



**THE EFFECT OF USING YOUTUBE VIDEOS ON SENIOR HIGH
SCHOOL STUDENTS' LISTENING COMPREHENSION
ACHIEVEMENT**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF EDUCATION
UNIVERSITY OF JEMBER**

2023



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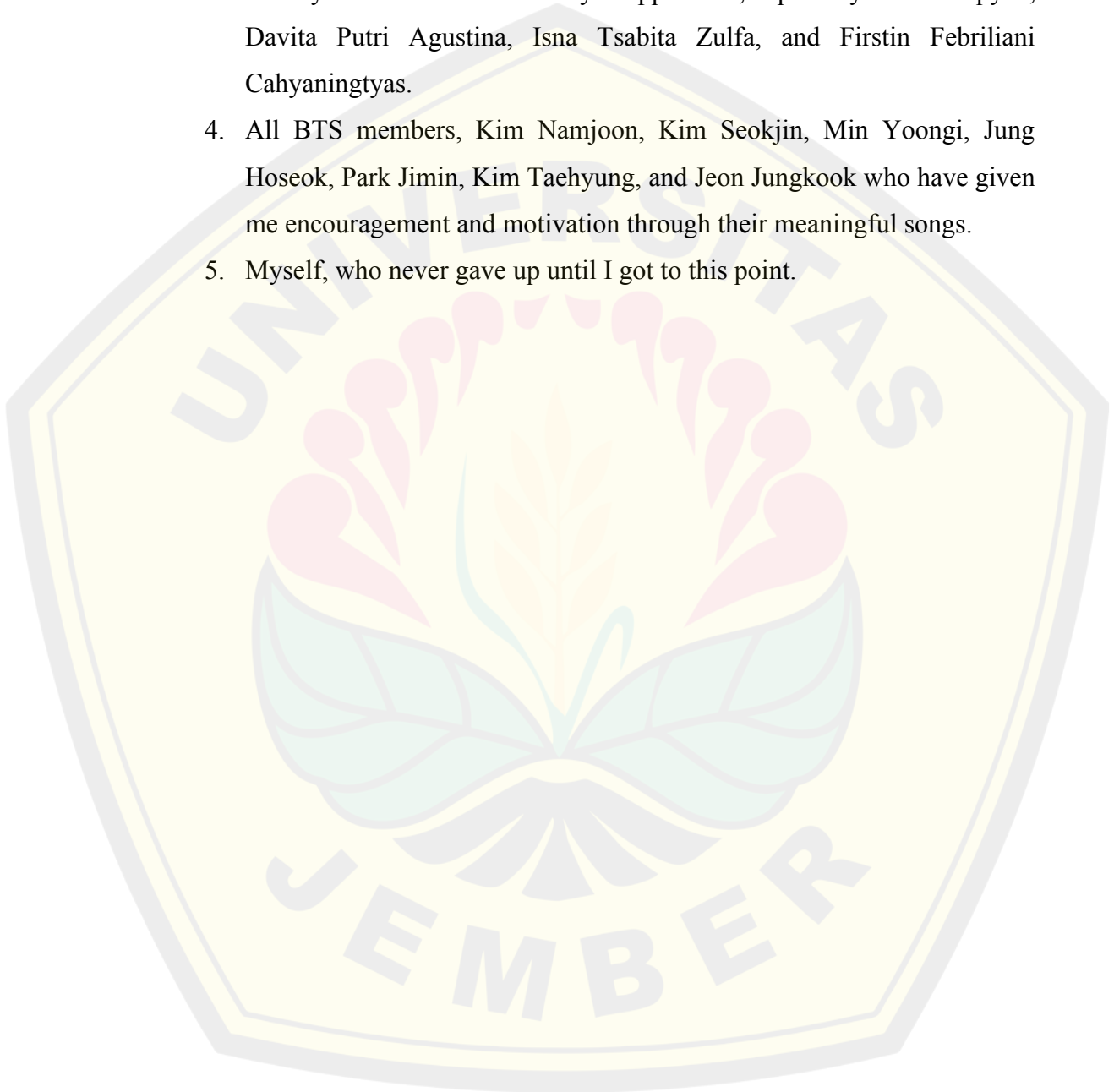
**ENGLISH EDUCATION STUDY PROGRAM
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UNIVERSITY OF JEMBER**

2023

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Ahmad Ridwan and Eni Asiyah.
2. My beloved sister, Siti Raihanun Ridwan Putri.
3. All my best friends who always support me, especially Risa Rizqiyah, Davita Putri Agustina, Isna Tsabita Zulfa, and Firstin Febriliani Cahyaningtyas.
4. All BTS members, Kim Namjoon, Kim Seokjin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, and Jeon Jungkook who have given me encouragement and motivation through their meaningful songs.
5. Myself, who never gave up until I got to this point.



MOTTO

“There is no end to learn and grow in our life journey. So, stay alive.”

-Sinta Ananda Ridwan Putri-



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part. To qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The Writer,

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SUPERVISORS APPROVAL

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First, I would like to express my greatest gratitude to Allah SWT for His mercy and blessing so that I can finish the thesis entitled “The Effect of Using YouTube Videos on Senior High School Students’ Listening Comprehension Achievement.”

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Finally, I believe that this thesis might have some weaknesses. Therefore, any criticism from those who want to improve this thesis will be widely appreciated.

Jember, Juli 2023

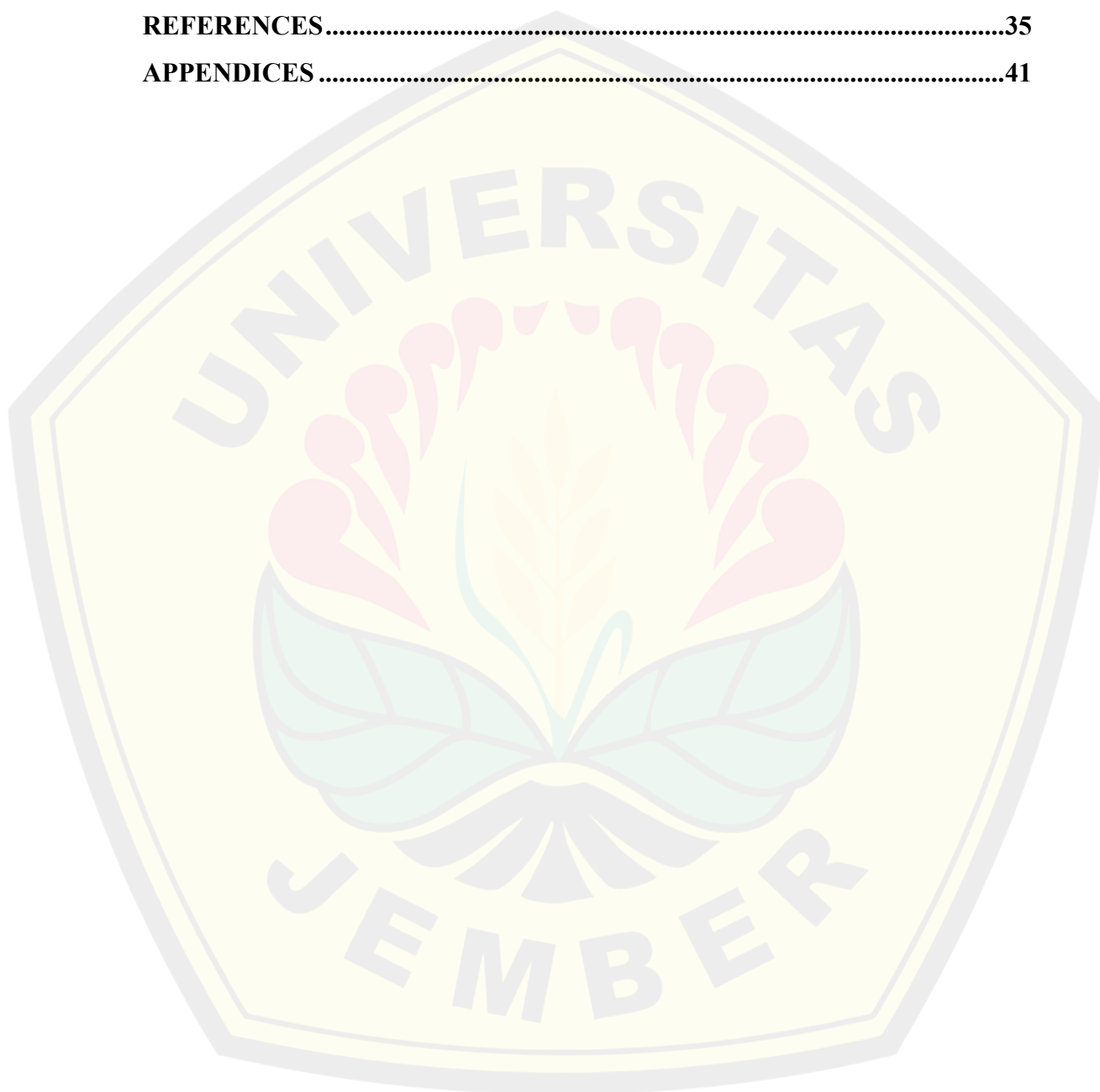
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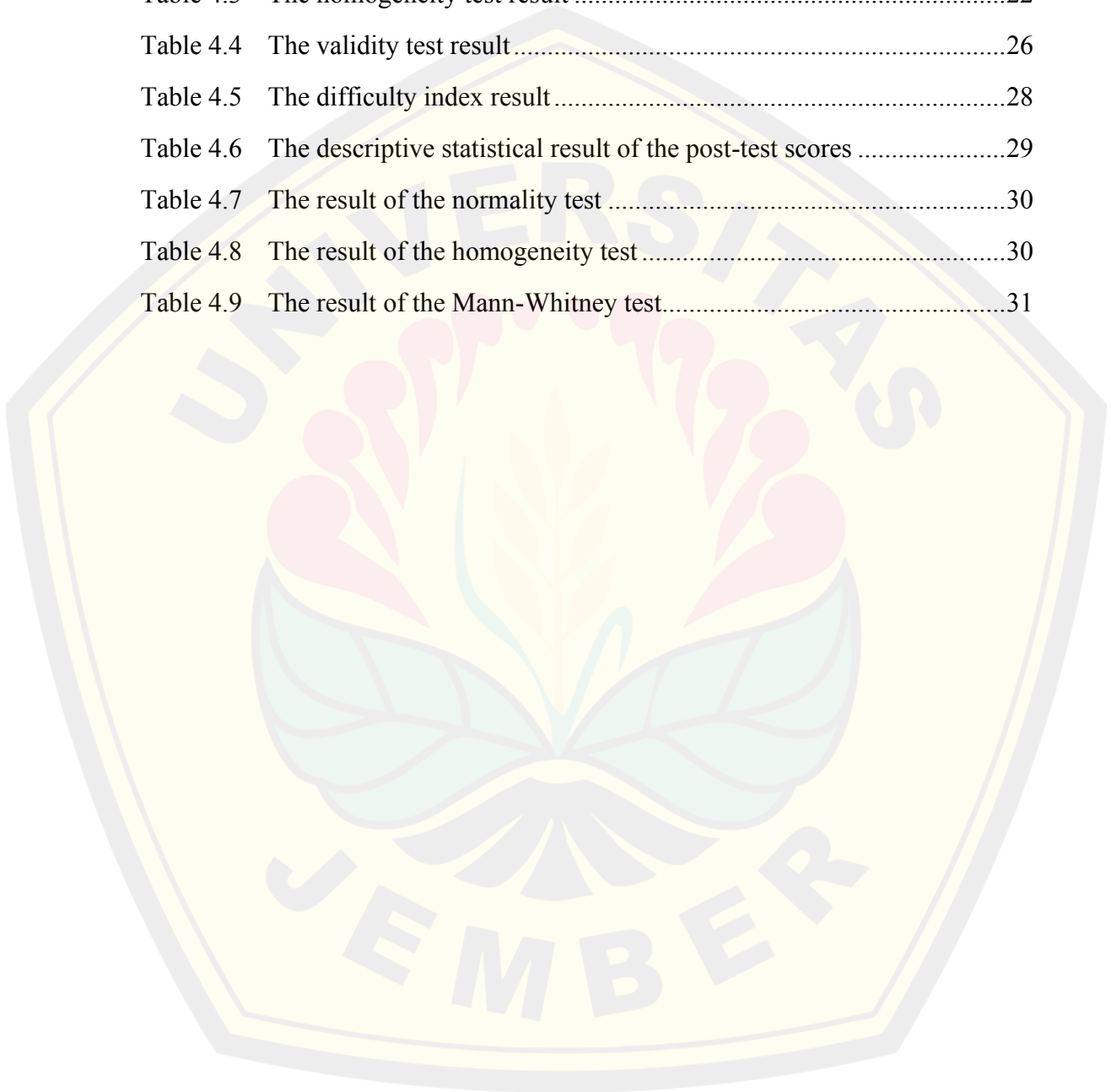


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SUMMARY

The Effect of Using YouTube Videos on Senior High School Students' Listening Comprehension Achievement; Sinta Ananda Ridwan Putri; 190210401064; 2023; 131 pages; English Education Study Program; Language and Arts Department Faculty of Education; Jember University.

This experimental research investigates the effect of using YouTube videos on senior high school students' listening comprehension achievement. This research was conducted at one of the senior high schools in Banyuwangi in the 2022/2023 academic year. The population in this study were all tenth-grade students majoring in natural sciences. To select the sample, the researcher first conducted a homogeneity test, which was analyzed through the Statistical Package for the Social Sciences (SPSS) 26. It was proven that the data came from a population with equal variance (homogeneous), so the researcher chose a sample with cluster random sampling. As a result, X MIPA 2 became the experimental class, and X MIPA 3 became the control class.

During the research, the researcher gave treatment in three meetings. Students in the experimental class were taught listening by using YouTube videos. On the other hand, students in the control class were taught listening by using audio extracted from the same YouTube videos. In addition, students in the experimental class and the control class involve the bottom-up process while listening.

In this research, the media used is instructional YouTube videos. During the treatment in the experimental class, YouTube videos were displayed with subtitles in the form of descriptive text. This served as a gap in this research from previous studies. The materials for both classes were descriptive texts about famous places and historical buildings. After giving treatments to these two classes, the researcher administered a post-test to determine the significant difference between scores of students in the experimental class and the control class.

Based on data analysis using the Mann -Whitney test via SPSS 26, the Asymp. Sig. (2-tailed) value is $0.000 < 0.05$, which indicates a positive significant difference between scores of students in the experimental class and the control

class. Thus, it can be concluded that there is a positive significant effect of using YouTube videos on students' listening comprehension achievement.

As YouTube videos have a positive significant effect on senior high school students' listening comprehension achievement, English teachers are suggested to teach listening by using YouTube videos. Furthermore, English teachers are suggested to involve the bottom-up process in teaching listening.

The researcher also faced some limitations in this research, including being conducted with a small sample and a relatively short research time. Therefore, it is suggested that future researchers pay more attention to these limitations. Future researchers are also suggested to use YouTube videos through a bottom-up process not only to teach listening but also other skills, such as reading skills because they have the same category as listening skills, which are receptive skills. Besides, it is also a good thing if future researchers can conduct research with a true experimental design to control all variables.

CHAPTER I

INTRODUCTION

This chapter consists of the research background, question, objective, and contributions. All of them are presented in the following sections.

1.1 Research Background

Listening is a complex process where the listener evaluates incoming material and auditory signals based on linguistic and non-linguistic knowledge (Buck, 2001). Linguistic knowledge includes phonology, lexis, syntax, semantics, discourse structure, pragmatics, and sociolinguistics. On the other side, non-linguistic knowledge consists of knowledge about topics, contexts, and general knowledge about the world and how it works. Nemtchinova (2013) defines listening as a necessary aspect of daily communication in any language. It accounts for 50% of all linguistic activity and is essential in several environments, such as educational and social. In studying English, listening is essential since it is one of the most fundamental skills in language acquisition and communication. Thus, it is apparent that students should master listening over time.

The use of technology can be optimized to enhance language learning, especially in listening skills. Technology-Enhanced Language Learning (TELL) is described by Zhou and Wei (2018) as any language learning activity that combines technology resources and instruments to improve efficiency, motivation, and adaptability of learning style. Technology is used in language teaching in various ways, such as resources, a delivery system, and a means of increasing productivity by enabling teachers to improve their teaching methods and personalize learning. Besides, technology allows for qualified exposure to linguistic and cultural resources and information (Ghanizadeh *et al.*, 2015). This is done through the media, which acts as a bridge between the technology and the recipient of the information.

According to Kranthi (2017), a video that belongs to the audio-visual category is one of the most common forms of media used in TELL. Audio-visual media

(AVM) is any media that can be viewed and heard simultaneously (Kirana, 2016). Among the many social media platforms, YouTube is the most popular video-sharing site in the world (Ramadhani *et al.*, 2021). It is also the second most accessed website globally, with 13,34 billion monthly visitors (Clement, 2022). YouTube is also available in-app version.

There have been several studies dealing with the use of YouTube videos in the learning of listening. Research conducted by Setiawan *et al.* (2022) showed that using YouTube videos in teaching listening to tenth-grade students at a senior high school in Madiun gave effective results. Findings from research by Qomariyah *et al.* (2021) stated that there is a statistically significant effect of using YouTube videos on students' listening comprehension. In addition, the mean score of students' listening comprehension taught by using YouTube videos in the experimental class is considerably better than those who were not taught using YouTube videos in the control class (Humaeroh *et al.*, 2019; Rizkan *et al.*, 2019; Mostajeran & Tabatabaei, 2019).

However, previous studies did not show subtitles when playing YouTube videos. Therefore, as mentioned previously, the researcher is interested in conducting experimental research at one of the senior high schools in Banyuwangi on tenth-grade students entitled "The Effect of Using YouTube Videos on Senior High School Students' Listening Comprehension Achievement."

1.2 Research Question

Based on the research background, the research question was formulated as follows: Is there any positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement?

1.3 Research Objective

Based on the research question, the research objective is to know whether or not there is a positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement.

1.4 Research Contributions

The results of this research were expected to give empirical and practical contributions to some people, such as the following explanation:

1.4.1 Empirical Contributions

Empirically, the results of this research were expected to provide insight for future researchers into the effect of using YouTube videos on senior high school students' listening comprehension achievement.

1.4.2 Practical Contributions

Practically, it was expected that the results of this study could give an understanding to teachers about the effect of YouTube videos on senior high school students' listening comprehension achievement, so they can use YouTube videos in teaching listening.

CHAPTER II

LITERATURE REVIEW

This chapter explains theories related to listening comprehension, listening processes, media in teaching listening, the use of YouTube videos in listening, previous studies, and the research hypothesis.

2.1 Listening Comprehension

Listening is one of the ways people make sense of their surroundings since humans have the ability to hear. According to Sadiku (2015), listening is more than just hearing. It is a condition of receptivity that allows for understanding what is heard and complete involvement in the communication process. Meanwhile, Brown (2006) argues that listening is a complicated process that can assist students in comprehending what they hear by activating existing knowledge. Furthermore, listening is an active activity that includes both the mind and the body, with verbal and nonverbal processes taking place (Purdy & Borisoff, 1997). They continued by stating that listening enables us to be aware of the needs, concerns, and understanding of others and the world around us. People can only communicate if they understand what the other person is saying.

Listening is a complex process in language teaching that allows us to hear spoken words (Rost, 2001). Many common misconceptions regard listening as a passive activity in which our ears receive information, yet, it is not. Listening is an active action performed by the listener, just as speaking is performed by the speaker (Xu, 2011). Hence, listening cannot be regarded as a passive activity since it requires active engagement from the listener throughout the listening process.

According to Dirven and Oakeshott-Taylor (1984), listening comprehension is a term that refers to many different ways of understanding and making meaning of spoken words. Listening comprehension is also known as understanding spoken language at the discourse level. It requires extracting and constructing meaning (Kim & Pilcher, 2016). In conclusion, people will truly comprehend what they hear when they understand what is being stated.

2.2 Listening Processes

2.2.1 Top-down Process

According to Brown (2006), the top-down process draws on our existing knowledge and experiences. This means we know about specific subjects and circumstances and uses that knowledge to comprehend them. This may also be done by brainstorming and asking students what they know about the covered topics. After that, students can listen to the main topic to get an overview and then listen again for more detailed or specific information.

2.2.2 Bottom-up Process

According to Brown (2006), bottom-up processing is how we simultaneously build our comprehension of what we read or hear. When using the linguistic ability to understand the meaning of a message, listeners adopt a bottom-up process (Vandergrift, 2002). It concentrates on individual words, phrases, or cohesive devices and obtains knowledge by combining these particular components into complete details (Harmer, 2007).

In this study, the researcher only involved a bottom-up process at the word level to support experiments. It builds comprehension by understanding the meaning of one word to the meaning of the whole text. The word level is the earliest level and is a good place to start for students who have never done listening activities. The treatment provided includes several activities modified from May (2020) as follows:

1. Students look for which keywords are seen and heard first, then sort them.
2. Students arrange the words to form complete sentences.
3. Students fill in the blank space in the sentence.
4. Students write unfamiliar words that they do not understand.
5. Students find meanings in keywords and unfamiliar words.
6. Students find synonyms of keywords and unfamiliar words.
7. Students find parts of speech from keywords and unfamiliar words.

2.3 Media in Teaching Listening

A medium (plural, media) is a communication and information source (Heinich *et al.*, 2001). It refers to anything that transmits data from one source to the recipient. Media has surely assisted language learning for learners. Brinton (2001) adds that media provides a depth of material and a richness of cultural input that would not be achievable in a classroom setting. He continues with the statement that media assists students in processing knowledge while relieving the teacher of the burden of a lengthy explanation and giving context and a strong starting point for classroom activities.

The type of media that we commonly encounter is audio-visual media. According to Januszewski and Molenda (2013), audio-visual media can activate many senses and give new tools to overcome the constraints of textbooks and teachers' speaking. As students employ a multi-sensory method to connect with the target of learning, the use of audio-visual resources in teaching reinforces and makes learning more permanent (Olagbaju & Popoola, 2020).

In addition to giving auditory output, audio-visual also provides visual output, which can help students develop an understanding or capture messages (Brian *et al.*, 2017). The use of audio-visual media in the classroom, according to Kirana (2016), can excitingly guide learning activities. This provides information to students and allows them to observe communication in the actions and language displayed. There are various types of audio-visual media. Video is one form that is frequently utilized in education.

Videos are praised for contextualizing language. It connects language forms with meanings and depicts foreign cultures more effectively than other teaching materials. It allows students to hear native speakers communicate in everyday conversation and practice fundamental language structures (Herron *et al.*, 1995). Video dominates the bulk of activities in everyday life and the educational process in technology-enhanced learning

because it incorporates and consolidates all types of material as the most illustrative and most demanding form of content (e.g., text, image, and sound) simultaneously (Nicolaou *et al.*, 2019).

Furthermore, in a study on teaching listening in foreign language learning by Sulaiman *et al.* (2017) and Woottipong (2014), students were more interested in videos that were used as learning materials, and they saw them as good tools because they provided realistic, relevant, and real-life contextual information. Overall, it helps them grasp the course better.

2.4 The Use of YouTube Videos in Listening

We live side by side with globalization. In the current digital era, information and communication technology (ICT) plays an essential role in education (Yuyun & Simamora, 2021). Technology has also become an instrument that can quickly transfer messages and resources to pedagogical needs (Puspa & Imamyartha, 2019). The implementation of technology like internet is familiar to our ears today. There are several internet-based programs and applications, including YouTube (Fachriyah *et al.*, 2020).

Chhabra (2012) states that the true benefit of utilizing YouTube to teach English is that it contains samples of common English used by everyday people. YouTube videos are alternative language training instruments with audio-visual information (Yasa, 2021). According to Kelsen (2009), students found the experience of using YouTube videos as supplementary materials to be interesting, relevant, useful, and motivating in class. This study's findings are comparable to Silviyanti's (2014), which discovered that students are motivated and engaged in listening when English movies on YouTube videos are used in the classroom. YouTube allowed teachers to construct activities that helped students improve their listening skills and recognize vocabulary (Mayoral *et al.*, 2010). YouTube videos not only help develop listening skills but also enhance the ability to use all the visual information to facilitate comprehension (Oddone, 2011).

Damronglaohapan and Stevenson (2013) stated that students have a favorable opinion of YouTube application. It was also disclosed that students thought YouTube helped enhance their vocabulary recognition. Furthermore, Rorimpandey (2019) discovers that utilizing animated YouTube videos in the listening process is more beneficial than using traditional media. From YouTube, students can study and listen to native direct speakers speak English. As a result, they grew acquainted with the native speaker's speech and dialogue.

It can be concluded that YouTube videos can assist students in listening. Students feel motivated to participate in listening activities. In this research, the researcher used instructional YouTube videos that described famous places and historical buildings.

2.5 Previous Studies

There are five previous studies are included as references in this research.

First, Setiawan *et al.* (2022) studied the effect of YouTube videos on students' listening comprehension. This study used a quasi-experimental design with a pre-test and post-test research design. This study aims to analyze the effect of listening skills on tenth-grade students by using YouTube videos. This research was conducted at a high school in Madiun with 68 tenth-grade students as participants. They were divided into two classes, which are the experimental class and the control class, with 34 students each. The experimental group was taught using YouTube videos, while the control group was taught using conventional teaching. Researchers used a listening test to collect data. In analyzing the data, the technique used is the independent t-test. The results obtained are the significant value of equal variances assumed to be $0.000 < 0.05$. This means that there is a significant effect on listening comprehension after implementing YouTube videos as media.

Second, research on the effect of YouTube videos on students' listening comprehension performance was conducted by Qomariyah *et al.* (2021). This is a quasi-experimental with a non-equivalent control group research design. This research aimed to identify the effect of using YouTube videos on the listening comprehension skills of first-semester students of English language education. The total population in this study was 90 people, who were divided into the experimental group and control group with an entire sampling technique to determine the sample. The experimental group received YouTube videos, whereas the control group received an audio recording. The groups were given a multiple-choice test with a total of 35 questions. The researchers used SPSS to analyze the t-test to answer the hypothesis. The t-test resulted in a higher score than the t-table ($1.834 > 0.073$), which might be construed to mean that YouTube learning videos significantly affect students' listening comprehension performance scores.

Third, Humaeroh *et al.* (2019) studied the use of video from YouTube to enhance listening skills. This is an experimental study with a pre-test and post-test research design. This study included 25 junior high school students from one region of Kemayoran, Jakarta, as the sample. There are 12 students in the control group and 13 in the experimental group. Multiple-choice questions were employed in this study to collect data in the form of students' scores. After that, the data were analyzed in SPSS by using descriptive statistics and paired sample t-tests. The significant result (2-tailed) of the paired sample t-test is $0.000 < 0.05$. The average value obtained from the experimental group utilizing YouTube video is 83.0769, whereas the control group that did not utilize it received 56.2500. As a result, the conclusion was students who used YouTube content in class performed in listening far better than those who did not.

Fourth, Rizkan *et al.* (2019) studied the effect of using YouTube as a learning media on students' listening skills. This is a quasi-experimental

with a post-test-only research design. The researchers investigated whether using YouTube is more effective than using audio in teaching listening skills. It was conducted at one of the universities in Pontianak. The research population is 95 students in the English study program. Cluster random sampling was used to choose the sample for this study. A sheet of paper was divided into three parts to determine both classes, each with the number of classes (A, B, and C). Class A became the experimental class, Class B became the control class, and the instrument was tested in Class C. The researcher utilized a listening test to collect data and a t-test to analyze the data. The result showed the probability of significance value is 0.000, which is less than the specified alpha value (0.05). Therefore, it can be concluded that using YouTube is more effective than using audio to teach listening comprehension at one of the universities in Pontianak.

Finally, research on the impact of using YouTube videos on the development of the listening skills of EFL learners was conducted by Mostajeran and Tabatabaei (2019). This research aimed to examine the effect of YouTube instructional videos on the listening comprehension of Iranian male and female students who studied English at an intermediate level at one of the institutions in Iran. The participants were anonymous and randomly selected to ensure reliability. They were divided into two experimental and two control groups based on gender. The experimental groups were then given educational YouTube videos, while the control groups were given the same content without the YouTube videos. The quasi-experimental design with pre-test and post-test was implemented for this study investigation. The test consisted of 20 multiple-choice questions of the same difficulty level. However, the analysis result was only obtained from the experimental class and the control class of male students with an independent t-test where $p < 0.001$. Thus, it can be concluded that providing instructional videos via YouTube significantly impacted intermediate Iranian male EFL learners' listening comprehension.

Based on these previous studies, the researcher investigated the effect of YouTube videos on senior high school students' listening comprehension achievement. The researcher used instructional YouTube videos that described famous places and historical buildings. Instructional videos are videos that have the objective of helping someone learn about specific concepts (de Koning *et al.*, 2018). However, previous studies did not show subtitles when playing YouTube videos. Therefore, the researchers displayed subtitles in the form of descriptive text when playing YouTube videos, which served as a gap from previous studies.

2.6 Research Hypothesis

Based on the related literature review and the previous research results above, the research hypothesis was formulated as follows:

Null hypothesis (H_0): There is no positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement.

Alternative hypothesis (H_a): There is a positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement.

CHAPTER III

RESEARCH METHODS

This chapter discusses the research methods, to be precise, research design, context, participants, data collection methods, and data analysis methods.

3.1 Research Design

In this research, the quasi-experimental with post-test-only research design was used because the researcher wanted to eliminate the testing effect, in which participants' scores on a test change because they have been exposed to it. According to Cohen *et al.* (2007), in an experimental study design, the researcher intentionally controls and manipulates the condition that influences the events of interest, adds an intervention and assesses its difference. Lodico *et al.* (2006) state that experimental research establishes cause-and-effect linkages by manipulating or controlling one or more independent variables and investigates the influence of the experimental manipulation on the dependent variable. There were two groups in this study; the experimental class and the control class. The experimental class was taught listening by using YouTube videos.

Meanwhile, the control class was taught listening by using audio extracted from YouTube videos. These classes were taught with three lesson plans through the bottom-up process, and then the listening post-test was administered. The following is an illustration of the research design used in this research:

Time →		
Post-Test Only Design		
Select the control group	No treatment	Post-test
Select the experimental group	Experimental treatment	Post-test

(Creswell, 2012:310)

3.2 Research Context

The research was conducted at one of the senior high schools in Banyuwangi, East Java, Indonesia. In the tenth grade, listening skills have not been taught because the teacher still focused on students' reading skills. The teacher has also never used YouTube videos to teach listening, even though the technology in this school is very supportive, such as the availability of digital projectors and even a computer lab.

3.3 Research Participants

Richards and Richard (2002) mention that a population is any group of things or people with common and observable characteristics. The tenth-grade students majoring in natural science at one of the senior high schools in Banyuwangi in the 2022/2023 academic year participated in this study. There were six classes, each has about 36-37 students.

The sample, also known as the group from which information is acquired, should be chosen to reflect a more expansive group or population (Fraenkel *et al.*, 2012). The researcher used a homogeneity test to determine the homogeneity of the population. As the homogeneity test showed that the population was homogenous, the sample was chosen by using cluster random sampling. According to Margono (2004), this technique is used when the population does not consist of individuals but consists of groups of individuals or clusters. The sample consists of two classes including the experimental class and the control class.

3.4 Preliminary Study

In this research, the researcher interviewed a tenth-grade English teacher at one of the senior high schools in Banyuwangi. The aim was to obtain supporting data regarding the English curriculum, teaching materials, teaching media, teacher's opinions about using YouTube videos, and the bottom-up process in teaching listening comprehension.

3.5 Data Collection Methods

The teaching of listening and a series of listening comprehension tests were the data collection methods of this study. The methods are described as follows:

3.5.1 The Teaching of Listening

The following descriptions are explanations of the activity that were carried out during the teaching process:

a. The Experimental Class

The treatment given to this class was listening based on the 2013 curriculum (see appendices E, F, and G). The researcher taught the class for three meetings by using instructional YouTube videos that described famous places and historical buildings, from a channel called Free School. The video subtitles were in the form of descriptive text, which was shown to students. Students involve a bottom-up process when viewing and listening to the YouTube videos. A digital projector and a loudspeaker are tools used to support the treatment. In every meeting, learning activities were divided into three stages:

- 1) Pre-instructional activity that contains set induction.
- 2) The main activities that were carried out by using a scientific approach. (After completing the bottom-up task and discussion, students were given a listening comprehension test containing multiple choice and true-false formats to know their learning results).
- 3) Post activity that contains closing.

b. The Control Class

This class was taught listening according to the 2013 curriculum (see appendices E, F, and G) for three meetings by using audio extracted from the same YouTube videos for the experimental class. A loudspeaker became the only tool to support the teaching process because there were no visuals to display. Students involve a bottom-up process when listening to the audio. In every meeting, learning activities were also divided into three stages:

- 1) Pre-instructional activity that contains set induction.
- 2) The main activities that were carried out by using a scientific approach. (After completing the bottom-up task and discussion, students were given a listening comprehension test containing multiple choice and true-false formats to know their learning results).
- 3) Post activity that contains closing.

3.5.2 Listening Comprehension Tests

According to Hughes (2003), there are four different types of tests: the proficiency test, the achievement test, the diagnostic test, and the placement test. An achievement test is any test that measures the individual attainments or accomplishments after a period of training or learning (Downie, 1961). In this research, the researcher assessed the students' listening comprehension by having them complete a series of achievement tests, including:

a. Homogeneity Test

A homogeneity was conducted before the researcher chose the experimental class and the control class. The goal was to find whether the population was homogeneous or not. The types of questions are multiple-choice and true-false, having ten items each. A YouTube video without the subtitle was used in the test. The duration of the YouTube video is 3 minutes and 37 seconds, obtained from a channel called Free School. This test used dichotomous scoring, where the correct answer received a score of 1, and the wrong answer received a score of 0. The results were considered for selecting the sample.

b. Tryout Test

A tryout test assessed the test validity, reliability, and difficulty level of the post-test. One class of the tenth-grade majoring in natural science outside the experimental class and the control class was asked to try this test out. The types of questions are multiple-choice and true-false, with fifteen items each. A YouTube video without the subtitle was used in the test. The duration of the YouTube video is 5 minutes

and 29 seconds, obtained from a channel called Free School. This test used dichotomous scoring, where the correct answer received a score of 1, and the wrong answer received a score of 0. The tryout test result that proves valid and reliable was used as a post-test after the experimental class and the control class had received treatment.

c. Post-Test

The experimental class and the control class were given a post-test after all treatments were completed. The test was obtained from tryout tests that had been tested for its validity, reliability, and difficulty level. The types of questions are multiple-choice and true-false, having ten items each. This test used dichotomous scoring, where the correct answer received a score of 1, and the wrong answer received a score of 0. Then, the scores were analyzed to see whether there is a positive significant effect of using YouTube videos on the senior high school students' listening comprehension achievement.

3.6 Data Analysis Methods

After getting the data from listening comprehension tests, the researcher analyzed the data with the calculations described in the following sections.

3.6.1 Homogeneity Test

The results of this test were analyzed using Levene's test in Statistical Package for the Social Sciences (SPSS) 26 to determine whether two or more sample data groups come from the population with the same variance. The the significance value is $0.061 > 0.05$, it indicates that the data group come from the population with the same variance (homogeneous).

3.6.2 Tryout Test

The scores of this test were analyzed for the following purposes:

a. Validity

According to Hughes (2003), a test is valid if it measures exactly what it is intended to measure. The test in this study has content validity because the item items were constructed based on the 2013 Curriculum.

The validity of this test was also measured by criterion validity. There are two types of criterion validity: internal and external. In this research, the researcher used internal criterion validity, which can be done by correlating items to the overall test itself as a criterion. Thus, this validity is also called item validity. This validity is indicated by how far the item measurement results are consistent with the overall test results. Therefore, the validity of the items is reflected in the correlation coefficient between the item score and the total test score. The validity of the test in this research was analyzed in Microsoft Excel 2021 by using the point biserial correlation with the following formula:

$$r_{pb} = \frac{\bar{X}_i - \bar{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

Notes:

r_{pb} = biserial correlation coefficient between the score of the item number (i) and the total score

\bar{X}_i = mean score of respondents who answered item number (i) correctly

\bar{X}_t = mean score of all respondents

s_t = standard deviation of the total score of all respondents

p_i = the proportion of correct answers for item number (i)

q_i = the proportion of wrong answers for item number (i)

(Djaali *et al.*, 2000)

This formula was used because the instrument used dichotomous scoring, where the correct answer received a score of 1, and the wrong answer received a score of 0. In this research, 21 out of 30 items were said to be valid because the $r_{pb} > r_{table}$.

b. Reliability

According to Hughes (2003), a reliable test will give the same results for a given set of people, regardless of when the test is administered. The reliability of the test in this research was analyzed in

Microsoft Excel 2021 using the Kuder Richardson (KR_{20}) with the following formula:

$$r_{11} = \frac{k}{k-1} \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Notes:

r_{11} = reliability coefficient

k = the total number of items

$\sum pq$ = the sum of the multiplication results between the proportions that answered the item correctly and incorrectly

s^2 = variance of the total test scores

(Arikunto, 2011)

This formula was used because the instrument used dichotomous scoring, where the correct answer received a score of 1, and the wrong answer received a score of 0. The reliability coefficient obtained after the analysis was carried out was 0.743. Thus, the items can be said to be reliable.

c. Item Difficulty

The difficulty level in this research were analyzed in Microsoft Excel 2021 by using the facility value with the following formula:

$$FV = \frac{R}{n}$$

Notes:

FV = facility value or difficulty level

R = the number of correct answers

n = the number of students taking the test

The criteria of the difficulty index:

< 0.3 = Difficult

< 0.3 - < 0.7 = Fair

> 0.7 = Easy

(Heaton, 1988)

The results showed that there are 21 items in the easy category, 8 items in the fair category, and 1 item in the difficult category

3.6.3 Post-Test

a. Fulfillment of the Assumptions

Before conducting data analysis by using the independent sample t-test, two assumptions must be fulfilled: the normality test and the homogeneity test results.

1) Normality Test

The researcher did the normality test to know whether the data had a normal distribution. The researcher used the Shapiro-Wilk test via SPSS 26 to test the normality since the number of samples was less than 50. Meanwhile, the criteria for acceptance of the normality test were as follows:

- a) The data were normally distributed if the value of Sig. is > 0.05
- b) The data were not normally distributed if the value of Sig. is < 0.05

(Santoso, 2017)

As the significance value (Sig.) was $0.00 < 0.05$, it can be concluded that the data were not normally distributed.

2) Homogeneity Test

The researcher did the homogeneity test to know whether the data were taken from the population with the same variance. In this research, the researcher used Levene's test via SPSS 26 to test the homogeneity. Meanwhile, the criteria for acceptance of the homogeneity test were as follows:

- a. The variance of the data was homogenous if the value of Sig. is > 0.05 .
- b. The variance of the data was not homogenous if the value of Sig. is < 0.05 .

(Nuryadi *et al.*, 2017)

As the significance value (Sig.) was $0.087 > 0.05$, it can be concluded that the population was homogeneous.

b. Hypothesis Testing

As the data was not normally distributed, a non-parametric test is used in the form of the Mann-Whitney U test via SPSS 26. The value of Sig. (2-tailed) is < 0.05 , which means that there is a positive significant difference between scores of students in the experimental class and the control class.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research schedule, homogeneity test results, the description of the treatments, the analysis of tryout test results, the analysis of post-test results, hypothesis verification, and discussion.

4.1 Research Schedule

Before conducting the research, the researcher interviewed an English teacher at one of the senior high schools in Banyuwangi as a preliminary study to obtain supporting data, especially about the learning process and English teaching media in class. After the thesis proposal was approved, the researcher conducted the research from having a homogeneity test to the implementation of the post-test in approximately two months. The schedule for conducting this research is listed in table 4.1 below:

Table 4.1 The research schedule

No.	Activity	Date	Participant
1.	Interview (preliminary study)	May, 12 th 2022	English Teacher
2.	Homogeneity test	March, 30 th 2023	X MIPA 6
		March, 31 st 2023	X MIPA 1
		April, 3 rd 2023	X MIPA 5 X MIPA 4
		April, 5 th 2023	X MIPA 2 X MIPA 3
3.	Tryout Test	April, 17 th 2023	X MIPA 4
4.	Teaching the experimental class and the control class	April, 12 th 2023 (1 st meeting)	X MIPA 2 X MIPA 3
		May, 10 th 2023 (2 nd meeting)	X MIPA 2 X MIPA 3
		May, 17 th 2023 (3 rd meeting)	X MIPA 2 X MIPA 3
5.	Post-test	May, 24 th 2023	X MIPA 2 X MIPA 3

4.2 Result of Homogeneity Test

The homogeneity test was conducted in four meetings for six classes of tenth-grade students majoring in natural science at one of the senior high schools in Banyuwangi. It was done by administering a listening comprehension test (on page 42). The following table is the result of the homogeneity test scores in each class.

Table 4.2 The descriptive statistical result of the homogeneity test scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X MIPA 1	26	60	90	75.77	9.868
X MIPA 2	30	70	95	80.67	8.380
X MIPA 3	33	60	95	83.33	9.326
X MIPA 4	30	70	95	83.17	5.796
X MIPA 5	34	60	90	79.12	8.916
X MIPA 6	28	70	90	81.96	6.714
Valid N (listwise)	26				

The table above showed that in column X MIPA 1, there were 26 participants, and the average score obtained was 75.77. In column X MIPA 2, there were 30 participants, and the average score obtained was 80.67. In column X MIPA 3, there were 33 participants, and the average score obtained was 83.33. In column X MIPA 4, there were 30 participants, and the average score obtained was 83.17. In column X MIPA 5, there were 34 participants, and the average score obtained was 79.12. In column X MIPA 6, there were 28 participants, and the average score obtained was 81.96. After that, the homogeneity test scores were analyzed by using Levene's Test in the SPSS 26. The result is as described below:

Table 4.3 The homogeneity test result

Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Results	Based on Mean	2.154	5	175	.061
	Based on Median	1.565	5	175	.172
	Based on Median and with adjusted df	1.565	5	158.897	.173
	Based on trimmed mean	1.979	5	175	.084

Based on the analysis above, the significance value (Sig.) was $0.061 > 0.05$. It can be concluded that the population was homogeneous. Therefore, the two classes as the samples could be taken randomly from any cluster of the population. The researcher used a lottery to determine the experimental class and the control class. The lottery obtained a decision where X MIPA 2 was the experimental class and class X MIPA 3 was the control class.

4.3 The Description of the Treatments

4.3.1 The Experimental Class

In this research, the researcher treated the experimental class by teaching descriptive text by using instructional YouTube videos through a bottom-up process focusing on the word level. Teaching activities were carried out for three meetings in three weeks every Wednesday.

At the beginning of the teaching process, the researcher first explained what a bottom-up process is and its application in listening which requires understanding vocabulary. In this case, most of the highlighted word is the language features of descriptive text, such as adjectives and action verbs. In addition, nouns and adverbs of place are also involved in it.

The researcher gave task sheets containing a bottom-up task which consisted of 2 parts to be done individually. The YouTube video was played for the first time with the subtitle. Students watched and listened to it while finding the sequence of ten keywords (bottom-up task part I). Then, the YouTube video was played for the second time with the subtitle. Students watched and listened to it while arranging scrambled words into complete sentences and filling in the gaps in the sentences (bottom-up task part II).

In the first meeting, students still needed clarification on the instructions for the bottom-up task. The researcher took the initiative to provide additional explanations so they could understand. Students looked enthusiastic about learning by using the YouTube videos that were displayed. The lesson was continued with the researcher asking students about general and specific information from the YouTube videos. Some students could find the general

and specific information of YouTube videos correctly, even though some things were still missing.

The YouTube video was played for the third time with the subtitle after the researcher asked students to write a maximum of ten unfamiliar words they did not understand. Some students write less than ten, and others write more. In other words, students' level of comprehension in this experimental class is different. Then, the researcher assigned students to discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words through the online dictionary. The discussion went well. Afterward, the researcher assigned students to combine knowledge related to the meaning of keywords and unfamiliar words with general and specific information identified briefly at the beginning to draw a conclusion about the contents of the YouTube videos.

Finally, students were assigned individually to do the listening comprehension test in the form of multiple choice and true false to see how far they understood the material. At the end of the lesson, students shared what they understood about the contents of the descriptive text from the YouTube videos they had watched and listened to.

4.3.2 The Control Class

In this research, the researcher treated the control class by teaching the same material as the experimental class, which is descriptive text by using audio extracted from instructional YouTube videos through a bottom-up process focusing on the word level. Teaching activities were also carried out for three meetings in three weeks every Wednesday after the treatment in the experimental class was completed.

At the beginning of the teaching process, the researcher first explained what a bottom-up process is and its application in listening which requires understanding vocabulary. In this case, most of the highlighted words are the language features of descriptive text, such as adjectives and action verbs. In addition, nouns and adverbs of place are also involved in it.

The researcher gave task sheets containing a bottom-up task which

consisted of 2 parts to be done individually. The audio was played for the first time with the subtitle. Students listened to it while finding the sequence of ten keywords (bottom-up task part I). Then, the audio was played for the second time with the subtitle. Students listened to it while arranging scrambled words into complete sentences and filling in the gaps in the sentences (bottom-up task part II).

In the first meeting, the instructions for the bottom-up task also confused the students. The researcher took the initiative to provide additional explanations so they could understand. In contrast to the experimental class, students tend to feel bored when listening to the audio. This is known from the two rows of students sitting at the back. They could not focus properly and often tried to talk to other students. The researcher then approached and asked them to listen carefully again. The lesson was continued with the researcher asking students about general and specific information from the audio. Some students have enough trouble finding out general and specific information in the audio correctly.

The audio was played for the third time with the subtitle after the researcher asked students to write a maximum of ten unfamiliar words they did not understand. Most students have written ten familiar words, but there were still spelling errors. Then, the researchers assigned students to discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words through the online dictionary. Afterward, the researcher assigned students to combine knowledge related to the meaning of keywords and unfamiliar words with general and specific information identified briefly at the beginning to draw a conclusion about the contents of the audio.

Finally, students were assigned individually to do the listening comprehension test in the form of multiple choice and true false to see how far they understood the material. At the end of the lesson, students shared what they understood about the contents of the descriptive text from the audio they had listened to.

4.4 The Analysis of Tryout Test Results

In this research, one non-research class (X MIPA 4) was selected to conduct a tryout test by administering a listening comprehension test (on page 48). A tryout test was carried out to determine the validity, reliability, and difficulty index from the post-test instrument as described in the following sections:

4.4.1 The Analysis of The Validity Test

The number of samples or n for the validity test was 27. As a result, when referring to the 5% significance level, the r_{table} obtained is 0.381. Of the 30 items, there are 21 valid items and 9 invalid items. The number of items used was only 20. Therefore, there was 1 item that was not used, item number 12. This is because the type of bottom-up process in item number 12 is the same as in item number 7. However, item number 7 was chosen to be included in the post-test instead of item number 12 because it has a fair level of difficulty index, as described in section 4.4.3. The results of the validity test were shown as follows:

Table 4.4 The validity test result

Item Number	r_{pb}	r_{table}	Status
1.	0.510	0.381	Valid
2.	0	0.381	Invalid
3.	0.709	0.381	Valid
4.	0.398	0.381	Valid
5.	0.263	0.381	Invalid
6.	0.437	0.381	Valid
7.	0.490	0.381	Valid
8.	0.398	0.381	Valid
9.	-0.136	0.381	Invalid
10.	-0.126	0.381	Invalid
11.	0.745	0.381	Valid
12.	0.443	0.381	Valid

13.	0.450	0.381	Valid
14.	0.450	0.381	Valid
15.	0.450	0.381	Valid
16.	0.425	0.381	Valid
17.	0.425	0.381	Valid
18.	0.383	0.381	Valid
19.	-0.269	0.381	Invalid
20.	-0.186	0.381	Invalid
21.	0.615	0.381	Valid
22.	0.425	0.381	Valid
23.	0.399	0.381	Valid
24.	-0.219	0.381	Invalid
25.	0.557	0.381	Valid
26.	-0.161	0.381	Invalid
27.	0.485	0.381	Valid
28.	0.490	0.381	Valid
29.	-0.136	0.381	Invalid
30.	0.437	0.381	Valid

The calculation of the validity test can be seen on page 102.

4.4.2 The Analysis of The Reliability Test

The reliability coefficient obtained after the reliability test was carried out was 0.743, which was included in the high category. Thus, the instrument was reliable. The calculation of the reliability test can be seen on page 108.

4.4.3 The Analysis of The Difficulty Index

Based on the analysis on 30 items, the results show that there are 21 items in the easy category, 8 items in the fair category, and 1 item in the difficult category according to the following table:

Table 4.5 The difficulty index result

Item Number	Difficulty Index	Criteria	Status
1.	0.778	Easy	Used
2.	0.963	Easy	Unused
3.	0.815	Easy	Used
4.	0.852	Easy	Used
5.	0.889	Easy	Unused
6.	0.556	Fair	Used
7.	0.444	Fair	Used
8.	0.852	Easy	Used
9.	0.963	Easy	Unused
10.	0.889	Easy	Unused
11.	0.667	Fair	Used
12.	0.815	Easy	Unused
13.	0.926	Easy	Used
14.	0.926	Easy	Used
15.	0.926	Easy	Used
16.	0.852	Easy	Used
17.	0.852	Easy	Used
18.	0.519	Fair	Used
19.	0.926	Easy	Unused
20.	0.963	Easy	Unused
21.	0.630	Fair	Used
22.	0.852	Easy	Used
23.	0.593	Fair	Used
24.	0.519	Fair	Unused
25.	0.852	Easy	Used
26.	0.926	Easy	Unused
27.	0.222	Difficult	Used

28.	0.741	Easy	Used
29.	0.963	Easy	Unused
30.	0.593	Fair	Used

The calculation of the difficulty index can be seen on page 110.

4.5 The Analysis of Post-Test Results

The post-test was carried out at the end of the treatments to find out the learning outcomes of the experimental class and the control class. The following table is the result of the post-test scores:

Table 4.6 The descriptive statistical result of the post-test scores

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class	35	75.00	95.00	89.7143	5.41551
Control Class	35	70.00	90.00	76.7143	5.68057
Valid N (listwise)	35				

Based on the analysis above, it was shown that in the experimental class column, the minimum score is 75, the maximum score is 95, and the mean score is 89.71. Meanwhile, in the control class column, the minimum score is 70, the maximum score is 90, and the mean score is 76.71.

The researcher interpreted that the results of students taught by using YouTube videos were better than those taught by using audio in their listening comprehension. This can be seen based on their scores in the post-test. From the table, it can be seen that the minimum score in the experimental class was greater than the minimum score in the control class as well. In addition, the maximum score in the experimental class is greater than the maximum score in the control class. Finally, the mean score of the experimental class is greater than that in the control class.

4.5.1 Fulfillment of The Assumptions

a. Normality Test

The normality test was carried out to determine whether the data were normally distributed. Based on the analysis below, the significance value (Sig.) result from the Shapiro-Wilk test was $0.00 < 0.05$. Therefore, it means that the data were not normally distributed. In other words, the distribution of continuous variables may have a flatter or steeper dome shape than a typical bell, lack symmetry, or have extreme values (Sainani, 2012).

4.7 The result of the normality test

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test Results X MIPA 2	.321	35	.000	.785	35	.000
X MIPA 3	.261	35	.000	.839	35	.000

b. Homogeneity Test

The Homogeneity test was conducted to determine whether two or more data sample groups were taken from the population with the same variance. Based on the analysis below, the significance value (Sig.) obtained from Levene's test was $0.087 > 0.05$. Therefore, it means that the data were taken from the population with the same variance (homogenous).

4.8 The result of the homogeneity test

Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
Post-test Results	Based on Mean	3.023	1	68	.087
	Based on Median	1.530	1	68	.220
	Based on Median and with adjusted df	1.530	1	67.519	.220
	Based on trimmed mean	3.380	1	68	.070

4.5.2 Hypothesis Testing

In fulfilling the independent t-test assumptions, it is known that the data were not normally distributed. In addition, the data were taken from the population with the same variance, or it can be said to be homogeneous. Therefore, the type of hypothesis testing conducted is non-parametric statistics by using the Mann-Whitney test. The hypotheses for the Mann-Whitney test were formulated as follows:

- a. H_0 : there is no positive significant difference between students' scores in the experimental class taught by using YouTube videos and those taught by using audio in the control class.
- b. H_a : there is a positive significant difference between students' scores in the experimental class taught by using YouTube videos and those taught by using audio in the control class.

The criteria for acceptance of the Mann-Whitney test were as follows:

- a. H_0 is accepted if Asymp. Sig. (2-tailed) is > 0.05
- b. H_a is accepted if Asymp. Sig. (2-tailed) is < 0.05

4.9 The result of the Mann-Whitney test

Test Statistics^a

	Post-test Results
Mann-Whitney U	81.000
Wilcoxon W	711.000
Z	-6.376
Asymp. Sig. (2-tailed)	.000

Based on the analysis above, it is known that the Asymp. Sig. (2-tailed) is $0.000 < 0.05$. Thus, H_0 is rejected and H_a is accepted. In other words, there is a positive significant difference between students' scores in the experimental class taught by using YouTube videos and those taught by using audio in the control class.

4.6 Hypothesis Verification

Based on the result of the Mann-Whitney test on SPSS 26, the significance value or Asymp. Sig. (2-tailed) was 0.000, and it was less than 0.05. As a result, there is a positive significant difference between students' scores in the experimental class taught by using YouTube videos and those taught by using audio in the control class. Hence, the H_0 is rejected, and H_a is accepted, which means that there is a positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement.

4.7 Discussion

The analysis of the Mann-Whitney test through SPSS 26 showed the value of Asymp. Sig. (2-tailed) is $0.000 < 0.05$. In other words, there is a positive significant difference between scores of students in the experimental class who were taught listening comprehension by using Youtube videos and students in the control class who were taught by using audio. It can be concluded that there is a positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement. This supports the results of research in previous studies which showed that YouTube videos significantly affect students' listening comprehension (Setiawan *et al.*, 2022; Qomariyah *et al.*, 2021; Humaeroh *et al.*, 2019; Rizkan *et al.*, 2019; Mostajeran & Tabatabaei, 2019).

The same materials were given to the experimental class and the control class in this research. The difference between the control and the experimental class was the treatment given. The experimental class was taught using YouTube videos, while the control class was taught using audio extracted from the YouTube videos. The experimental class students showed more interest in learning during the learning process because it was delivered through YouTube videos. On the other hand, the students in the control class showed less interest than those in the experimental class, as the medium used was only audio. This situation aligns with Feak and Salehzadeh's (2001) statement that listening using video is more entertaining and enjoyable because almost all real-life listening experiences are accompanied by dynamic visuals. Widiyarto *et al.* (2021) emphasized that using

YouTube as a teaching and learning medium improves students' listening skills. Hendrayasa (2021) mentioned that YouTube for listening in English is useful for teaching materials and learning resources. With the help of YouTube videos that provide visual support, students can gain better insight into the subject matter. This leads to results such as those contained in the descriptive statistical analysis of the post-test. It can be seen that the minimum score in the experimental class was greater than the minimum score in the control class. In addition, the maximum score in the experimental class is greater than the control class. The mean score of the experimental class is also greater than the mean score in the control class.

The results of this study also support research conducted by Hasriyanti (2016) regarding applying a bottom-up strategy in teaching listening to junior high school students, especially the first-grade students of Junior High School students in Aceh Besar. The research results showed that the students' scores in the post-test were higher than the pre-test. Javela *et al.* (2015) stated that planning lessons and listening activities, including bottom-up characteristics, can help low-level learners to understand enough linguistic elements of what they hear. Siegel and Siegel (2013) also argued that although listening lessons may typically promote a top-down process and the answering of comprehension questions as keys to successful listening, their research suggested that the bottom-up process also deserves recognition.

Based on the previous explanation, a conclusion was obtained that the combination of using Youtube videos as media and bottom-up as a process for teaching listening has a positive significant effect on students' listening comprehension achievement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestions for English teachers and future researchers. All of them are presented in the following sections.

5.1 Conclusion

Based on the results of the Mann-Whitney test on SPSS 26, the significance value or Asymp. Sig. (2-tailed) was $0.000 < 0.05$. Hence, the H_0 is rejected, and H_a is accepted, which means that there is a positive significant effect of using YouTube videos on senior high school students' listening comprehension achievement. Furthermore, students taught by using YouTube videos in the experimental class obtained an average score of 89.71, which was higher than students taught by using audio in the control class, which was only 76.71.

5.2 Suggestions

5.2.1 English Teachers

As YouTube videos have a positive significant effect on senior high school students' listening comprehension achievement, English teachers are suggested to teach listening by using YouTube videos. Furthermore, English teachers are suggested to involve the bottom-up process in teaching listening.

5.2.2 Future Researchers

It is suggested that the results of this research can be used as a reference by future researchers to investigate further research by using YouTube videos to teach listening. This research has several limitations, such as being conducted with a small sample and a relatively short research time. Therefore, it is suggested that future researchers pay more attention to these limitations. Future researchers are also suggested to use YouTube videos through a bottom-up process to teach different skills, such as reading skills, because they have the same category as listening skills, which are receptive skills.

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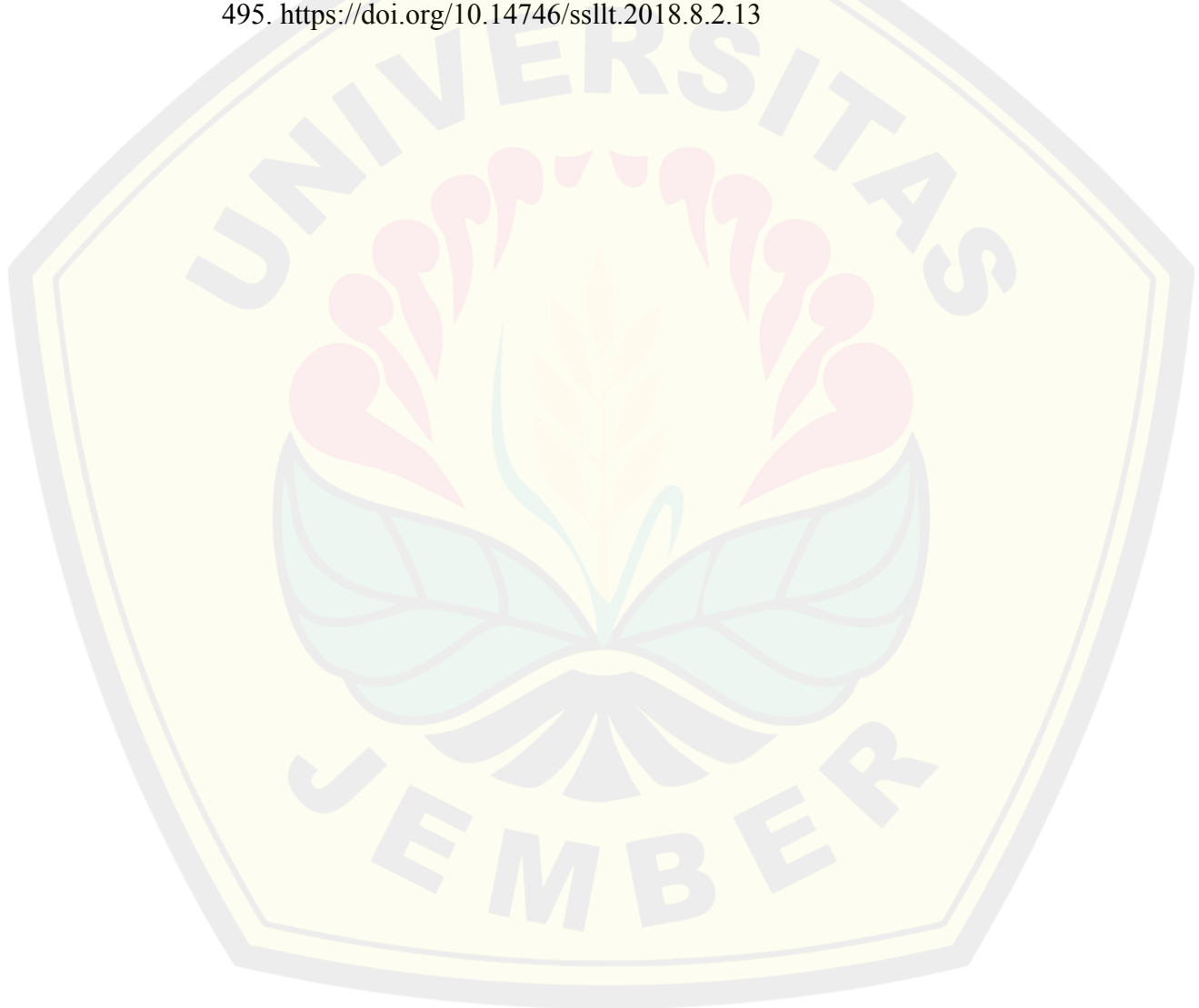
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APPENDIX A

Interview Sheet

No.	Question	Answer
1.	What is the curriculum applied in this school?	The curriculum applied is the 2013 curriculum. The implementation of the Independent Curriculum (Kurikulum Merdeka) will start next semester.
2.	How many times is English subject (compulsory) taught to tenth-grade students?	Once a week.
3.	What learning materials are used in teaching listening comprehension?	Listening comprehension materials haven't been taught to students. The material is replaced with reading or writing comprehension.
4.	What learning media are used in teaching listening comprehension?	The type of media that can actually be used to teach listening comprehension is audio.
5.	Have you ever used YouTube videos in teaching listening comprehension?	No, I have never used them.
6.	Have you ever implemented a bottom-up process in teaching listening comprehension?	No, I have never implemented it.
7.	What do you think about teaching listening comprehension with YouTube videos through a bottom-up process?	I think this is a quite good innovation for students who have never been taught listening comprehension in the English subject

APPENDIX B

Homogeneity Test

PART I

Watch and listen to the YouTube video carefully. Choose the best answer by crossing A, B, C, D, or E on the answer sheet!

1. "...stands a massive stone _____ that has mystified visitors for millennia."

What is the correct word to complete the blank space?

- a. building
- b. mosque
- c. place
- d. monument
- e. statue

2. "It is called Stonehenge, and it is an ancient stone circle..."

What does the underlined word mean?

- a. build solidly
- b. considerable size
- c. discovered recently
- d. existed for a very long time
- e. having an irregular surface

3. What is the shape of the stone arrangement at Stonehenge?

- a. square
- b. triangle
- c. ellipse
- d. rectangle
- e. circle

4. Who pieced the history of Stonehenge?

- a. archaeologist
- b. composer
- c. historian
- d. soldier
- e. journalist

5. “The largest stones, called sarsens, measure up to 30 feet...”

What does the synonym of the underlined word?

- a. widest
- b. thinnest
- c. biggest
- d. fastest
- e. deepest

6. “This was eventually replaced by some kind of wooden structure...”

Which word is included in the adjective category in the sentence above?

- a. replaced
- b. some
- c. kind
- d. wooden
- e. structure

7. huge baskets pulled people the stones dragged on tree trunks or by oxen were

1 2 3 4 5 6 7 8 9 10 11

Some rolled think in

12 13 14 15

Which is the correct order of the sentence you heard?

- a. 12 - 3 - 14 - 4 - 11 - 13 - 6 - 7 - 15 - 5 - 8 - 1 - 2 - 9 - 10
- b. 12 - 3 - 14 - 4 - 11 - 13 - 6 - 7 - 8 - 5 - 15 - 1 - 2 - 9 - 10
- c. 12 - 3 - 14 - 4 - 11 - 13 - 6 - 7 - 8 - 5 - 15 - 1 - 2 - 10 - 9
- d. 12 - 3 - 14 - 4 - 11 - 13 - 6 - 1 - 8 - 5 - 15 - 7 - 2 - 9 - 10
- e. 12 - 3 - 14 - 4 - 11 - 13 - 6 - 1 - 8 - 5 - 15 - 7 - 2 - 10 - 9

8. What are the names of the smaller stones at Stonehenge?
 - a. Bluestones
 - b. Whitestones
 - c. Greenstones
 - d. Blackstones
 - e. Redstones
9. How were the stones in Stonehenge placed?
 - a. They were scattered.
 - b. They were lined up.
 - c. They were in the extraordinary precision.
 - d. They were inside the ground.
 - e. They were far from each other.
10. Why do people still visit Stonehenge in midsummer and midwinter?
 - a. They like historical places.
 - b. They want to visit a famous place.
 - c. They want to hold the Stonehenge stones.
 - d. They want to worship.
 - e. None of the above.

PART II

Watch and listen to the YouTube video carefully. Choose the best answer by writing

✓ on the answer sheet either TRUE or FALSE!

No.	Statement	TRUE	FALSE
1.	Stonehenge is located in England.		
2.	Stonehenge's construction has no written record.		
3.	Stonehenge's construction was spread over one hundred thousand years.		
4.	The majority of people think Stonehenge might also be used as a house.		
5.	The latest versions of Stonehenge were made of earthworks and ditches dug.		
6.	The height of the largest stone at Stonehenge is 10 meters.		
7.	The average weight of small stones at Stonehenge is 4 tons.		
8.	The giant stones have been brought from Wales.		
9.	Some other people believe that the stones were moved by boat.		
10.	Stonehenge is visited by about a million people every year who are curious about its mysteries.		

A. Transcript

The Stonehenge

Deep in the heart of England, by the side of a road, stands a massive stone monument that has mystified visitors for millennia. It is called Stonehenge, and it is an ancient stone circle, older than the pyramids of Giza. What little is known about its history has been pieced together by archaeologists because it is so old that there is no written record of its construction or of its original purpose.

Stonehenge is probably between 4,000 and 5,000 years old, and its construction was spread across hundreds or even thousands of years. It was used, among other things, as a place of burial. Some think it may also have been used as a calendar or as a place to study the movements of the stars and worship the sun and moon. Although we may never know exactly why Stonehenge was built, most believe it was used for religious ceremonies.

The earliest versions of Stonehenge were made of earthworks and ditches dug with tools made of antlers. This was eventually replaced by some kind of wooden structure, which was replaced in turn by circles of massive standing stones. The stones at Stonehenge were brought there over a period of several hundred years. The largest stones, called sarsens, measure up to 30 feet or 9 meters tall and weigh an average of 25 tons. These stones were probably transported 20 miles or 32 kilometers to Stonehenge. Some of the smaller stones, called bluestones, are believed to have been brought from Wales, more than 140 miles or 225 kilometers away. Although they are smaller than the massive sarsens, the bluestones still weigh an average of 4 tons each, and archaeologists are baffled as to how they were transported so far without modern technology - or even the wheel.

Some people think the stones were rolled on tree trunks or dragged in huge baskets pulled by oxen. Others believe they were moved by boat, with the help of the nearby river Avon. However, the stones were moved. They were placed with incredible precision. Certain stones in the ancient circle line up with the midsummer sunrise and the winter solstice sunset, marking the longest and shortest days of the year. Today Stonehenge is a carefully protected World Heritage Site visited by about a million people each year, and many people still visit Stonehenge at midsummer and midwinter to view the ancient phenomena that marks the rising and the setting of the sun and wonder at the mysteries Stonehenge still hides.

Source: <https://youtu.be/wf7xwHFuH2o>

B. Answer Key

No.	PART I (Multiple-choice)	PART II (True-False)
1.	D	T
2.	D	T
3.	E	F
4.	A	F
5.	C	F
6.	D	F
7.	B	T
8.	A	F
9.	C	T
10.	E	T

C. Item distribution

Indicators	The Number of Test Items		Total
	I. Multiple-choice	II. True-False	
Bottom-up process	1, 2, 5, 6, 7	-	5
General information	3, 4	1, 2	4
Specific information	8, 9, 10	3, 4, 5, 6, 7, 8, 9, 10	11
Total	10	10	20

D. Scoring rubric

Type of Questions	Description	Score	Maximum Score
Bottom-up process	Correct answer	1	$\frac{\text{Total correct answer}}{\text{Total test items}} \times 100$
	Wrong answer	0	
Multiple-choice	Correct answer	1	
	Wrong answer	0	
True-False	Correct answer	1	
	Wrong answer	0	
Maximum Total Score			100

APPENDIX C

Tryout Test

PART I

Watch and listen to the YouTube video carefully. Choose the best answer by crossing A, B, C, D, or E on the answer sheet!

1. What is the early function of the Colosseum?
 - a. become a tourist place
 - b. become a museum
 - c. become the home of battling gladiators
 - d. become a world heritage
 - e. become a place of worship
2. What is the original name for the Colosseum?
 - a. Italian Amphitheater
 - b. Rome Amphitheater
 - c. Ancient Amphitheater
 - d. World Amphitheater
 - e. Flavian Amphitheater
3. “Although partially ruined, it has endured for nearly two thousand years.”
What does the synonym of the underlined word?
 - a. lost
 - b. damaged
 - c. dead
 - d. closed
 - e. declined

4. "Construction began on the Colosseum in 72 AD under the _____ of the Emperor Vespasian."

What is the correct word to complete the blank space?

- a. duration
- b. power
- c. order
- d. rule
- e. direction

5. How many seats are in the Colosseum?

- a. 15,000
- b. 30,000
- c. 45,000
- d. 50,000
- e. 60,000

6. Colosseum first in newly completed The lasted games for a hundred the held days
1 2 3 4 5 6 7 8 9 10 11 12 13 14

Which is the correct order of the sentence you heard?

- a. 6 - 1 - 8 - 13 - 3 - 12 - 4 - 5 - 2 - 7 - 9 - 10 - 11 - 14
- b. 6 - 1 - 8 - 13 - 3 - 14 - 4 - 5 - 2 - 7 - 9 - 10 - 11 - 12
- c. 6 - 2 - 8 - 13 - 3 - 12 - 5 - 4 - 1 - 7 - 9 - 10 - 11 - 14
- d. 6 - 2 - 8 - 13 - 3 - 12 - 4 - 5 - 1 - 7 - 9 - 10 - 11 - 14
- e. 6 - 2 - 8 - 13 - 3 - 14 - 4 - 5 - 1 - 7 - 9 - 10 - 11 - 12

7. "Criminals were also executed there."

Which word is included in the adverb category in the sentence above?

- a. there
- b. also
- c. executed
- d. criminals
- e. were

8. “The most famous attractions of the Colosseum, however, were gladiators.”

What does the underlined word mean?

- a. known by many people
- b. attractive in a pretty way
- c. extremely enjoyable
- d. being unusual
- e. having great strength

9. crowds gladiators could Successful celebrities riches would comfort become to
 1 2 3 4 5 6 7 8 9 10
earning and that allow in them retire drawing huge

11 12 13 14 15 16 17 18 19

Which is the correct order of the sentence you heard?

- a. 4 - 2 - 3 - 9 - 5 - 18- 19 - 1 - 12 - 11 - 6 - 13 - 7 - 14 - 16 - 17 - 10 - 15 - 8
- b. 4 - 2 - 3 - 9 - 5 - 18- 19 - 1 - 12 - 11 - 6 - 13 - 7 - 14 - 16 - 10 - 17 - 15 - 8
- c. 4 - 2 - 3 - 9 - 5 - 18- 19 - 1 - 11 - 12 - 6 - 13 - 7 - 14 - 16 - 10 - 17 - 15 - 8
- d. 4 - 2 - 3 - 9 - 5 - 18- 19 - 1 - 11 - 12 - 6 - 13 - 7 - 14 - 16 - 17 - 10 - 15 - 8
- e. 4 - 2 - 3 - 9 - 5 - 18- 19 - 1 - 12 - 11 - 6 - 13 - 7 - 14 - 10 - 16 - 17 - 15 - 8

10. “The Colosseum had been built on the site of an _____ lake.”

What is the correct word to complete the blank space?

- a. architecture
- b. ancient
- c. beautiful
- d. deep
- e. artificial

11. “...a complicated structure, called the hypogeum, was built.”

What does the underlined word mean?

- a. poor quality
- b. actually existing
- c. difficult to understand
- d. relating to art
- e. firmly fixed

12. "Fights and hunts were held in the Colosseum for hundreds of years."

Which word is included in the noun category in the sentence above?

- a. held
- b. fights
- c. for
- d. were
- e. in

13. What happened to the Colosseum when there was an earthquake in 1349?

- a. The outer walls of the Colosseum toppled over.
- b. Many visitors were injured.
- c. The fallen stone was thrown away.
- d. All parts of The Colosseum immediately disappeared.
- e. The Colosseum was temporarily closed.

14. Why are millions of people every year attracted to visit the Colosseum?

- a. They want to enjoy the view of the Colosseum.
- b. They want to watch the games.
- c. They want to collect photos of the Colosseum.
- d. They want to know about the Roman empire.
- e. They want to learn about its history.

15. "It is now a major tourist attraction, as well as a World Heritage Site."

What does the synonym of the underlined word?

- a. best
- b. small
- c. wonderful
- d. main
- e. perfect

PART II

Watch and listen to the YouTube video carefully. Choose the best answer by writing

✓ on the answer sheet either TRUE or FALSE!

No.	Statement	TRUE	FALSE
1.	The Colosseum is the largest amphitheater ever built.		
2.	The Colosseum is the icon of ancient Rome.		
3.	The Colosseum is made of stone, brick, and iron.		
4.	The length of The Colosseum is 180 meters.		
5.	The Colosseum is 156 meters wide.		
6.	The Colosseum is not as tall as a twelve-story building.		
7.	Emperor Vespasian opened The Colosseum after it was finished.		
8.	Elephants were one of the animals that fought in the first games at The Colosseum.		
9.	Thousands of criminals were killed in the first games at the Colosseum.		
10.	Gladiators battled each other to entertain people.		
11.	The mock sea battles were held in the Colosseum for a long time.		
12.	The hypogeum of The Colosseum was an upper-ground maze of tunnels and cages.		
13.	Apart from being damaged by earthquakes, the Colosseum was also damaged by humans.		
14.	The use of The Colosseum ended in the 6th century.		
15.	Restoration of the Colosseum began in the 1600s.		

A. Transcript

The Colosseum

In the city of Rome stands an ancient stadium - the largest amphitheater ever built. Once the home of battling gladiators, staged sea battles, and re-enactments of ancient myths, today it is a tourist attraction and an icon of ancient Rome. Although partially ruined, it has endured for nearly two thousand years. Originally called the Flavian Amphitheater, it is now known around the world as the Colosseum.

Construction began on the Colosseum in 72 AD under the direction of the Emperor Vespasian. Built by thousands of slaves and made of stone, bricks, and concrete, once complete it could seat 50,000 people. It was 620 feet or 189 meters long, 512 feet or 156 meters wide, and 158 feet or 50 meters tall. That's as tall as a twelve-story building. Although it would take only eight years to build, Vespasian died before it was finished and the Colosseum was opened by his son, the Emperor Titus.

The first games held in the newly completed Colosseum lasted for a hundred days. Admission to these games was free, and helped keep the emperor popular with the people of Rome. Thousands of animals fought and were killed as crowds cheered - everything from elephants and tigers to bears and bulls. Criminals were also executed there. Sometimes they were used in reenactments of ancient myths and stories where the character would be attacked by animals, like Prometheus, or flung to their death, like Icarus.

The most famous attractions of the Colosseum, however, were gladiators. Professional fighters, they battled each other in a combat to the death for the entertainment of the people. Successful gladiators could become celebrities, drawing huge crowds and earning riches that would allow them to retire in comfort - assuming they lived that long. Sometimes, however, a more impressive spectacle than gladiatorial combat was held in the Colosseum: mock sea battles, called Naumachia.

The Colosseum had been built on the site of an artificial lake, and underneath it ran channels that could divert water from a nearby aqueduct to flood the arena floor until the water was deep enough that real ships could sail on it. Once the sea battle was over, the Colosseum could be drained quickly to allow another event to take place on dry land. These sea battles were only held in the Colosseum for a short time.

Soon, the area under the arena floor was remodeled and a complicated structure, called the hypogeum, was built. The hypogeum was an underground maze of tunnels and cages, with elevators that allowed animals and gladiators to suddenly enter the arena through trapdoors in the floor. Fighters in the Colosseum could never be sure what their next challenge would be, or where it would come from.

Fights and hunts were held in the Colosseum for hundreds of years. Over time the amphitheater was damaged by fire and earthquakes, and by the 6th century, its use as an arena was largely over. In 1349 a major earthquake toppled part of the outer wall, and the fallen stone was taken away to use in other buildings. For centuries, the Colosseum crumbled gradually into ruin.

Restoration of the Colosseum began in the 1800s and continues to this day. It is now a major tourist attraction, as well as a World Heritage Site. Millions of people each year visit the Colosseum to learn about its ancient history and stand where emperors and gladiators once did.

Source: <https://youtu.be/e-x74MFiWkg>

B. Answer key

No.	PART I (Multiple-choice)	PART II (True-False)
1.	C	T
2.	E	T
3.	B	F
4.	E	F
5.	D	T
6.	D	F
7.	A	F
8.	A	T
9.	B	T
10.	E	T
11.	C	F
12.	B	F
13.	A	F
14.	E	T
15.	D	F

C. Item distribution

Indicators	The Number of Test Items		Total
	I. Multiple-choice	II. True-False	
Bottom-up process	3, 4, 6, 7, 8, 9, 10, 11, 12, 15	-	10
General information	1, 2	1, 2	4
Specific information	5, 13, 14	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	16
Total	15	15	30

D. Scoring rubric

Type of Questions	Description	Score	Maximum Score
Multiple-choice	Correct answer	1	$\frac{\text{Total correct answer}}{\text{Total test items}} \times 100$
	Wrong answer	0	
True-False	Correct answer	1	
	Wrong answer	0	
Maximum Total Score			100

APPENDIX D

Post-Test

PART I

Watch and listen to the YouTube video carefully. Choose the best answer by crossing A, B, C, D, or E on the answer sheet!

1. What is the early function of the Colosseum?
 - a. become a tourist place
 - b. become a museum
 - c. become the home of battling gladiators
 - d. become a world heritage
 - e. become a place of worship
2. “Although partially ruined, it has endured for nearly two thousand years.”
What does the synonym of the underlined word?
 - a. lost
 - b. damaged
 - c. dead
 - d. closed
 - e. declined
3. “Construction began on the Colosseum in 72 AD under the _____ of the Emperor Vespasian.”
What is the correct word to complete the blank space?
 - a. duration
 - b. power
 - c. order
 - d. rule
 - e. direction

4. Colosseum first in newly completed The lasted games for a hundred the held days
1 2 3 4 5 6 7 8 9 10 11 12 13 14

Which is the correct order of the sentence you heard?

- a. 6 - 1 - 8 - 13 - 3 - 12 - 4 - 5 - 2 - 7 - 9 - 10 - 11 - 14
- b. 6 - 1 - 8 - 13 - 3 - 14 - 4 - 5 - 2 - 7 - 9 - 10 - 11 - 12
- c. 6 - 2 - 8 - 13 - 3 - 12 - 5 - 4 - 1 - 7 - 9 - 10 - 11 - 14
- d. 6 - 2 - 8 - 13 - 3 - 12 - 4 - 5 - 1 - 7 - 9 - 10 - 11 - 14
- e. 6 - 2 - 8 - 13 - 3 - 14 - 4 - 5 - 1 - 7 - 9 - 10 - 11 - 12

5. "Criminals were also executed there."

Which word is included in the adverb category in the sentence above?

- a. there
- b. also
- c. executed
- d. criminals
- e. were

6. "The most famous attractions of the Colosseum, however, were gladiators."

What does the underlined word mean?

- a. known by many people
- b. attractive in a pretty way
- c. extremely enjoyable
- d. being unusual
- e. having great strength

7. "...a complicated structure, called the hypogeum, was built."

What does the underlined word mean?

- a. poor quality
- b. actually existing
- c. difficult to understand
- d. relating to art
- e. firmly fixed

8. What happened to the Colosseum when there was an earthquake in 1349?
- The outer walls of the Colosseum toppled over.
 - Many visitors were injured.
 - The fallen stone was thrown away.
 - All parts of The Colosseum immediately disappeared.
 - The Colosseum was temporarily closed.
9. Why are millions of people every year attracted to visit the Colosseum?
- They want to enjoy the view of the Colosseum.
 - They want to watch the games.
 - They want to collect photos of the Colosseum.
 - They want to know about the Roman empire.
 - They want to learn about its history.
10. "It is now a major tourist attraction, as well as a World Heritage Site."

What does the synonym of the underlined word?

- best
- small
- wonderful
- main
- perfect

PART II

Watch and listen to the YouTube video carefully. Choose the best answer by writing

✓ on the answer sheet either TRUE or FALSE!

No.	Statement	TRUE	FALSE
1.	The Colosseum is the largest amphitheater ever built.		
2.	The Colosseum is the icon of ancient Rome.		
3.	The Colosseum is made of stone, brick, and iron.		
4.	The Colosseum is not as tall as a twelve-story building.		
5.	Emperor Vespasian opened The Colosseum after it was finished.		
6.	Elephants were one of the animals that fought in the first games at The Colosseum.		
7.	Gladiators battled each other to entertain people.		
8.	The hypogeum of The Colosseum was an upper-ground maze of tunnels and cages.		
9.	Apart from being damaged by earthquakes, the Colosseum was also damaged by humans.		
10.	Restoration of the Colosseum began in the 1600s.		

A. Answer key

No.	PART I (Multiple-choice)	PART II (True-False)
1.	C	T
2.	B	T
3.	E	F
4.	D	F
5.	A	F
6.	A	T
7.	C	T
8.	A	F
9.	E	F
10.	D	F

B. Item distribution

Indicators	The Number of Test Items		Total
	I. Multiple-choice	II. True-False	
Bottom-up process	3, 4, 6, 7, 8, 11, 15	-	7
General information	1	1, 2	3
Specific information	13, 14	3, 6, 7, 8, 10, 12, 13, 15	10
Total	10	10	20

C. Scoring rubric

Type of Questions	Description	Score	Maximum Score
Multiple-choice	Correct answer	1	$\frac{\text{Total correct answer}}{\text{Total test items}} \times 100$
	Wrong answer	0	
True-False	Correct answer	1	
	Wrong answer	0	
Maximum Total Score			100

APPENDIX E

Lesson Plan 1st Meeting

Subject	: English
Level	: Senior High School
Class	: X
Language Skill	: Listening
Topic	: Descriptive Text
Time Allocation	: 2 x 45 minutes

I. CORE COMPETENCE

KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

II. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks.	<p>3.4.1 Menemukan urutan kata kunci dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.2 Mengidentifikasi makna, sinonim, dan <i>part of speech</i> dari kata kunci pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.3 Menyusun kata yang diacak menjadi kalimat utuh berdasarkan teks deskriptif lisan</p>

	<p>tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.4 Mengisi kalimat rumpang berdasarkan teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.5 Menemukan kata yang tidak familiar dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.6 Mengidentifikasi makna, sinonim, dan <i>part of speech</i> dari kata yang tidak familiar berdasarkan teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.7 Menemukan informasi umum dan khusus dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p>
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Basic Competence	Indicators
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 Menjawab soal <i>listening comprehension</i> berbentuk pilihan ganda dan soal benar atau salah terkait teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p>

III. LEARNING OBJECTIVES

1. Siswa dapat menemukan urutan letak kata kunci dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
2. Siswa dapat mengidentifikasi makna, sinonim, dan *part of speech* dari kata kunci pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
3. Siswa dapat menyusun kata yang diacak hingga menjadi kalimat utuh berdasarkan pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
4. Siswa dapat mengisi kalimat rumpang berdasarkan pada teks deskriptif lisan tentang bangunan bersejarah terkenal.
5. Siswa dapat menemukan kata yang tidak familiar dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
6. Siswa dapat mengidentifikasi makna, sinonim, dan *part of speech* dari kata yang tidak familiar berdasarkan pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
7. Siswa dapat menemukan informasi umum dan khusus dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
8. Siswa dapat menjawab soal *listening comprehension* berbentuk pilihan ganda dan soal benar atau salah terkait teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.

IV. LEARNING MATERIALS

1. The definition
The descriptive text describes a particular object, like a place, thing, or person.
2. Social function
To describe and reveal a particular place, thing, or person.

3. Text structure
 - Identification: Opening paragraph to introduce the object.
 - Description: Supporting paragraph that describes the object.
4. Language features
 - Using adjectives.
 - Using simple present tense.
 - Using action verbs.

V. LEARNING STRATEGY AND METHOD

Learning strategy : Scientific approach

Learning method : Question & answer

VI. LEARNING MEDIA, TOOLS, AND RESOURCE

1. Media

A YouTube video for the experimental class and a regular audio (extracted from the YouTube video) for the control class.
2. Tools
 - Whiteboard
 - Board markers
 - Laptop
 - Digital projector
 - Loudspeaker
3. Resource

YouTube Channel: Free School
The Great Wall: <https://youtu.be/9dIyk65vR-g>



VII. TEACHING AND LEARNING ACTIVITIES

The Experimental Class	Time (min.)	The Control Class	Time (min.)
Pre-instructional Activities	10	Pre-instructional Activities	10
Set Induction	10	Set Induction	10
<ol style="list-style-type: none"> 1. The teacher greets students. 2. Students pray before starting the activity. 3. The teacher checks the attendance of students. 4. The teacher checks students' readiness to learn. 5. The teacher asks preliminary questions. <ul style="list-style-type: none"> - Have you ever visited famous historical buildings? - What famous historical buildings have you visited? This aims to guide students to enter the context of the material to be studied. 		<ol style="list-style-type: none"> 1. The teacher greets students. 2. Students pray before starting the activity. 3. The teacher checks the attendance of students. 4. The teacher checks students' readiness to learn. 5. The teacher asks preliminary questions. <ul style="list-style-type: none"> - Have you ever visited famous historical buildings? - What famous historical buildings have you visited? This aims to guide students to enter the context of the material to be studied. 	
Main Activities	70	Main Activities	70
Observing	10	Observing	10
<ol style="list-style-type: none"> 1. The YouTube video is played for the first time. Students watch and listen to it while finding the sequence of ten keywords. 2. The YouTube video is played for the second time for students to watch and listen while arranging scrambled words into complete sentences and filling in the gaps in the sentences. 		<ol style="list-style-type: none"> 1. The regular audio is played for the first time. Students listen to it while finding the sequence of ten keywords. 2. The regular audio is played for the second time for students to listen while arranging scrambled words into complete sentences and filling in the gaps in the sentences. 	
Questioning	10	Questioning	10
The teacher asks students about general and specific information from the descriptive text in the YouTube video.		The teacher asks students about general and specific information from the descriptive text in the regular audio.	

Collecting Information	10	Collecting Information	10
The YouTube video is played for the last time for students to watch and listen while writing a maximum of ten unfamiliar words they did not understand.		The regular audio is played for the last time after for students to listen while writing a maximum of ten unfamiliar words they did not understand.	
Associating	30	Associating	30
<ol style="list-style-type: none"> 1. Students discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words that they have not understood through an online dictionary. 2. Students discuss with their seatmates to combine knowledge related to the meaning of keywords and unfamiliar words with the general and specific information that had been identified to draw a conclusion about the contents of the descriptive text from the YouTube video. 3. Students individually work on listening comprehension tests in multiple-choice and true-false forms. 		<ol style="list-style-type: none"> 1. Students discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words that they have not understood through an online dictionary. 2. Students discuss with their seatmates to combine knowledge related to the meaning of keywords and unfamiliar words with the general and specific information that had been identified to draw a conclusion about the contents of the descriptive text from the regular audio. 3. Students individually work on listening comprehension tests in multiple-choice and true-false forms. 	
Communicating	10	Communicating	10
Students share what they understand about the contents of the descriptive text from the YouTube video.		Students share what they understand about the contents of the descriptive text from the regular audio.	
Post Activities	10	Post Activities	10
Closing	10	Closing	10
<ol style="list-style-type: none"> 1. The teacher asks students about what they have learned today. 2. The learning activity ended with prayer and greetings. 		<ol style="list-style-type: none"> 1. The teacher asks students about what they have learned today. 2. The learning activity ended with prayer and greetings. 	

VIII. LEARNING ASSESSMENT

Assessment of student skills (listening comprehension test) after the learning activity is carried out with indicators of the ability to answer all questions in the form of multiple choice and true-false correctly.

IX. APPENDIX**BOTTOM-UP TASK****PART I**

Number them in the order you hear them!

1. damaged
2. protect
3. famous
4. humanity
5. complicated
6. destroyed
7. watchtowers
8. emperor
9. recognizable
10. repaired

	-		-		-		-		-		-		-		-	
--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--

PART II

Arrange the words below to make a correct sentence!

1. walls - from - were - meant - invasion - China - to - These - protect
2. the - dynasties - wall - or - different - next - years - expanded - thousand - ruling - repaired - rebuilt - of - the - sections - Over

Complete the blank space with the correct word to make a complete sentence!

3. "The _____ of the Ming dynasty, which began in 1368, constructed the most famous version of The Great Wall."
4. "You may have heard that The Great Wall is so big that it can be seen from _____, but that is only _____ true."
5. "Only some pieces of the wall are _____ care of, however, as it is simply too _____ and too _____ by time..."

LISTENING COMPREHENSION TEST**PART I**

Watch/listen to the YouTube video/regular audio carefully. Choose the best answer by crossing A, B, C, D, or E on the answer sheet!

1. "The Great Wall of China is one of the most _____ symbols of China."

What is the correct word to complete the blank space?

- a. beautiful
- b. spiritual
- c. recognizable
- d. trusted
- e. valuable

2. "The Great Wall has a complicated history."

What does the underlined word mean?

- a. low standard
- b. difficult to understand
- c. small in size
- d. great value
- e. very unusual

3. What is the purpose of building The Great Wall?

- a. to protect China from natural disasters
- b. to cover China from invasion
- c. to become a sacred place
- d. to become the headquarters of the Chinese army
- e. to defend China from animal attacks

4. When were the earliest walls built?
- Hundred years ago.
 - A couple of years ago.
 - One thousand years ago.
 - Two thousand years ago.
 - Ten thousand years ago.
5. "...walls that divided his empire should be destroyed..."

What does the synonym of the underlined word?

- held
 - moved
 - dumped
 - crushed
 - lifted
6. "Over the next thousand years, ruling dynasties repaired, rebuilt, or expanded sections of the wall."

Which word is included in the noun category in the sentence above?

- over
 - next
 - dynasties
 - rebuilt
 - expanded
7. and walls watchtowers by They building later of garrisons and stone began
 1 2 3 4 5 6 7 8 9 10 11 12
earth adding
 13 14

Which is the correct order of the sentence you heard?

- 5 - 12 - 4 - 6 - 3 - 9 - 10 - 7 - 14 - 1 - 8 - 11 - 2 - 13
- 5 - 12 - 4 - 6 - 3 - 10 - 7 - 9 - 14 - 1 - 8 - 11 - 2 - 13
- 5 - 12 - 4 - 6 - 3 - 10 - 9 - 7 - 14 - 1 - 8 - 11 - 2 - 13
- 5 - 12 - 4 - 6 - 3 - 10 - 7 - 9 - 14 - 2 - 8 - 11 - 1 - 13
- 5 - 12 - 4 - 6 - 3 - 10 - 9 - 7 - 14 - 2 - 8 - 11 - 1 - 13

8. When was the famous version of the first wall built?
 - a. 1365
 - b. 1366
 - c. 1367
 - d. 1368
 - e. 1369
9. How high are the walls of The Great Wall?
 - a. 4.5 meters tall
 - b. 5.5 meters tall
 - c. 6.5 meters tall
 - d. 7.5 meters tall
 - e. 8.5 meters tall
10. Who is the Great Wall of China protected and maintained for?
 - a. tourists
 - b. all of mankind
 - c. local people
 - d. Chinese society
 - e. the emperor

PART II

Watch/listen to the YouTube video/regular audio carefully. Choose the best answer by writing ✓ on the answer sheet either TRUE or FALSE!

No.	Statement	TRUE	FALSE
1.	The Great Wall also consists of fortifications.		
2.	The Great Wall has been built for hundreds of thousands of years.		
3.	All of the walls of The Great Wall were built at the same time.		
4.	One of the materials for building The Great Wall is brick.		
5.	Individual states built the earliest walls with swords and spears.		
6.	The Great Wall was destroyed in 221 BC.		
7.	The new construction on The Great Wall ended in 1644.		
8.	The number of watchtowers on The Great Wall is 25,000		
9.	Currently, half of The Great Wall of China has completely disappeared.		
10.	All of the walls in The Great Wall are taken care of.		

A. Transcript

The Great Wall

One of the most recognizable symbols of China, The Great Wall of China, has a long and complicated history. It is not just one wall but many different walls and fortifications that were built over the course of thousands of years. The walls built at different times were often built with different materials, everything from packed dirt or wood to stone and brick. These walls were meant to protect China from invasion. The earliest walls were built more than two thousand years ago when individual states built walls of packed earth and gravel between boards to protect their territories from attackers with swords and spears.

Hundreds of years later, in 221 BC, the first Emperor of China, Qin Shi Huang, ordered that walls that divided his empire should be destroyed and a new wall connecting the remaining pieces should be built, creating fortifications that protected the empire from northern attackers. No one knows exactly how long that wall was or where it was built as most of it has worn down or been destroyed. Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall. The leaders of the Ming dynasty, which began in 1368, constructed the most famous version of The Great Wall. They began by building watchtowers and garrisons, later adding walls of stone and earth. New construction on the wall ended in 1644.

At its height, The Great Wall stretched more than 13,000 miles or about 22,000 kilometers in total length, making it the longest structure ever built by humans. In some places, the walls were 30 feet or 9 meters thick and 25 feet or 7.5 meters tall, and it was studded with as many as 25,000 watchtowers. You may have heard that The Great Wall is so big that it can be seen from space, but that is only partially true. It cannot be seen at all from the moon, but from a much closer orbit, it could be seen by someone who knew exactly where to look and what it would look like.

Today The Great Wall of China is a World Heritage site, protected and maintained for all of humanity to enjoy. Only some pieces of the wall are taken care of, however, as it is simply too big and too damaged by time and old battles to repair and take care of it all. In fact, nearly 1/3 of the wall has completely disappeared, fallen down and even the stones taken away by local people to use in building. Still, The Great Wall is the most popular place for tourists to visit in China, attracting millions of people each year.

Source: <https://youtu.be/9dIyk65vR-g>

B. Answer key (Bottom-up Task)

PART I

9	-	5	-	2	-	8	-	6	-	10	-	3	-	7	-	4	-	1
---	---	---	---	---	---	---	---	---	---	----	---	---	---	---	---	---	---	---

PART II

1. These walls were meant to protect China from invasion.
2. Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall.
3. The **leaders** of the Ming dynasty, which began in 1368, constructed the most famous version of The Great Wall.
4. You may have heard that The Great Wall is so big that it can be seen from **space**, but that is only **partially** true.
5. Only some pieces of the wall are **taken** care of, however, as it is simply too **big** and too **damaged** by time...

C. Answer key (Listening comprehension test)

No.	PART I (Multiple-choice)	PART II (True-False)
1.	C	T
2.	A	F
3.	B	F
4.	B	T
5.	D	F
6.	C	T
7.	E	T
8.	D	T
9.	D	F
10.	B	F

D. Item distribution

Indicators	The Number of Test Items		Total
	I. Multiple-choice	II. True-False	
Bottom-up process	1, 2, 5, 6, 7	-	5
General information	3, 4	1, 2, 3, 4, 5	7
Specific information	8, 9, 10	6, 7, 8, 9, 10	8
Total	10	10	20

E. Scoring rubric

Type of Questions	Description	Score	Maximum Score
Multiple-choice	Correct answer	1	$\frac{\text{Total correct answer}}{\text{Total test items}} \times 100$
	Wrong answer	0	
True-False	Correct answer	1	
	Wrong answer	0	
Maximum Total Score			100



APPENDIX F

Lesson Plan 2nd Meeting

Subject	: English
Level	: Senior High School
Class	: X
Language Skill	: Listening
Topic	: Descriptive Text
Time Allocation	: 2 x 45 minutes

I. CORE COMPETENCE

KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

II. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks.	3.4.1 Menemukan urutan kata kunci dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal. 3.4.2 Mengidentifikasi makna, sinonim, dan <i>part of speech</i> dari kata kunci pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal. 3.4.3 Menyusun kata yang diacak menjadi kalimat utuh berdasarkan teks deskriptif lisan

	<p>tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.4 Mengisi kalimat rumpang berdasarkan teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.5 Menemukan kata yang tidak familiar dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.6 Mengidentifikasi makna, sinonim, dan <i>part of speech</i> dari kata yang tidak familiar berdasarkan teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.7 Menemukan informasi umum dan khusus dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p>
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Basic Competence	Indicators
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 Menjawab soal <i>listening comprehension</i> berbentuk pilihan ganda dan soal benar atau salah terkait teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p>

III. LEARNING OBJECTIVES

1. Siswa dapat menemukan urutan letak kata kunci dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
2. Siswa dapat mengidentifikasi makna, sinonim, dan *part of speech* dari kata kunci pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
3. Siswa dapat menyusun kata yang diacak hingga menjadi kalimat utuh berdasarkan pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
4. Siswa dapat mengisi kalimat rumpang berdasarkan pada teks deskriptif lisan tentang bangunan bersejarah terkenal.
5. Siswa dapat menemukan kata yang tidak familiar dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
6. Siswa dapat mengidentifikasi makna, sinonim, dan *part of speech* dari kata yang tidak familiar berdasarkan pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
7. Siswa dapat menemukan informasi umum dan khusus dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
8. Siswa dapat menjawab soal *listening comprehension* berbentuk pilihan ganda dan soal benar atau salah terkait teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.

IV. LEARNING MATERIALS

1. The definition
The descriptive text describes a particular object, like a place, thing, or person.
2. Social function
To describe and reveal a particular place, thing, or person.

3. Text structure
 - Identification: Opening paragraph to introduce the object.
 - Description: Supporting paragraph that describes the object.
4. Language features
 - Using adjectives.
 - Using simple present tense.
 - Using action verbs.

V. LEARNING STRATEGY AND METHOD

Learning strategy : Scientific approach

Learning method : Question & answer

VI. LEARNING MEDIA, TOOLS, AND RESOURCE

1. Media

A YouTube video for the experimental class and a regular audio (extracted from the YouTube video) for the control class.
2. Tools
 - Whiteboard
 - Board markers
 - Laptop
 - Digital projector
 - Loudspeaker
3. Resource

YouTube Channel: Free School
The Statues of Easter Island: https://youtu.be/QhEeh_BcADg



VII. TEACHING AND LEARNING ACTIVITIES

The Experimental Class	Time (min.)	The Control Class	Time (min.)
Pre-instructional Activities	10	Pre-instructional Activities	10
Set Induction	10	Set Induction	10
<ol style="list-style-type: none"> 1. The teacher greets students. 2. Students pray before starting the activity. 3. The teacher checks the attendance of students. 4. The teacher checks students' readiness to learn. 5. The teacher asks preliminary questions. <ul style="list-style-type: none"> - Have you ever visited famous attractions that have large statues? - What famous attractions that have large statues have you visited? This aims to guide students to enter the context of the material to be studied. 		<ol style="list-style-type: none"> 1. The teacher greets students. 2. Students pray before starting the activity. 3. The teacher checks the attendance of students. 4. The teacher checks students' readiness to learn. 5. The teacher asks preliminary questions. <ul style="list-style-type: none"> - Have you ever visited famous attractions that have large statues? - What famous attractions that have large statues have you visited? This aims to guide students to enter the context of the material to be studied. 	
Main Activities	70	Main Activities	70
Observing	10	Observing	10
<ol style="list-style-type: none"> 1. The YouTube video is played for the first time. Students watch and listen to it while finding the sequence of ten keywords. 2. The YouTube video is played for the second time for students to watch and listen while arranging scrambled words into complete sentences and filling in the gaps in the sentences. 		<ol style="list-style-type: none"> 1. The regular audio is played for the first time. Students listen to it while finding the sequence of ten keywords. 2. The regular audio is played for the second time for students to listen while arranging scrambled words into complete sentences and filling in the gaps in the sentences. 	
Questioning	10	Questioning	10
The teacher asks students about general and specific information from the descriptive text in the YouTube video.		The teacher asks students about general and specific information from the descriptive text in the regular audio.	

Collecting Information	10	Collecting Information	10
The YouTube video is played for the last time for students to watch and listen while writing a maximum of ten unfamiliar words they did not understand.		The regular audio is played for the last time after for students to listen while writing a maximum of ten unfamiliar words they did not understand.	
Associating	30	Associating	30
<ol style="list-style-type: none"> 1. Students discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words that they have not understood through an online dictionary. 2. Students discuss with their seatmates to combine knowledge related to the meaning of keywords and unfamiliar words with the general and specific information that had been identified to draw a conclusion about the contents of the descriptive text from the YouTube video. 3. Students individually work on listening comprehension tests in multiple-choice and true-false forms. 		<ol style="list-style-type: none"> 1. Students discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words that they have not understood through an online dictionary. 2. Students discuss with their seatmates to combine knowledge related to the meaning of keywords and unfamiliar words with the general and specific information that had been identified to draw a conclusion about the contents of the spoken text from the regular audio. 3. Students individually work on listening comprehension tests in multiple-choice and true-false forms. 	
Communicating	10	Communicating	10
Students share what they understand about the contents of the descriptive text from the YouTube video.		Students share what they understand about the contents of the descriptive text from the regular audio.	
Post Activities	10	Post Activities	10
Closing	10	Closing	10
<ol style="list-style-type: none"> 1. The teacher asks students about what they have learned today. 2. The learning activity ended with prayer and greetings. 		<ol style="list-style-type: none"> 1. The teacher asks students about what they have learned today. 2. The learning activity ended with prayer and greetings. 	

VIII. LEARNING ASSESSMENT

Assessment of student skills (listening comprehension test) after the learning activity is carried out with indicators of the ability to answer all questions in the form of multiple choice and true-false correctly.

IX. APPENDIX**BOTTOM-UP TASK****PART I**

Number them in the order you hear them!

1. trunks
2. erected
3. interesting
4. ash
5. vulnerable
6. giant
7. extinct
8. explorer
9. heritage
10. represent

	-		-		-		-		-		-		-		-		-	
--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--

PART II

Arrange the words below to make a correct sentence!

1. and - weighs - 32 feet - largest - or - ever - called - Paro - is - over - 9.8 meters - tall - erected - moai - 82 tons - The
2. statues - of - the - Although - are - heads - referred - most - as - bodies - to - them - have - often

Complete the blank space with the correct word to make a complete sentence!

3. "The vast _____ of the moai were carved from a material called 'tuff', a type of rock made from compressed volcanic ash."
4. "Archaeologists _____ that the people of Easter Island transported the massive moai by _____ them on tree trunks."
5. "Today, _____ of Easter Island is _____ in Rapa Nui National Park, which is a World _____ Site."

LISTENING COMPREHENSION TEST**PART I**

Watch/listen to the YouTube video/regular audio carefully. Choose the best answer by crossing A, B, C, D, or E on the answer sheet!

1. "Easter Island, also called Rapa Nui, is a _____ Island..."

What is the correct word to complete the blank space?

- a. Asian
- b. Melanesian
- c. Polynesian
- d. Micronesian
- e. Indonesian

2. In which ocean is Easter Island located?

- a. Pacific Ocean
- b. Atlantic Ocean
- c. Indian Ocean
- d. Antarctic Ocean
- e. Arctic Ocean

3. "When Dutch explorer Jacob Roggeveen discovered the island..."

What does the synonym of the underlined word?

- a. developer
- b. adventurer
- c. volunteer
- d. employee
- e. sailor

4. When was Easter Island discovered?

- a. 1771
- b. 1772
- c. 1773
- d. 1774
- e. 1775

5. and were the shoulders many in Some more to buried their were ground tipped
 1 2 3 4 5 6 7 8 9 10 11 12 13 14
over up
 15 16

Which is the correct order of the sentence you heard?

- a. 7 - 2 - 10 - 3 - 6 - 13 - 16 - 9 - 11 - 4 - 1 - 5 - 8 - 12 - 14 - 15
- b. 7 - 2 - 10 - 6 - 3 - 13 - 16 - 9 - 11 - 4 - 1 - 5 - 8 - 12 - 14 - 15
- c. 7 - 2 - 10 - 6 - 3 - 13 - 16 - 9 - 11 - 4 - 1 - 5 - 8 - 12 - 15 - 14
- d. 7 - 2 - 10 - 6 - 3 - 13 - 16 - 9 - 1 - 4 - 11 - 5 - 8 - 12 - 14 - 15
- e. 7 - 2 - 10 - 6 - 3 - 13 - 16 - 9 - 1 - 4 - 11 - 5 - 8 - 12 - 15 - 14

6. "At one point, there were no unburied statues left standing at all..."

Which word is included in the adverb category in the sentence above?

- a. at
- b. point
- c. there
- d. statues
- e. left

7. "The island is made of three extinct volcanoes..."

What does the underlined word mean?

- a. most important
- b. remain alive
- c. not wet or moist
- d. not having erupted
- e. not covered by anything

8. What is the disadvantage of 'tuff' which is the basic material for moai carving?
 - a. It is soft.
 - b. It is easy to carve.
 - c. It is hard to move.
 - d. It has an irregular shape.
 - e. It is less durable than other kinds of stone.
9. What happened to the hundreds of partially-finished statues surrounding the Rano Raraku quarry?
 - a. The people of Easter Island finished them quickly.
 - b. They were all exposed to erosion.
 - c. They were carved into the largest statue ever made.
 - d. Some of them were abandoned because the stone was difficult to carve.
 - e. The people of Easter Island stop all statue-building temporarily.
10. How do people on Easter Island move the statues?
 - a. They carried the statues directly by hand.
 - b. They transported the statues by rolling them on tree trunks.
 - c. They pulled them with a rope.
 - d. They did it with the help of animals.
 - e. They pushed it together.

PART II

Watch/listen to the YouTube video/regular audio carefully. Choose the best answer by writing ✓ on the table either TRUE or FALSE!

No.	Statement	TRUE	FALSE
1.	Easter Island is more than 3500 kilometers off the coast of Chile.		
2.	Polynesian people settled on the island more than a hundred years ago.		
3.	Moai is the name for the huge statues on Easter Island.		
4.	The huge statues on Easter Island are 500-700 years old.		
5.	There are no written record of how the huge statues were made.		
6.	Each statue is made of several huge pieces of stone.		
7.	The weight of a statue on Easter Island can reach 13 tons.		
8.	Paro is the name for the largest moai ever erected.		
9.	Archaeologists estimate that 90% of the statues came from Rano Raraku.		
10.	There are not many trees on Easter Island because many have been knocked down.		

A. Transcript

The Statues of Easter Island

Easter Island, also called Rapa Nui, is a Polynesian Island in the Pacific Ocean, more than 2,000 miles or 3500 kilometers off the coast of Chile. It is believed that Polynesian people settled on the island more than a thousand years ago, and began building a thriving culture. When Dutch explorer Jacob Roggeveen discovered the island on Easter Sunday in 1722, he was astonished to find that the island was covered with hundreds of mysterious giant stone heads.

These huge statues are called 'moai,' and there are nearly 900 of them on the island. They are believed to be between 500 and 750 years old, and many of them stand around the coast of the island with their backs to the sea. Most archaeologists believe that they were meant to represent the spirits of chiefs or ancestors, but there are no written records to help understand their significance or how they were made, and so archaeologists must rely on clues that were left behind, and on the stories handed down from generation to generation by the people on the island.

Each statue is made out of a single huge piece of stone, although some of the statues have an extra piece of stone on the top of their heads, carved into a topknot. On average they are 13 feet or 4 meters high and weigh between 12 and 13 tons each. The largest moai ever erected, called 'Paro,' is over 32 feet or 9.8 meters tall and weighs 82 tons. Although the statues are often referred to as 'heads', most of them have bodies. Some were buried in the ground up to their shoulders, and many more were tipped over. At one point, there were no unburied statues left standing at all, but now dozens of statues have been re-erected and some have been restored to look as they did hundreds of years ago.

The island is made of three extinct volcanoes, and a variety of volcanic materials abound which were suited to carving the gigantic statues. The main quarry is a volcanic crater called 'Rano Raraku,' and archaeologists estimate that 95% of the statues came from here. The vast majority of the moai were carved from a material called 'tuff', a type of rock made from compressed volcanic ash. This type of rock is soft and easy to carve, but it is less durable than other kinds of stone, making the moai vulnerable to erosion by wind and water. Hundreds of partially-finished statues surround the Rano Raraku quarry in various stages of completion. Some appear to have been abandoned when carvers reached chunks of harder rock that they could not carve through, while others were unfinished when the people of Easter Island decided to stop all statue-building.

One statue at the quarry would have been the largest ever made if it had been finished and would have been 71 feet or more than 21 meters high and weighed more than 270 tons. Archaeologists believe that the people of Easter Island transported the massive moai by rolling them on tree trunks. Now, you may have noticed that there are not many trees on Easter Island. That is because the people who lived there chopped down so many trees that one day they ran out and there were no more trees at all. Once the trees were gone, they could not move any more statues.

Today much of Easter Island is protected in Rapa Nui National Park, which is a World Heritage Site. This means that the park, which contains many of the moai

as well as the Rano Raraku quarry and other sites, are considered so interesting and important that they should be protected and preserved for people of the whole world to learn about and enjoy.

Source: https://youtu.be/QhEeh_BcADg

B. Answer key (Bottom-up Task)

PART I

8	-	6	-	10	-	2	-	7	-	4	-	5	-	1	-	9	-	3
---	---	---	---	----	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART II

1. The largest moai ever erected, called Paro, is over 32 feet or 9.8 meters tall and weighs 82 tons.
2. Although the statues are often referred to as heads, most of them have bodies.
3. The **vast** majority of the moai were carved from a material called ‘tuff’, a type of rock made from compressed volcanic ash.
4. Archaeologists **believe** that the people of Easter Island transported the massive moai by **rolling** them on tree trunks.
5. Today **much** of Easter Island is **protected** in Rapa Nui National Park, which is a World **Heritage** Site.

C. Answer key (Listening comprehension test)

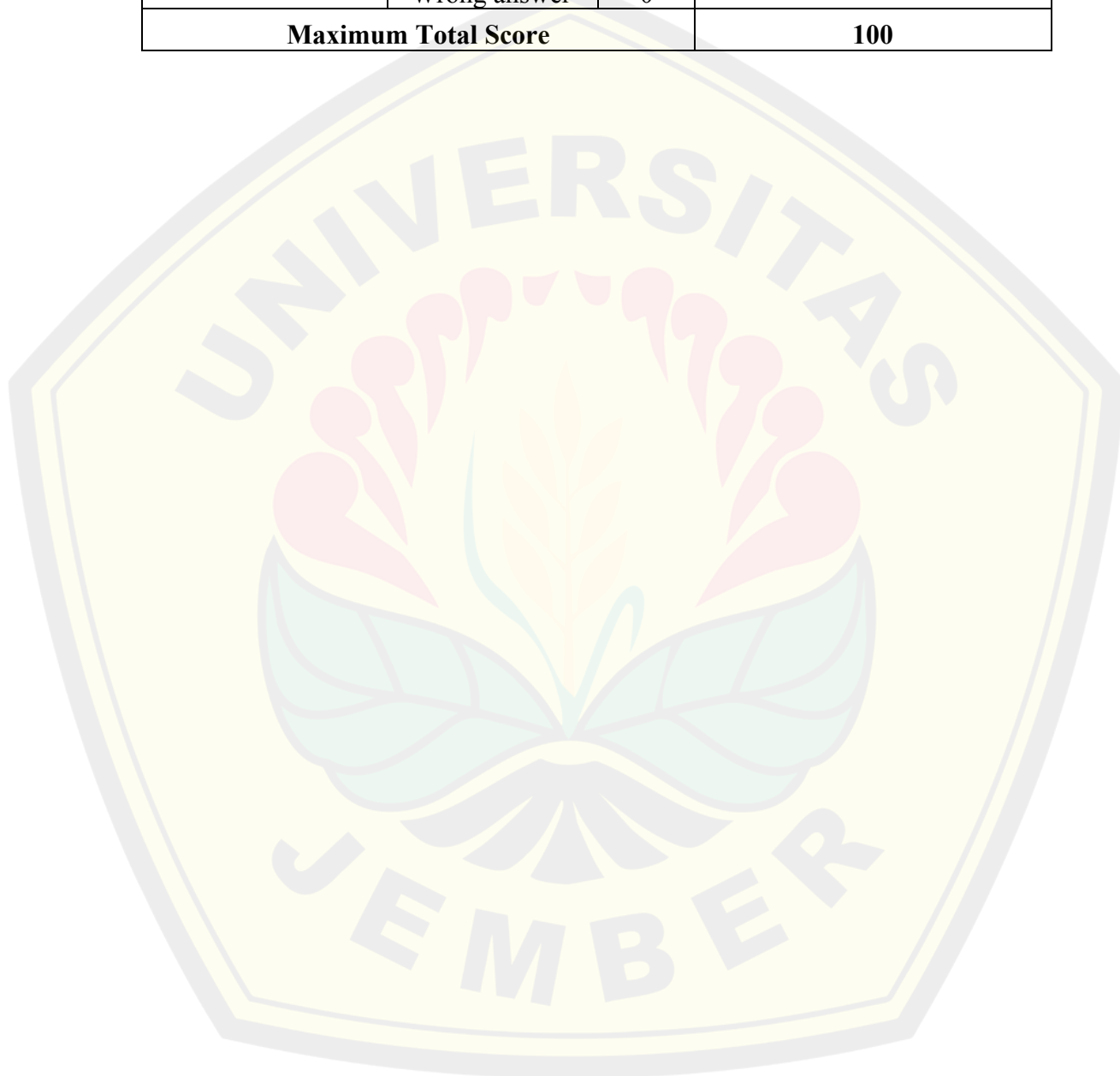
No.	PART I (Multiple-choice)	PART II (True-False)
1.	C	T
2.	A	F
3.	B	T
4.	B	F
5.	B	T
6.	C	F
7.	D	T
8.	E	T
9.	D	F
10.	B	F

D. Item distribution

Indicators	The Number of Test Items		Total
	I. Multiple-choice	II. True-False	
Bottom-up process	1, 3, 5, 6, 7	-	5
General information	2, 4	1, 2	4
Specific information	8, 9, 10	3, 4, 5, 6, 7, 8, 9, 10	11
Total	10	10	20

E. Scoring rubric

Type of Questions	Description	Score	Maximum Score
Multiple-choice	Correct answer	1	$\frac{\text{Total correct answer}}{\text{Total test items}} \times 100$
	Wrong answer	0	
True-False	Correct answer	1	
	Wrong answer	0	
Maximum Total Score			100



APPENDIX G

Lesson Plan 3rd Meeting

Subject : English
 Level : Senior High School
 Class : X
 Language Skill : Listening
 Topic : Descriptive Text
 Time Allocation : 2 x 45 minutes

I. CORE COMPETENCE

KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

II. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks.	3.4.1 Menemukan urutan kata kunci dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal. 3.4.2 Mengidentifikasi makna, sinonim, dan <i>part of speech</i> dari kata kunci pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal. 3.4.3 Menyusun kata yang diacak menjadi kalimat utuh berdasarkan teks deskriptif lisan

	<p>tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.4 Mengisi kalimat rumpang berdasarkan teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.5 Menemukan kata yang tidak familiar dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.6 Mengidentifikasi makna, sinonim, dan <i>part of speech</i> dari kata yang tidak familiar berdasarkan teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p> <p>3.4.7 Menemukan informasi umum dan khusus dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p>
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Basic Competence	Indicators
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 Menjawab soal <i>listening comprehension</i> berbentuk pilihan ganda dan soal benar atau salah terkait teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.</p>

III. LEARNING OBJECTIVES

1. Siswa dapat menemukan urutan letak kata kunci dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
2. Siswa dapat mengidentifikasi makna, sinonim, dan *part of speech* dari kata kunci pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
3. Siswa dapat menyusun kata yang diacak hingga menjadi kalimat utuh berdasarkan pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
4. Siswa dapat mengisi kalimat rumpang berdasarkan pada teks deskriptif lisan tentang bangunan bersejarah terkenal.
5. Siswa dapat menemukan kata yang tidak familiar dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
6. Siswa dapat mengidentifikasi makna, sinonim, dan *part of speech* dari kata yang tidak familiar berdasarkan pada teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
7. Siswa dapat menemukan informasi umum dan khusus dari teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.
8. Siswa dapat menjawab soal *listening comprehension* berbentuk pilihan ganda dan soal benar atau salah terkait teks deskriptif lisan tentang tempat wisata dan bangunan bersejarah terkenal.

IV. LEARNING MATERIALS

1. The definition
The descriptive text describes a particular object, like a place, thing, or person.
2. Social function
To describe and reveal a particular place, thing, or person.

3. Text structure
 - Identification: Opening paragraph to introduce the object.
 - Description: Supporting paragraph that describes the object.
4. Language features
 - Using adjectives.
 - Using simple present tense.
 - Using action verbs.

V. LEARNING STRATEGY AND METHOD

Learning strategy : Scientific approach

Learning method : Question & answer

VI. LEARNING MEDIA, TOOLS, AND RESOURCE

1. Media

A YouTube video for the experimental class and a regular audio (extracted from the YouTube video) for the control class.

2. Tools

- Whiteboard
- Board markers
- Laptop
- Digital projector
- Loudspeaker

3. Resource

YouTube Channel: Free School

Niagara Falls: https://youtu.be/RNFAFQKIU_Q



VII. TEACHING AND LEARNING ACTIVITIES

The Experimental Class	Time (min.)	The Control Class	Time (min.)
Pre-instructional Activities	10	Pre-instructional Activities	10
Set Induction	10	Set Induction	10
1. The teacher greets students. 2. Students pray before starting the activity. 3. The teacher checks the attendance of students. 4. The teacher checks students' readiness to learn. 5. The teacher asks preliminary questions. - Have you ever visited famous natural attractions? - What famous natural attractions have you visited? This aims to guide students to enter the context of the material to be studied.		1. The teacher greets students. 2. Students pray before starting the activity. 3. The teacher checks the attendance of students. 4. The teacher checks students' readiness to learn. 5. The teacher asks preliminary questions. - Have you ever visited famous natural attractions? - What famous natural attractions have you visited? This aims to guide students to enter the context of the material to be studied.	
Main Activities	70	Main Activities	70
Observing	10	Observing	10
1. The YouTube video is played for the first time. Students watch and listen to it while finding the sequence of ten keywords. 2. The YouTube video is played for the second time for students to watch and listen while arranging scrambled words into complete sentences and filling in the gaps in the sentences.		1. The regular audio is played for the first time, then the teacher asks students to find the sequence of keywords they hear. 2. The regular audio is played for the second time, then the teacher asks students to arrange scrambled words into complete sentences and complete the blank spaces with suitable words.	
Questioning	10	Questioning	10
The teacher asks students about general and specific information from the descriptive text in the YouTube video.		The teacher asks students about general and specific information from the descriptive text in the regular audio.	

Collecting Information	10	Collecting Information	10
The YouTube video is played for the last time for students to watch and listen while writing a maximum of ten unfamiliar words they did not understand.		The regular audio is played for the last time after for students to listen while writing a maximum of ten unfamiliar words they did not understand.	
Associating	30	Associating	30
<ol style="list-style-type: none"> Students discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words that they have not understood through an online dictionary. Students discuss with their seatmates to combine knowledge related to the meaning of keywords and unfamiliar words with the general and specific information that had been identified to draw a conclusion about the contents of the descriptive text from the YouTube video. Students individually work on listening comprehension tests in multiple-choice and true-false forms. 		<ol style="list-style-type: none"> Students discuss with their seatmates to find the meanings, synonyms, and parts of speech of keywords and unfamiliar words that they have not understood through an online dictionary. Students discuss with their seatmates to combine knowledge related to the meaning of keywords and unfamiliar words with the general and specific information that had been identified to draw a conclusion about the contents of the descriptive text from the regular audio. Students individually work on listening comprehension tests in multiple-choice and true-false forms. 	
Communicating	10	Communicating	10
Students share what they understand about the contents of the descriptive text from the YouTube video.		Students share what they understand about the contents of the descriptive text from the regular audio.	
Post Activities	10	Post Activities	10
Closing	10	Closing	10
<ol style="list-style-type: none"> The teacher asks students about what they have learned today. The learning activity ended with prayer and greetings. 		<ol style="list-style-type: none"> The teacher asks students about what they have learned today. The learning activity ended with prayer and greetings. 	

VIII. LEARNING ASSESSMENT

Assessment of student skills (listening comprehension test) after the learning activity is carried out with indicators of the ability to answer all questions in the form of multiple choice and true-false correctly.

IX. APPENDIX**BOTTOM-UP TASK****PART I**

Number them in the order you hear them!

1. force
2. major
3. interrupt
4. separate
5. fuel
6. breathtaking
7. amount
8. narrowest
9. awestruck
10. thundering

	-		-		-		-		-		-		-		-		-	
--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--

PART II

Arrange the words below to make a correct sentence!

1. one - Falls - is - sights - on - Earth - of - Niagara - most - the - majestic
2. the - three - waterfalls - moves - of - water - amount - down - the - river - day -
Between - a - huge - every

Complete the blank space with the correct word to make a complete sentence!

3. Niagara Falls has long been a popular _____ for honeymooners and tourists.
4. For centuries people have _____ across the Niagara gorge on tightropes, or tried going over the falls in _____.
5. They're a _____ sight to see a major _____ of power and for some a _____ to be overcome.

LISTENING COMPREHENSION TEST**PART I**

Watch/listen to the YouTube video/regular audio carefully. Choose the best answer by crossing A, B, C, D, or E on the answer sheet!

1. Where is Niagara Falls located?
 - a. It is located in the United States.
 - b. It is located in Canada.
 - c. It is located in the border of the United States and Canada.
 - d. It is located in New York.
 - e. None of the above.
2. How many waterfalls are there in Niagara Falls?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
 - e. 7
3. “The Falls interrupt the Niagara River, which flows north from Lake Erie to Lake Ontario.”

What does the underlined word mean?

 - a. separate into parts
 - b. move in a circular direction
 - c. break the continuity on a line
 - d. keep out of sight
 - e. make connection

4. "Between the three waterfalls, a huge amount of water moves down the river every day."

What does the synonym of the underlined word?

- a. view
- b. quantity
- c. pattern
- d. roll
- e. splash

5. about flow or cascade 750.000 down 3.4 water peak of million per liters At
1 2 3 4 5 6 7 8 9 10 11 12 13 14
second gallons
15 16

Which is the correct order of the sentence you heard?

- a. 14 - 9 - 1 - 2 - 5 - 16 - 3 - 7 - 11 - 13 - 8 - 10 - 12 - 15 - 4 - 6
- b. 14 - 9 - 1 - 2 - 5 - 16 - 3 - 7 - 11 - 13 - 10 - 8 - 12 - 15 - 4 - 6
- c. 14 - 9 - 2 - 1 - 5 - 16 - 3 - 7 - 11 - 13 - 8 - 10 - 12 - 15 - 4 - 6
- d. 14 - 9 - 2 - 1 - 5 - 16 - 3 - 7 - 11 - 13 - 10 - 8 - 12 - 15 - 4 - 6
- e. 14 - 9 - 2 - 1 - 5 - 16 - 3 - 7 - 11 - 13 - 10 - 8 - 15 - 12 - 4 - 6

6. "Niagara Falls has long been a popular destination for honeymooners and tourists."

Which word is included in the adjective category in the sentence above?

- a. tourists
- b. falls
- c. destination
- d. popular
- e. honeymooners

7. “The force of the falling water is a source of strength and power that has been harnessed for over a century to fuel industry and _____.”

What is the correct word to complete the blank space?

- a. company
 - b. factory
 - c. firm
 - d. corporation
 - e. commerce
8. Who built the first major hydroelectric power generating station at Niagara Falls?
- a. President of the United States
 - b. Nikola Tesla and George Westinghouse
 - c. Annie Edison Taylor
 - d. foreign tourists
 - e. daredevils
9. What happened next to the first person who could pass the challenge to go over Niagara Falls?
- a. She survived.
 - b. She just kept doing it again.
 - c. She died.
 - d. She became disabled.
 - e. She got punished.
10. When was the first time someone had the success of going over Niagara Falls in a barrel?
- a. 1801
 - b. 1900
 - c. 1901
 - d. 1911
 - e. 1991

PART II

Watch/listen to the YouTube video/regular audio carefully. Choose the best answer by writing ✓ on the table either TRUE or FALSE!

No.	Statement	TRUE	FALSE
1.	Each year about 13 million people visit the Niagara Falls.		
2.	Niagara Falls is also known as Canadian Falls.		
3.	Horseshoe Falls is mostly located on the American side of the border.		
4.	Water that goes over Horseshoe Falls plunges 52 meters down in a cataract.		
5.	The amount of water that flows over the falls and goes over Horseshoe Falls is about 80 percent.		
6.	American Falls and Bridal Veil Falls are located on the same side of the country.		
7.	Bridal Veil Falls is the smallest of the three waterfalls in Niagara Falls.		
8.	The gigantic plume of mist on the falls can be seen more than 32 kilometers away.		
9.	Niagara Falls became New York's First State Park in 1885.		
10.	A rope was the object used by the first person who could pass the challenge to went over Niagara Falls.		

A. Transcript

Niagara Falls

Called by some eighth wonder of the world, Niagara Falls is a sight that must be seen to be believed. The rushing water, the thundering noise, the mist in the air. Niagara Falls is one of the most majestic sights on Earth. Located on the border of the United States and Canada, it is one of the most popular tourist destinations in the world. Each year about 13 million people visit the falls which are made up of three separate waterfalls: the American Falls, Bridal Veil Falls, and Horseshoe Falls, also known as the Canadian Falls.

Horseshoe Falls is the largest of the three waterfalls and is mostly located on the Canadian side of the border which is why they are sometimes called the Canadian Falls. Water that goes over Horseshoe Falls plunges about 170 feet or 52 meters down in a cataract that is 2700 feet or 820 meters wide. About 90 percent of the water that goes over the falls goes over Horseshoe Falls.

Second largest is the American Falls, only separated by a small island from the Bridal Veil Falls the narrowest of the three waterfalls at 56 feet or 17 meters wide. American Falls and Bridal Veil Falls are both within the United States and account for only about 10 percent of the water that flows through Niagara Falls. The Falls interrupt the Niagara River, which flows north from Lake Erie to Lake Ontario. Between the three waterfalls, a huge amount of water moves down the river every day. At peak flow, about 750.000 gallons or 3.4 million liters of water per second cascade down. This massive amount of water tumbling so far down creates a gigantic plume of mist, which can be seen more than 20 miles or 32 kilometers away.

Niagara Falls has long been a popular destination for honeymooners and tourists. To protect its beauty from development it became New York's First State Park in 1885. Falls are more than just a breathtaking natural wonder, however. The force of the falling water is a source of strength and power that has been harnessed for over a century to fuel industry and commerce.

In 1895 Nikola Tesla and George Westinghouse built the first major hydroelectric power generating station at Niagara Falls, beginning the electrification of the United States and later the world. In addition to their power and natural beauty, the falls are also known for a long string of daredevils attempting to conquer them. For centuries people have jumped across the Niagara Gorge on tightropes or tried going over the falls in capsules. In 1901, 63-year-old school teacher, Annie Edison Taylor became the first person to go over Niagara Falls in a barrel. She survived but said no one ought ever do that again. Going over the falls is extremely dangerous and multiple people have died in the attempt but that doesn't stop daredevils from trying, even up to the present day.

Today Niagara Falls is a major tourist destination for people from all over the world. They're a spectacular sight to see a major source of power and for some a challenge to be overcome. No matter what your reason for visiting, you are sure to be awestruck by Niagara Falls.

Source: https://youtu.be/RNFAFQKIU_Q

B. Answer key (Bottom-up Task)

PART I

10	-		4	-	8	-	3	-	7	-	6	-	1	-	5	-	2	-	9
----	---	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART II

- Niagara Falls is one of the most majestic sights on Earth
- Between the three waterfalls, a huge amount of water moves down the river every day.
- Niagara Falls has long been a popular **destination** for honeymooners and tourists.
- For centuries people have **jumped** across the Niagara gorge on tightropes, or tried going over the falls in **capsules**.
- They're a **spectacular** sight to see a major **source** of power and for some a **challenge** to be overcome.

C. Answer key (Listening comprehension test)

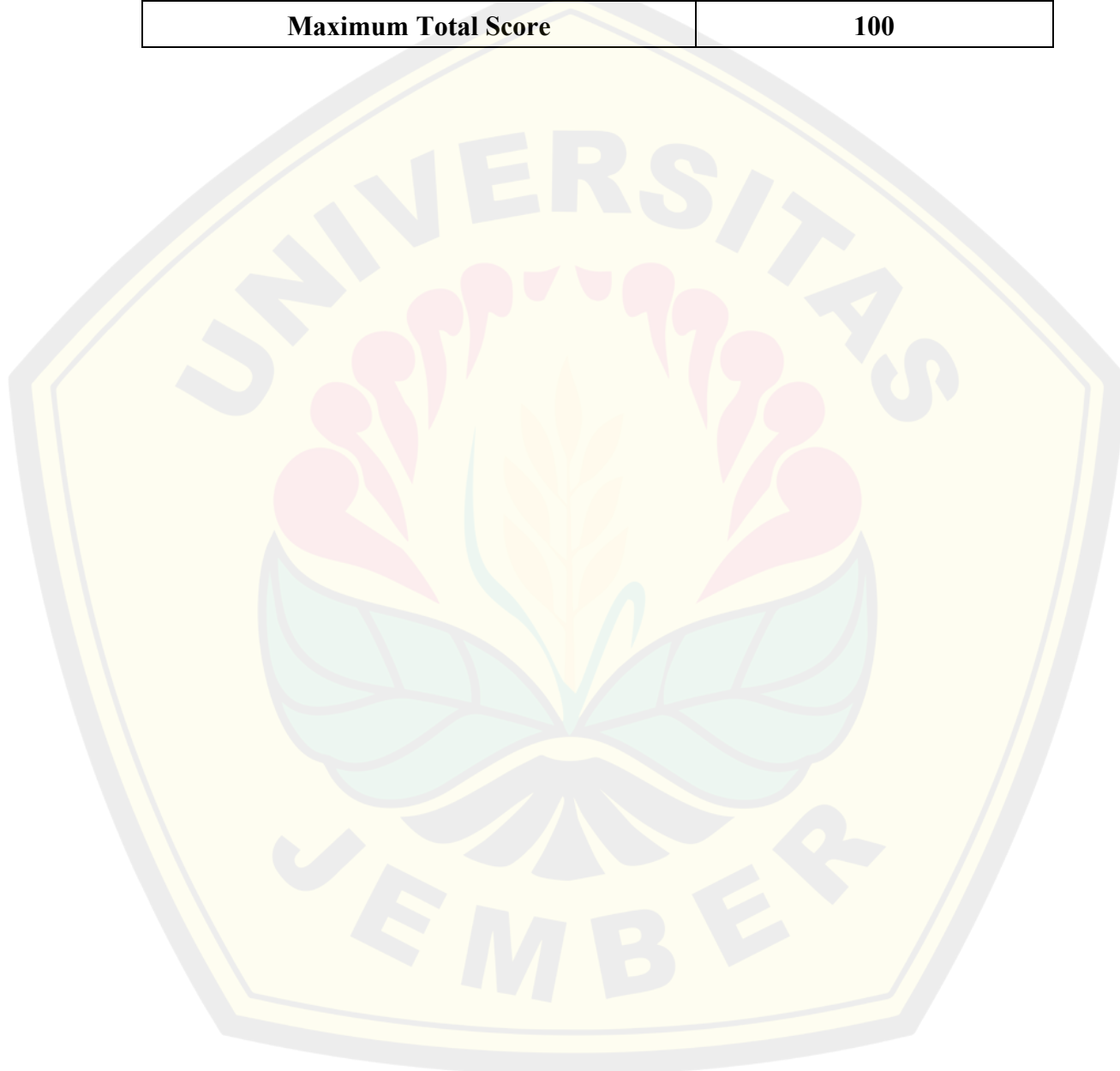
No.	PART I (Multiple-choice)	PART II (True-False)
1.	C	T
2.	A	F
3.	C	F
4.	B	T
5.	D	F
6.	D	T
7.	E	T
8.	B	T
9.	A	F
10.	C	F

D. Item distribution

Indicators	The Number of Test Items		Total
	I. Multiple-choice	II. True-False	
Bottom-up process	3, 4, 5, 6, 7	-	5
General information	1, 2	1, 2	4
Specific information	8, 9, 10	3, 4, 5, 6, 7, 8, 9, 10	11
Total	10	10	20

E. Scoring rubric

Type of Questions	Description	Score	Maximum Score
Multiple-choice	Correct answer	1	$\frac{\text{Total correct answer}}{\text{Total test items}} \times 100$
	Wrong answer	0	
True-False	Correct answer	1	
	Wrong answer	0	
Maximum Total Score			100



APPENDIX H

The Calculation of Validity Test

Formula:

$$r_{pb} = \frac{\bar{X}_i - \bar{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

Notes:

r_{pb} = biserial correlation coefficient between the score of the item number (i) and the total score

\bar{X}_i = mean score of respondents who answered item number (i) correctly

\bar{X}_t = mean score of all respondents

s_t = standard deviation of the total score of all respondents

p_i = the proportion of correct answers for item number (i)

q_i = the proportion of wrong answers for item number (i)

Criteria: item is valid if $r_{pb} > r_{table}$.

The calculation below is to test the validity of item number 1. The other questions are also calculated using the same formula.

No.	Initial Names	X	Y	XY	X ²	Y ²
1.	AHK	1	25	25	1	625
2.	AS	1	26	26	1	676
3.	BMR	1	26	26	1	676
4.	CAM	1	28	28	1	784
5.	DS	1	28	28	1	784
6.	ETA	1	28	28	1	784
7.	FR	1	25	25	1	625
8.	FAN	1	27	27	1	729
9.	FZF	1	26	26	1	676
10.	HFH	1	27	27	1	729
11.	INF	1	27	27	1	729
12.	INA	1	27	27	1	729
13.	KAO	1	27	27	1	729

14.	KNEZ	1	21	21	1	441
15.	LL	0	21	0	0	441
16.	LDL	0	23	0	0	529
17.	MWK	0	20	0	0	400
18.	MA	0	18	0	0	324
19.	MRR	1	20	20	1	400
20.	NRD	1	17	17	1	289
21.	NPPR	0	17	0	0	289
22.	NY	1	17	17	1	289
23.	SF	1	18	18	1	324
24.	SDP	1	22	22	1	484
25.	TMA	1	24	24	1	576
26.	VGC	1	25	25	1	625
27.	YHM	0	18	0	0	324
Total (Σ)		21	628	511	21	15010

From the table above, it can be seen that:

$$\Sigma X = 21$$

$$\Sigma Y = 628$$

$$\Sigma X^2 = 21$$

$$p_1 = \frac{\Sigma X}{N} - \frac{21}{27} = 0.778$$

$$\bar{X}_1 = \frac{\Sigma XY}{\Sigma X} - \frac{511}{21} = 24.333$$

$$\begin{aligned}
 s_t &= \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{15010 - \frac{(628)^2}{27}}{27-1}} \\
 &= \sqrt{\frac{15010 - 14606.8}{26}} \\
 &= \sqrt{\frac{403.185}{26}} \\
 &= \sqrt{15.507} = 3.938
 \end{aligned}$$

$$\Sigma Y^2 = 15010$$

$$\Sigma XY = 511$$

$$N = 27$$

$$q_1 = 1 - p = 1 - 0.778 = 0.222$$

$$\bar{X}_t = \frac{\Sigma Y}{N} - \frac{628}{27} = 23.259$$

$$\begin{aligned}
 r_{pb} &= \frac{\bar{X}_1 - \bar{X}_t}{s_t} \sqrt{\frac{p_1}{q_1}} \\
 &= \frac{24.333 - 23.259}{3.938} \sqrt{\frac{0.778}{0.222}} \\
 &= \frac{1.074}{3.938} \sqrt{3.505} \\
 &= 0.2727 \sqrt{3.505} \\
 &= 0.510
 \end{aligned}$$

The result of $r_{pb} = 0.510 > r_{table} = 0.381$. Therefore, it can be concluded that item number 1 is valid.

APPENDIX I

DIGITAL REPOSITORY UNIVERSITAS JEMBER

Validity Test Calculation Result

No.	Initial Names	Question item answers														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	AHK	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1
2	AS	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
3	BMR	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1
4	CAM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	DS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	ETA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	FR	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1
8	FAN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	FZF	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
10	HFH	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
11	INF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	INA	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
13	KAO	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
14	KNEZ	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1
15	LL	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1
16	LDL	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1
17	MWK	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1
18	MA	0	1	1	1	0	1	0	0	1	1	0	0	1	1	1
19	MRR	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1
20	NRD	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0
21	NPPR	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1
22	NY	1	1	0	1	1	0	0	1	1	1	0	1	0	0	0
23	SF	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1
24	SDP	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1
25	TMA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
26	VGC	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1
27	YHM	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1

DIGITAL REPOSITORY UNIVERSITAS JEMBER

ΣX	21	26	22	23	24	15	12	23	26	24	18	22	25	25	25
ΣXY	511	603	541	550	567	372	305	550	602	554	456	530	594	594	594
\bar{x}_i	24.333	23.192	24.591	23.913	23.625	24.800	25.417	23.913	23.154	23.083	25.333	24.091	23.760	23.760	23.760
\bar{x}_t	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259
s_t	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938
p	0.778	0.963	0.815	0.852	0.889	0.556	0.444	0.852	0.963	0.889	0.667	0.815	0.926	0.926	0.926
q	0.222	0.037	0.185	0.148	0.111	0.444	0.556	0.148	0.037	0.111	0.333	0.185	0.074	0.074	0.074
pq	0.173	0.036	0.151	0.126	0.099	0.247	0.247	0.126	0.036	0.099	0.222	0.151	0.069	0.069	0.069
r_{table}	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381
r_{pbis}	0.510	0	0.709	0.398	0.263	0.437	0.490	0.398	-0.136	-0.126	0.745	0.443	0.450	0.450	0.450
Status	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid

No.	Initial Names	Question item answers														
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	AHK	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1
2	AS	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0
3	BMR	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
4	CAM	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
5	DS	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
6	ETA	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
7	FR	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0
8	FAN	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1
9	FZF	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1
10	HFH	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1
11	INF	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1
12	INA	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1
13	KAO	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1
14	KNEZ	1	1	0	1	1	0	1	0	1	1	1	0	0	1	0
15	LL	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1
16	LDL	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0
17	MWK	0	0	1	1	1	0	1	0	0	1	1	0	1	1	0
18	MA	1	1	0	1	1	0	1	0	0	1	1	0	0	1	1
19	MRR	1	1	0	1	1	0	1	1	1	0	1	0	0	1	0
20	NRD	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0
21	NPPR	1	1	0	1	1	0	0	0	1	0	1	0	0	1	0
22	NY	0	0	0	1	1	0	1	1	0	1	1	0	1	1	1
23	SF	0	0	0	1	1	1	0	0	1	1	1	0	1	1	0
24	SDP	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0
25	TMA	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0
26	VGC	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1
27	YHM	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1

ΣX	23	23	14	25	26	17	23	16	14	23	25	6	20	26	16
ΣXY	551	551	346	574	601	427	551	393	314	536	577	161	488	602	395
\bar{x}_i	23.957	23.957	24.714	22.960	23.115	25.118	23.957	24.563	22.429	24.174	23.080	26.833	24.400	23.154	24.688
\bar{x}_t	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259	23.259
s_t	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938	3.938
p	0.852	0.852	0.519	0.926	0.963	0.630	0.852	0.593	0.519	0.852	0.926	0.222	0.741	0.963	0.593
q	0.148	0.148	0.481	0.074	0.037	0.370	0.148	0.407	0.481	0.148	0.074	0.778	0.259	0.037	0.407
pq	0.126	0.126	0.250	0.069	0.036	0.233	0.126	0.241	0.250	0.126	0.069	0.173	0.192	0.036	0.241
r_{table}	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381	0.381
r_{pbis}	0.425	0.425	0.383	-0.269	-0.186	0.615	0.425	0.399	-0.219	0.557	-0.161	0.485	0.490	-0.136	0.437
Status	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Invalid	Valid

APPENDIX J

The Calculation of Reliability Test

Formula:

$$r_{11} = \frac{k}{k-1} \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Notes:

r_{11} = reliability coefficient

k = the total number items

$\sum pq$ = the sum of the multiplication results between the proportions that answered the item correctly and incorrectly

s^2 = variance of the total test scores

Criteria: It is reliable if the correlation coefficient is positive and close to 1.

$$s^2 = \frac{\sum X_t^2}{N}$$

$$\sum X_t^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$= 15010 - \frac{(628)^2}{27}$$

$$= 403.18$$

$$s^2 = \frac{\sum X_t^2}{N}$$

$$= \frac{403.18}{27}$$

$$= 14.933$$

Sum of multiplication between p and q:

$p_1 = \frac{\sum X}{N} - \frac{21}{27} = 0.778$	$p_{27} = \frac{\sum X}{N} - \frac{16}{27} = 0.593$
$q_1 = 1 - p = 1 - 0.778 = 0.222$	$q_{27} = 1 - p = 1 - 0.593 = 0.407$
$p_1q_1 = 0.778 \times 0.222 = 0.173$	$p_{30}q_{30} = 0.593 \times 0.407 = 0.241$

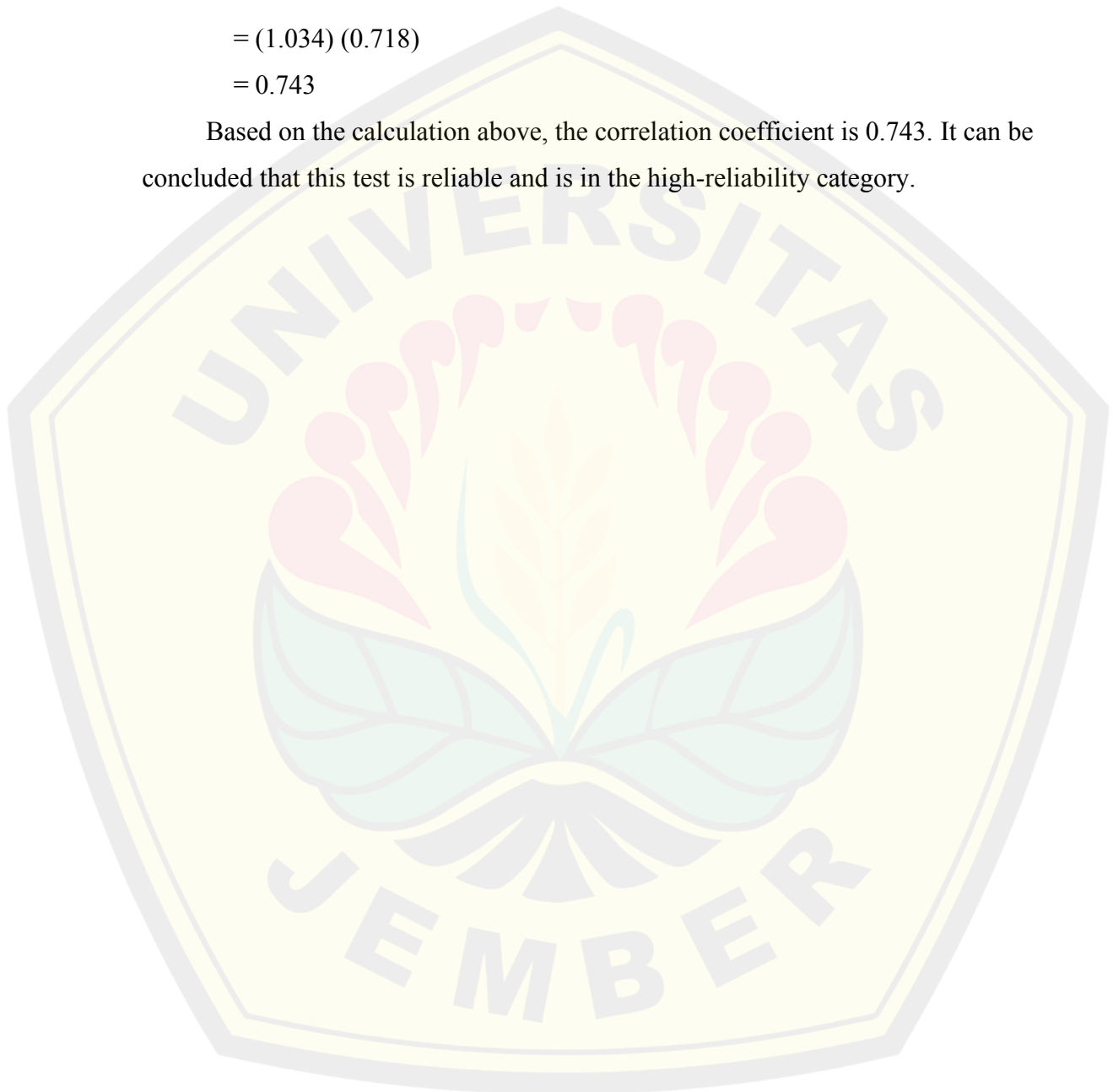
$$\sum pq = p_1q_1 + \dots + p_{30}q_{30}$$

$$= 0.173 + \dots + 0.241$$

$$= 4.211$$

$$\begin{aligned}r_{11} &= \frac{k}{k-1} \left(\frac{s^2 - \sum pq}{s^2} \right) \\&= \frac{30}{30-1} \left(\frac{14.933 - 4.211}{14.933} \right) \\&= \frac{30}{29} \left(\frac{14.933 - 4.211}{14.933} \right) \\&= (1.034) (0.718) \\&= 0.743\end{aligned}$$

Based on the calculation above, the correlation coefficient is 0.743. It can be concluded that this test is reliable and is in the high-reliability category.

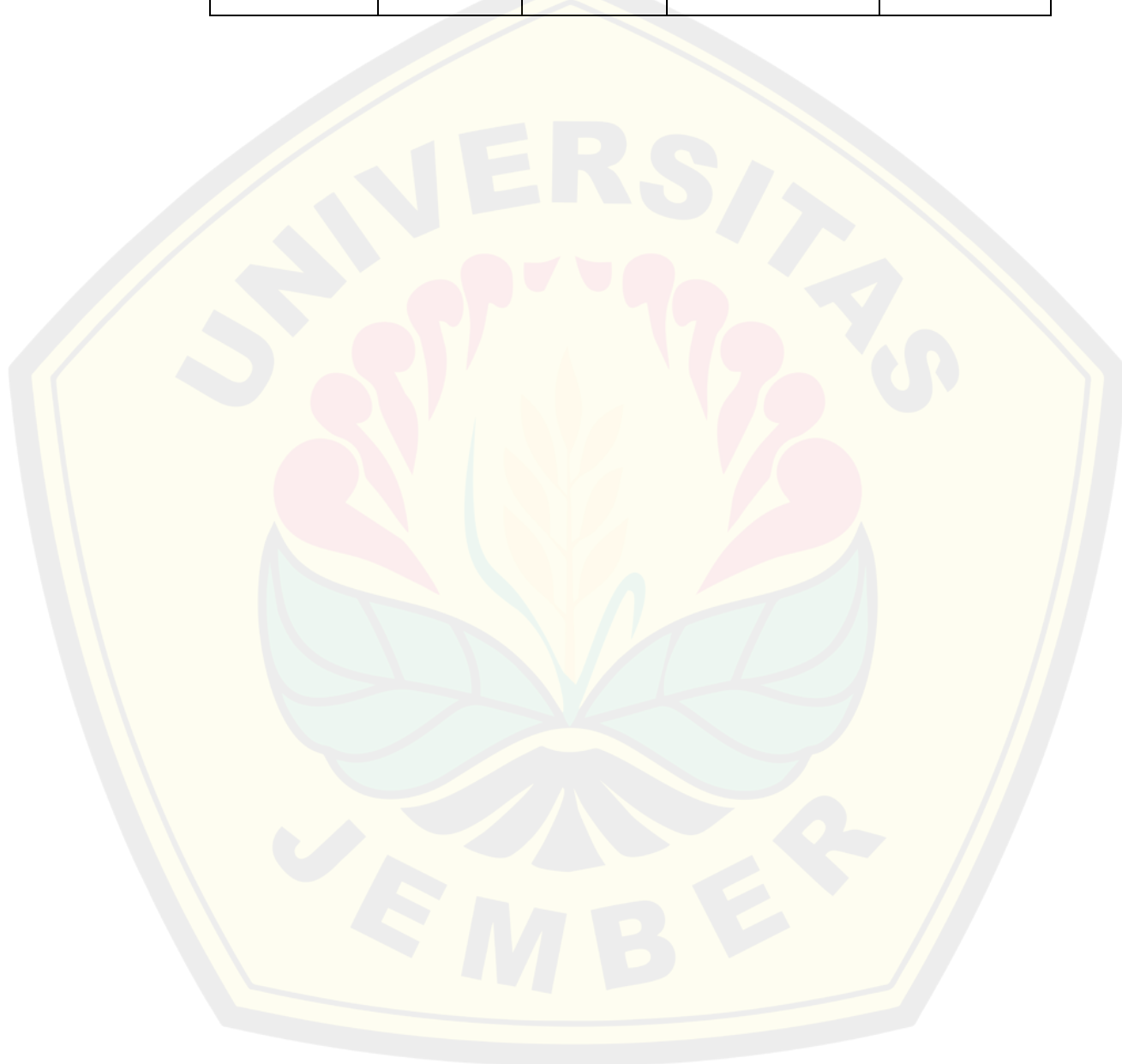


APPENDIX K

The Calculation of Difficulty Index

Item Number	R	n	Difficulty Index	Criteria
1.	21	27	0.778	Easy
2.	26	27	0.963	Easy
3.	22	27	0.815	Easy
4.	23	27	0.852	Easy
5.	24	27	0.889	Easy
6.	15	27	0.556	Fair
7.	12	27	0.444	Fair
8.	23	27	0.852	Easy
9.	26	27	0.963	Easy
10.	24	27	0.889	Easy
11.	18	27	0.667	Fair
12.	22	27	0.815	Easy
13.	25	27	0.926	Easy
14.	25	27	0.926	Easy
15.	25	27	0.926	Easy
16.	23	27	0.852	Easy
17.	23	27	0.852	Easy
18.	14	27	0.519	Fair
19.	25	27	0.926	Easy
20.	26	27	0.963	Easy
21.	17	27	0.630	Fair
22.	23	27	0.852	Easy
23.	16	27	0.593	Fair
24.	14	27	0.519	Fair

25.	23	27	0.852	Easy
26.	25	27	0.926	Easy
27.	6	27	0.222	Difficult
28.	20	27	0.741	Easy
29.	26	27	0.963	Easy
30.	16	27	0.593	Fair



APPENDIX L

The Post-Test Scores

The Experimental Class			The Control Class		
No.	Initial Names	Score	No.	Initial Names	Score
1.	ASS	90	1.	ASW	70
2.	AR	90	2.	APS	80
3.	APA	90	3.	ADAMN	70
4.	AKR	95	4.	AMS	80
5.	ASP	75	5.	ACS	85
6.	AFDA	95	6.	ANJF	80
7.	DPW	95	7.	AP	80
8.	EPL	85	8.	BES	85
9.	EF	95	9.	DVK	75
10.	FFS	90	10.	DSKP	70
11.	FAR	90	11.	DES	80
12.	FPA	80	12.	EYM	90
13.	HFA	90	13.	EAM	80
14.	HAG	90	14.	EAP	70
15.	HA	90	15.	FAR	80
16.	ITM	90	16.	FR'A	70
17.	IDH	75	17.	HLR	80
18.	IM	90	18.	HJP	70
19.	INA	95	19.	HNP	80
20.	KAP	95	20.	IEZP	80
21.	KNA	90	21.	INA	80

22.	LHP	90	22.	KAH	70
23.	MHN	95	23.	LNA	80
24.	MA	90	24.	LDD	75
25.	MRS	90	25.	MTFS	70
26.	NNA	80	26.	MAAR	75
27.	NA	90	27.	NWRW	80
28.	RDH	90	28.	RA	70
29.	RNS	95	29.	RTA	80
30.	SAMJ	85	30.	S	70
31.	SAM	95	31.	TE	85
32.	SAP	85	32.	VHA	70
33.	TNV	90	33.	VAZ	75
34.	TTLA	95	34.	YTP	70
35.	WW	95	35.	ZM	80

APPENDIX M

Documentation




The Picture of The Experimental Class (X MIPA 2)



The Picture of The Control Class (X MIPA 3)

APPENDIX N

The Permission Letter of Conducting Research



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16 MAR 2023

Nomor: 3257/UN.25.1.5/SP/2023

Perihal : Permohonan Izin Penelitian

Yth. Kepala Sekolah
SMA Negeri 1 Rogojampi
di Rogojampi


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:


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Jangka Waktu Penelitian	: Maret – Mei 2023

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Negeri 1 Rogojampi dengan judul “The Effect of Using YouTube Videos on Senior High School Students’ Listening Comprehension Achievement”. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan. Atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

Jember, 16 Maret 2023


 Dr. Sri Nuliani Ph.D.
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