Early education has no impact on a child's development.
 - b. It only focuses on academic performance.
 - c. It helps in developing various skills and a love for learning.**
 - d. It primarily focuses on physical development
6. We can conclude that the relationship between early childhood education and academic success is?
- a. There is no correlation between the two.
 - b. Early childhood education hinders academic success.
 - c. Early childhood education has a positive effect on academic success.**
 - d. Academic success depends solely on genetics.

Please listen carefully to answer the question 7-10, Answer the question based on the audio that you heard!

7. What does the audio tell us about?
- a. The positive and negative impacts of social media on society**
 - b. The benefits of excessive social media use
 - c. The importance of avoiding social media
 - d. The promotion of fake news on social media
8. What is one positive impact of social media mentioned in the text?
- a. It promotes feelings of lack.
 - b. It allows for the spread of misinformation.
 - c. It helps connect people globally.**
 - d. It encourages excessive use.
9. What can be concluded about the impact of fake news on society?
- a. Fake news has no impact on society.

- b. Fake news can have a bad impact on society.
 - c. Fake news is only limited to social media.
 - d. Fake news has a positive influence on mental health.
10. Which word in the passage means "the state of feeling not good enough"?
- a. Isolation
 - b. Connectivity
 - c. **Inadequacy**
 - d. Misinformation

Please listen carefully to answer the question 11-13, Answer the question based on the audio that you heard!

11. What is the main idea of the passage?
- a. **Online learning offers flexibility and convenience, along with some drawbacks.**
 - b. Online learning is becoming less popular than traditional classroom education.
 - c. Online learning has no advantages over traditional classroom education.
 - d. Online learning is the only effective way to educate students.
12. Which aspect of traditional classroom education is NOT mentioned as a benefit of online learning?
- a. **Face-to-face interaction with teachers**
 - b. Learning at one's own pace
 - c. Access to a vast array of resources
 - d. Elimination of commuting
13. Why is finding a balance between online and offline learning methods important, according to the audio?
- a. To eliminate all disadvantages of online learning
 - b. **To maximize the benefits of online education**
 - c. To completely replace traditional classroom education
 - d. To reduce the flexibility in scheduling

Please listen carefully to answer the question 14-16, Answer the question based on the audio that you heard!

14. What professions are at risk of tasks being replaced by AI and machines?
- Only jobs in manufacturing and assembly
 - Various professions where tasks can be performed more efficiently by AI and machines**
 - Only jobs in traditional sectors
 - Only jobs in technology-related fields
15. According to the Audio, in which industries has technology created new job opportunities?
- Manufacturing and assembly
 - Traditional sectors only
 - None of the above
 - IT and digital marketing**
16. What is the purpose of technology continuing as it grows?
- Transform the job market**
 - Remains static without any changes
 - Ignore the need for skilled workers
 - Only impacts traditional sectors

Please listen carefully to answer the question 17-19, Answer the question based on the audio that you heard!

17. how does traveling promote cultural understanding?
- By exposing individuals to diverse cultures, languages, and traditions.**
 - By isolating individuals from diverse cultures.
 - By discouraging open-mindedness.
 - By encouraging intolerance toward different backgrounds.
18. What does the word "tolerance" mean?
- The act of being rigid and unyielding.

- b. **The act of embracing different backgrounds and cultures.**
 - c. The act of avoiding all challenges.
 - d. The act of disconnecting from daily routine.
19. what does traveling offer individuals a break from?
- a. **Stress and demands of life**
 - b. Personal growth and development
 - c. Exposure to diverse cultures
 - d. Cultural understanding and open-mindedness

Please listen carefully to answer the question 20-22, Answer the question based on the audio that you heard!

20. What is the main idea of the passage?
- a. The affordability and trendiness of fast fashion
 - b. **The negative impact of fast fashion on the environment**
 - c. The ethical labor practices in the fashion industry
 - d. The benefits of using synthetic materials in clothing
21. What does the term "fast fashion" primarily refer to?
- a. Clothing made from sustainable materials
 - b. High-quality and expensive clothing items
 - c. **Affordable and trendy clothing produced rapidly**
 - d. Vintage and retro fashion trends
22. what negative impact does the production of fast fashion garments have on the environment?
- a. Decreased water and energy consumption
 - b. **Increased waste generation and landfill pollution**
 - c. Improved natural resource conservation
 - d. Use of eco-friendly materials

Please listen carefully to answer the question 23-25, Answer the question based on the audio that you heard!

23. What is financial literacy?
- Knowledge of literature
 - Understanding of history
 - Knowledge and understanding of financial concepts and practices**
 - Knowledge of animals
24. What is one benefit of financial literacy regarding investments?
- It guarantees high returns on investments
 - It eliminates all investment risks
 - It allows individuals to understand the risks and benefits of investments**
 - It provides instant wealth
25. What is the primary consequence of a lack of financial literacy, as mentioned in the passage?
- Falling into debt traps.**
 - Responsible borrowing.
 - Sound investment decisions.
 - Reducing Financial Insecurity.

Appendix 7**The Result of Reliability and Validity of Pre-Test**

Rata2= 21.29

Simpang Baku= 8.60

KorelasiXY= 0.71

Reliabilitas Tes= 0.83

Butir Soal= 50

Jumlah Subyek= 35

No Butir	Indeks DP (%)	Tkt. Kesukaran	Korelasi	Signifikan
1	66.67	Sedang	0.427	Sangat Signifikan
2	66.67	Sukar	0.443	Sangat Signifikan
3	44.44	Sedang	0.104	-
4	55.56	Sedang	0.463	Sangat Signifikan
5	44.44	Sedang	0.359	Sangat Signifikan
6	44.44	Sedang	0.393	Sangat Signifikan
7	66.67	Sedang	0.539	Sangat Signifikan
8	33.33	Sukar	-0.024	-
9	33.33	Sedang	0.391	Sangat Signifikan
10	44.44	Sukar	0.019	-
11	66.67	Sedang	0.172	-
12	33.33	Sedang	0.118	-
13	22.22	Mudah	-0.150	-
14	55.56	Sedang	0.152	-
15	55.56	Sedang	0.352	-
16	44.44	Sedang	0.335	-
17	66.67	Sedang	0.636	Sangat Signifikan
18	55.56	Sedang	0.412	Sangat Signifikan
19	22.22	Sedang	0.209	-
20	55.56	Sedang	0.609	Sangat Signifikan
21	33.33	Sedang	0.253	-
22	55.56	Sedang	0.461	Sangat Signifikan

23	44.44	Sedang	0.454	Sangat Signifikan
24	33.33	Sukar	0.252	-
25	33.33	Sukar	0.374	Sangat Signifikan
26	22.22	Sedang	0.055	-
27	22.22	Sedang	0.256	-
28	33.33	Sedang	0.243	-
29	44.44	Sedang	0.209	-
30	22.22	Sukar	0.200	-
31	22.22	Sedang	0.395	Sangat Signifikan
32	66.67	Sukar	0.568	Sangat Signifikan
33	0.00	Sedang	0.044	-
34	77.78	Sedang	0.632	Sangat Signifikan
35	11.11	Sedang	0.114	-
36	55.56	Sedang	0.490	Sangat Signifikan
37	55.56	Sedang	0.644	Sangat Signifikan
38	33.33	Sedang	0.222	-
39	22.22	Sedang	0.214	-
40	44.44	Sedang	0.486	Sangat Signifikan
41	0.00	Sedang	0.044	-
42	55.56	Sedang	0.400	Sangat Signifikan
43	77.78	Sedang	0.673	Sangat Signifikan
44	11.11	Sedang	0.114	-
45	55.56	Sedang	0.447	Sangat Signifikan
46	77.78	Sedang	0.595	Sangat Signifikan
47	88.89	Sedang	0.686	Sangat Signifikan
48	33.33	Sedang	0.344	-
49	11.11	Sedang	0.114	-
50	55.56	Sedang	0.447	Sangat Signifikan

Appendix 8

The Result of Reliability and Validity of Post-Test

Rata2= 20.86

Simpang Baku= 8.75

KorelasiXY= 0.66

Reliabilitas Tes= 0.80

Jumlah Subyek= 35

Butir Soal= 50

No Butir	Indeks DP(%)	Tkt. Kesukaran	Korelasi	Signifikan
1	66.67	Sedang	0.501	Sangat Signifikan
2	44.44	Sedang	0.143	-
3	44.44	Sedang	0.218	-
4	77.78	Sedang	0.601	Sangat Signifikan
5	55.56	Sedang	0.402	Sangat Signifikan
6	44.44	Sedang	0.294	-
7	33.33	Sedang	0.111	-
8	22.22	Sedang	0.189	-
9	33.33	Sedang	0.228	-
10	0.00	Sedang	0.108	-
11	22.22	Sedang	0.298	-
12	44.44	Sedang	0.461	Sangat Signifikan
13	55.56	Sedang	0.356	Sangat Signifikan
14	44.44	Sedang	0.147	-
15	44.44	Sedang	0.388	Sangat Signifikan
16	44.44	Sedang	0.396	Sangat Signifikan
17	55.56	Sedang	0.481	Sangat Signifikan
18	33.33	Sedang	0.202	-
19	55.56	Sedang	0.379	Sangat Signifikan
20	55.56	Sukar	0.531	Sangat Signifikan
21	55.56	Sukar	0.531	Sangat Signifikan
22	-22.22	Sedang	-0.034	-

23	0.00	Sedang	0.108	-
24	44.44	Sedang	0.470	Sangat Signifikan
25	55.56	Sedang	0.497	Sangat Signifikan
26	33.33	Sedang	0.182	-
27	33.33	Sedang	0.228	-
28	44.44	Sedang	0.363	Sangat Signifikan
29	66.67	Sedang	0.515	Sangat Signifikan
30	66.67	Sedang	0.596	Sangat Signifikan
31	22.22	Sedang	0.169	-
32	44.44	Sedang	0.494	Sangat Signifikan
33	66.67	Sedang	0.637	Sangat Signifikan
34	66.67	Sedang	0.550	Sangat Signifikan
35	33.33	Sedang	0.136	-
36	55.56	Sedang	0.397	Sangat Signifikan
37	55.56	Sukar	0.517	Sangat Signifikan
38	44.44	Sedang	0.295	-
39	55.56	Sukar	0.515	Sangat Signifikan
40	33.33	Sedang	0.228	-
41	44.44	Sedang	0.242	-
42	33.33	Sedang	0.128	-
43	0.00	Sedang	0.035	-
44	33.33	Sedang	0.102	-
45	44.44	Sedang	0.280	-
46	44.44	Sedang	0.361	Sangat Signifikan
47	33.33	sedang	0.185	-
48	33.33	Sedang	0.181	-
49	77.78	Sedang	0.584	Sangat Signifikan
50	66.67	Sedang	0.392	Sangat Signifikan

Appendix 9**Name in Experimental Class and Control Class
Students' Name Students'**

NO	EXPERIMENTAL CLASS		NO	CONTROL CLASS	
	NAME	CODE		NAME	CODE
1	Abellia Laurenth Azzahra	ALA	1	Adelya Putri	AP
2	Ahmad Rifai	AR	2	Ahmad Farel Irhamdani	AFI
3	Alliya Oktovia Putri	AOP	3	Aisah Rahmawati	AR
4	Alyansyah Ramadani	AR	4	alya Rahmadani	AR
5	Amelia Anatasia	AA	5	Aulia Echa Cahyati	AEC
6	Angga Kurniawan	AK	6	Bima Putra Ramadan	BPR
7	Anggun Devia	AD	7	Cindi Mutia	CM
8	Asep Saputra	AS	8	Debora Friscillya Manalu	DFM
9	Chandra Aditya	CA	9	Deli Zhafira	DZ
10	Daniel	D	10	Dzahra Adila Fatma	DAF
11	Dela Zafira	DZ	11	Eki Rahma Wati	ERW
12	Desika Anggraini	DA	12	Ghefira Siti Nurfatimah	GSN
13	Hani Safira Bela	HSB	13	Ihwal Jhumadi Pratama	IJP
14	Heri Purwandi	HP	14	Intan Maharani	IM
15	Hilma Zafira Maghfiroh	HZM	15	Jessyca Seffira	JS
16	Ida Mustika Kusuma	IMK	16	Leonardo Al Mahera	LAM
17	Jamatun Nuril Ghausi	JNG	17	Lili Sapitri	LS
18	Janisa Eka Rizkita	JER	18	Lilik maisaroh	LM
19	Jefran Satria Lavalidi	JSL	19	Muhammad Nurohman	MN
20	Marna Safitri	MS	20	Nastika Diah Ayu Savira	NDAS
21	Meri Flora Nadia	MFN	21	Nazwar Hadi	NH
22	Miftahul Jannah	MJ	22	Putra Rido alfa rizqi	PRAR

23	Nadya Cinta Pratiwi	NCP	23	Putri apriliana Ngazizah	PAN
24	Nazwa Sawundari Hidayat	NSH	24	rafi arroyan	PAN
25	Nira Widia Ningsih	NWN	25	Risa yuliyani	RY
26	Reva Ramadania	RR	26	Rivka Loidi Hutabarat	RLH
27	Riska Ayundari	RA	27	sahara dwi febriant	SDF
28	Riska Kande a Rizkiani	RKR	28	salsabila ramadani	SR
29	sevana Veronica	SV	29	sandi fitriana	SF
30	susi Susanti	SS	30	siti rohmah	SR
31	Tiara Novita Sari	TNS	31	tias nurul amara	TNA
32	tio Prambono	TP	32	vina anggista distina	VAD
33	Victor Ryco Rahmadana	VRR	33	wahyu setiawan	WS
34	Fika Aulia	FA	34	yosep pandi	YP
Total: 34 Male: 10 Female: 24			Total: 34 Male: 10 Female: 24		

Appendix 10

**Students' Score Pre-test and Post-test
Students' Score of Control Class**

NO	STUDENTS CODE	STUDENT'S SCORE OF CONTROL CLASS	
		Pre-test	Post-test
1	AP	56	72
2	AFI	48	60
3	AR	36	64
4	AR	40	60
5	AEC	56	68
6	BPR	60	72
7	CM	48	64
8	DFM	16	52
9	DZ	52	76
10	DAF	44	52
11	ERW	28	48
12	GSN	52	60
13	IJP	48	56
14	IM	32	48
15	JS	44	52
16	LAM	52	60
17	LS	28	44
18	LM	44	48
19	MN	56	64
20	NDAS	40	60
21	NH	64	72
22	PRAR	60	64
23	PAN	64	68
24	PAN	32	48
25	RY	44	48
26	RLH	52	64
27	SDF	36	48

28	SR	60	68
29	SF	40	52
30	SR	48	72
31	TNA	16	36
32	VAD	36	68
33	WS	32	64
34	YP	72	80



Appendix 11

**Students' Score Pre-test and Post-test
Students' Score of Experimental Class**

NO	STUDENT'S CODE	STUDENT'S SCORE OF EXPERIMENTAL CLASS	
		Pre-Test	Post-test
1	ALA	60	80
2	AR	40	68
3	AOP	56	72
4	AR	44	64
5	AA	48	68
6	AK	16	56
7	AD	56	72
8	AS	52	76
9	CA	64	80
10	D	44	68
11	DZ	56	68
12	DA	60	72
13	HSB	52	76
14	HP	28	56
15	HZM	64	80
16	IMK	28	48
17	JNG	44	60
18	JER	32	68
19	JSL	72	92
20	MS	60	72
21	MFN	32	76
22	MJ	52	68
23	NCP	72	80
24	NSH	60	88
25	NWN	28	60
26	RR	52	64
27	RA	24	52

28	RKR	32	60
29	SV	28	52
30	SS	28	60
31	TNS	48	68
32	TP	44	72
33	VRR	56	76
34	FA	44	68



Appendix 12

Normality and Homogeneity Analysis

NORMALITY ANALYSIS

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Result of Test	Pre-test Experimental Class	.132	34	.140	.956	34	.186
	Post-test Experimental Class	.144	34	.072	.976	34	.660
	Pre-test Control Class	.084	34	.200*	.979	34	.737
	Post-test Control Class	.129	34	.164	.964	34	.308

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

HOMOGENIETY ANALYSIS

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
The Result of Students Learning	Based on Mean	.287	1	66	.594
	Based on Median	.304	1	66	.583
	Based on Median and with adjusted df	.304	1	65.209	.583

Based on trimmed mean	.277	1	66	.600
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Appendix 13

Hypothetical Analysis HYPOTHETICAL ANALYSIS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	46.35	34	14.543	2.494
	Post-test Experimental Class	68.82	34	10.080	1.729
Pair 2	Pre-Test Control Class	45.18	34	13.268	2.275
	Post-Test Control Class	59.76	34	10.372	1.779

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Experimental Class & Post-test Experimental Class	34	.833	.000
Pair 2	Pre-Test Control Class & Post-Test Control Class	34	.763	.000

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test	-	8.298	1.423	-25.366	-19.575	-	33	.000
	Experimental Class - Post-test Experimental Class	22.471					15.789		
Pair 2	Pre-Test	-	8.578	1.471	-17.581	-11.595	-	33	.000
	Control Class - Post-Test Control Class	14.588					9.916		

INDEPENDENT SAMPLE T-TEST**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
The Result of Students Learning	Post-test Experimental Class	34	68.82	10.080	1.729
	Post-test Control Class	34	59.76	10.372	1.779

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of Students Learning	Equal variances assumed	.287	.594	3.652	66	.001	9.059	2.480	4.107	14.011
	Equal variances not assumed			3.652	65.946	.001	9.059	2.480	4.106	14.011

Appendix 14

Documentation

1. Documentation of Treatment in the Experimental Class



Picture 1. First meeting in the Experimental Class



Picture 2. Second meeting in the Experimental Class



Picture 3. Third meeting in the Experimental Class

2. Documentation of Treatment in Control Class



Picture 1. First meeting in the Control Class



Picture 2. Second meeting in the Control Class



Picture 3. Third meeting in the Control Class

Appendix 15

Research Permission Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURURAN
 Alamat : Jl. Let. Kol. H. Usro Suratin Sekeloa I Bandar Lampung ☎ (0711) 702260

Nomor : B-7296 Un.16/DY/PP.009.7/10/2023 Bandar Lampung, Oktober 2023
 Sifat : Penting
 Lampiran : -
 Perihal : Permohonan Mengadakan Penelitian

Kepada Yth.
 Kepala SMAN 1 SEKINCAU LAMPUNG BARAT
 di Tempat

Assalamu'alaikum Wt. Wb.

Setelah memperhatikan judul skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Anisa Ulva Devi Nadila
 NPM : 1911040036
 Semester : IX (Sembilan)
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Influence of Edpuzzle Application Towards Students' Listening Skill at Eleventh Grade of SMAN 1 sekincau Lampung Barat

Akan mengadakan penelitian di SMAN 1 SEKINCAU LAMPUNG BARAT
 guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 31 Oktober 2023 sampai dengan selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wt. Wb.

Dekan,



DR. Nerva Diana, M.Pd.
 NIP. 198408291988032002

Tersisian :

1. Wakil Dekan Bidang Akademik;
2. Kajar/Kaprodi. Pendidikan Bahasa Inggris;
3. Kabag TU FTK;
4. Mahasiswa yang bersangkutan.

Appendix 16

Response Letter



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKINCAU
NPSN.10803536
TERAKREDITASI "A"



Alamat : Jl. Pagar Iliru Giran Sekincau Kecamatan Sekincau Kab, Lampung Barat Kp. 34883
Website: <http://sran1sekincan> Email : sra_negeri1sekincan@yahoo.co.id

Nomor : 078 /1.12.05/SMA.13/MN/XI/2023
Lampiran : -
Hal : **Balasan izin Pelaksanaan Penelitian**

Kepada Yth :

Dekan UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

Dengan Hormat,

Menanggapi surat dari Universitas Islam Negeri Raden Intan Lampung Studi Pendidikan Bahasa Inggris ,S1, Nomor :B-~~12396~~ /Un.16/DT.I/PP.009.7/10/2023, Tanggal 31 Oktober 2023 tentang izin pelaksanaan penelitian untuk penyusunan skripsi, atas nama :

Nama Mahasiswa : Aulia Uiva Devi Nadila
NIM : 1911040036
Program Studi : Pendidikan Bahasa Inggris ,S1
Fakultas : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Semester : Ganjil
Judul Skripsi : The Influence of Using Edpuzzle Application Towards Student's Listening Skill at The Eleventh Grade of SMA N 1 Sekincau Lampung Barat

yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Sekincau, kegiatan yang pelaksanaannya sesuai dengan ketentuan

Demikian surat balasan ini, kami ucapkan terima kasih.

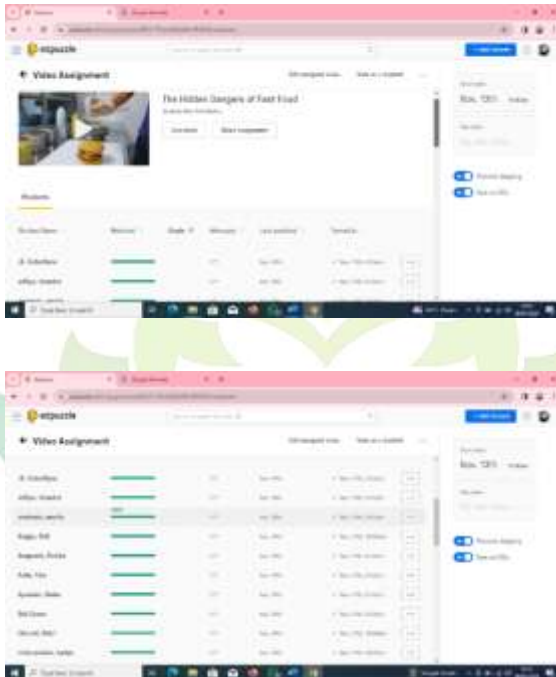
Sekincau, 31 Noveber 2023
SMA Negeri 1 Sekincau



2005011008

Appendix 17 the student results after finish doing the exercises on the Edpuzzle application

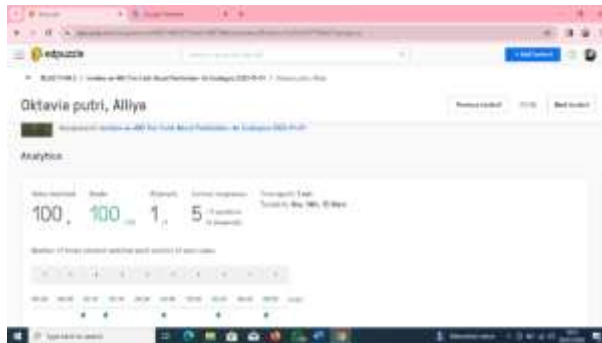
1. results of students watching the video



2. Result of students doing the exercises on the Edpuzzle application



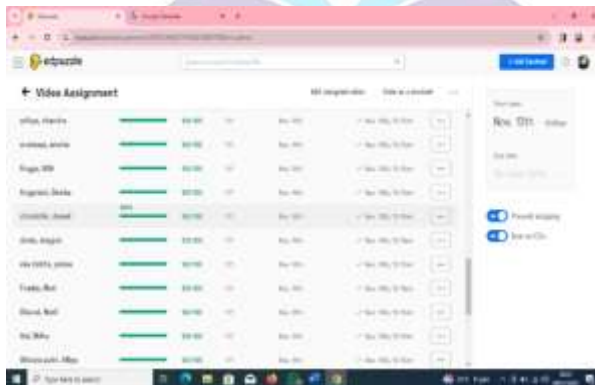
The result of Ida Mustika Kusuma



The result of alliya oktavia putri



The result of jefran satria



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