



**THE EFFECT OF USING SHORT MOVIES ON THE ELEVENTH GRADE
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT**

THESIS

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

2020



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
The Faculty of Teacher Training and Education,
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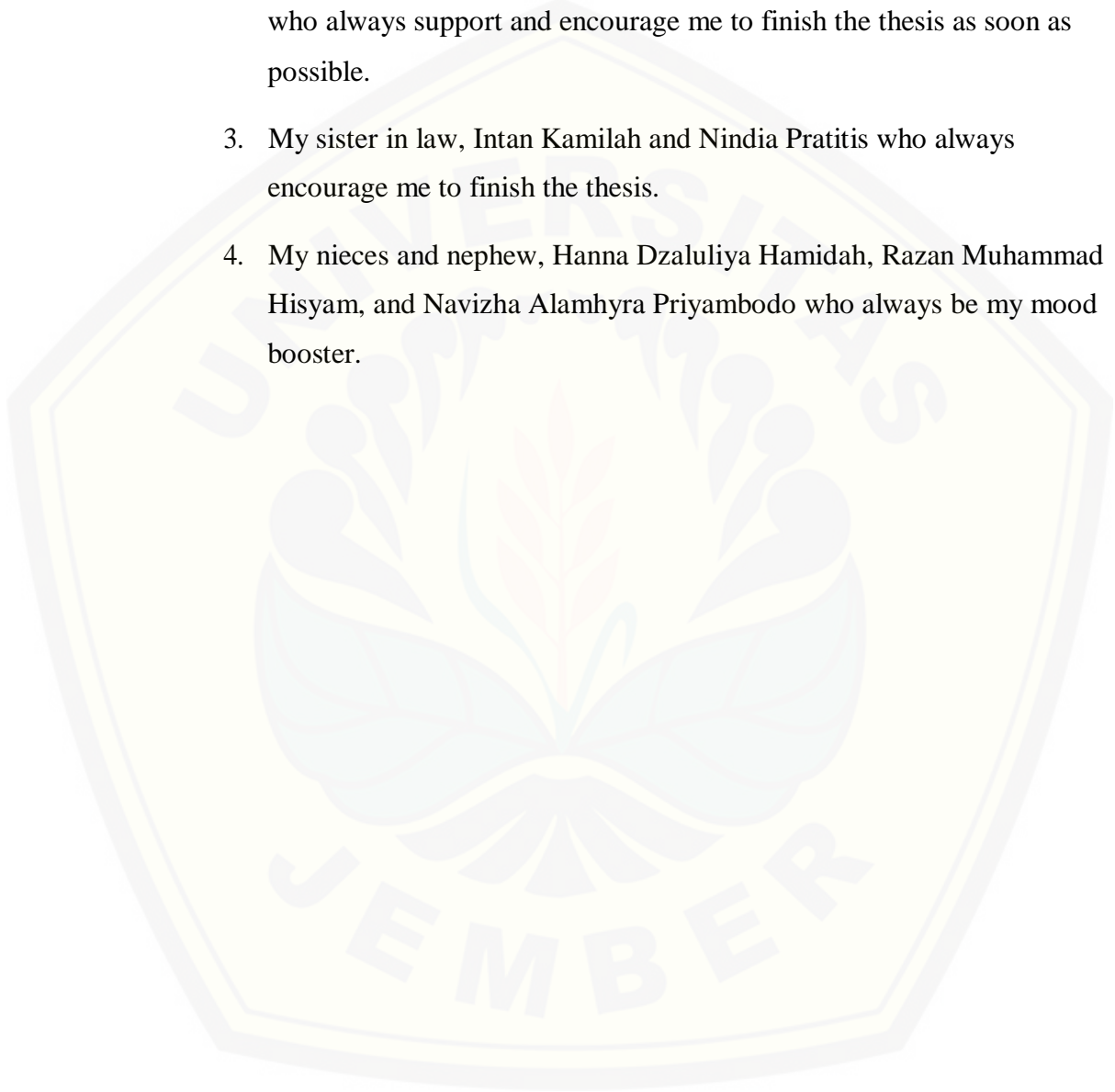
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**ENGLISH EDUCATION STUDY PROGRAM
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2020

The thesis is dedicated to:

1. My beloved Parents, Mr. M Teguh Rahardjo and Mrs. Suryati who always give me motivation, great affection, assistance and never ending love.
2. My beloved brothers, Dedi Irfan Riantori and Beni Ilham Priyambodo who always support and encourage me to finish the thesis as soon as possible.
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4. My nieces and nephew, Hanna Dzaluliya Hamidah, Razan Muhammad Hisyam, and Navizha Alamhyra Priyambodo who always be my mood booster.



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by me. Hence, 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 has been followed. I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

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Jember, 10 December 2020

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CONSULTANTS' APPROVAL

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 10th December 2020

The writer

Summary

The Effect of Using Short Movies on the Eleventh Grade Students' Listening Comprehension Achievement; Darmawan Aldi Prakoso; 140210401071; 88 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study discussed about the effect of using short movies on the eleventh grade students' listening comprehension achievement. It was focused on the use of short movie in teaching listening. There are two types of media that can be used to teach listening skill. One of the media is Audio-visual media. It provides the material in motion pictures and sound. Short movie is one of audio-visual media that can be used in teaching listening skill.

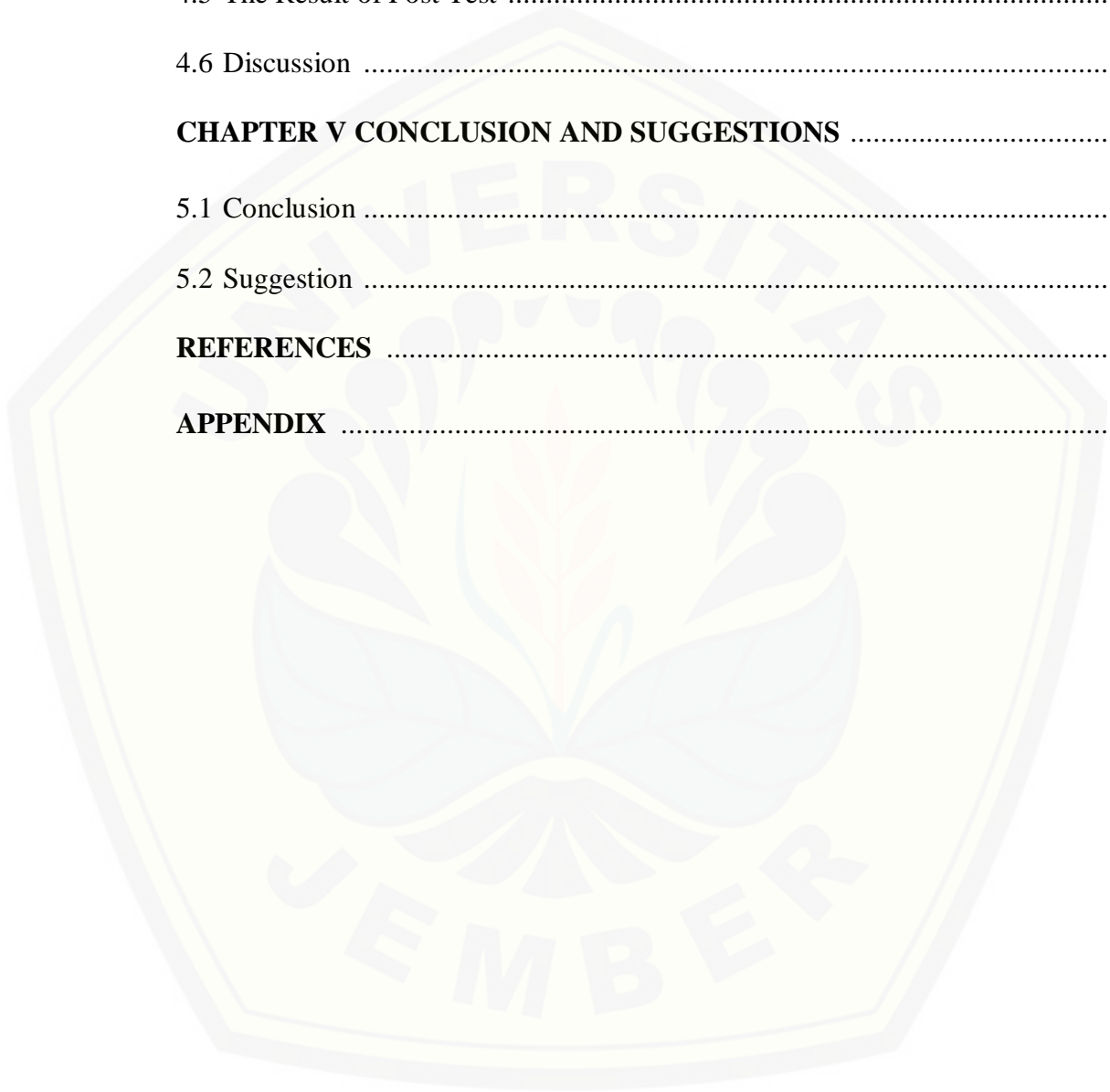
This research was conducted at SMAN Kalisat. The research population was the XI Science students of SMAN Kalisat on the 2020/2021 academic year. The participants were determined based on the closest mean score. Based on the result, class XI MIPA 6 was chosen as the experimental class and class XI MIPA 5 was chosen as the control class. The research analyzed the effect of using short movie by using independent sample T-test in order to find the significant effect between using short movie and audio only. The material of this study was constructed based on the guideline of the 2013 English Curriculum.

The result of this study answered the research questions. The questions asked 'Is there any significant effect of using short movies on the eleventh grade students' listening comprehension achievement?' the researcher concluded that were significant effect of using short movie in teaching listening comprehension achievement. The result shows that using short movie is better than using audio only. The analysis showed that the mean score of the experimental class was higher than the control class. It was 87,7778 for experimental group and 70,7500 for control class. The T-test with equal variance assumed, $t=-3,686$ and $p=0,002$ lower than 0,05. The result of independent sample T-test showed that H_0 was rejected, meanwhile the H_1 was accepted. It means that was a significant effect of using short movies on the eleventh grade students listening comprehension.

Based on the result of this study, it was concluded that the use of short movie gave a significant effect on the students' listening comprehension achievement. The researcher recommend for the English teacher to use short movie as learning media in teaching listening.

| | |
|---|-------------|
| TITLE | i |
| DEDICATION | ii |
| STATEMENT OF THESIS AUTHENTICITY | iii |
| CONSULTANTS' APPROVAL | iv |
| APPROVAL OF THE EXAMINATION COMMITTEE..... | v |
| ACKNOWLEDGEMENT..... | vi |
| SUMMARY | vii |
| TABLE OF CONTENT..... | viii |
| LIST OF APPENDICES | x |
| LIST OF TABLES..... | xi |
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 Research Background | 1 |
| 1.2 Research Questions..... | 3 |
| 1.3 Research Objective | 3 |
| 1.4 Research Significance..... | 3 |
| CHAPTER 2 LITERATURE REVIEW..... | 5 |
| 2.1 Theoretical Framework | 5 |
| 2.2 Conceptual Framework | 10 |
| 2.3 Previous Studies | 16 |
| 2.4 The Research Hypothesis | 17 |
| CHAPTER 3 RESEARCH METHODOLGY | 18 |
| 3.1 Research Design | 18 |
| 3.2 Research Context | 19 |
| 3.3 Research Participants | 20 |
| 3.4 Data Collection Method | 20 |
| 3.5 Data Analysis Method | 24 |

| | |
|---|----|
| CHAPTER 4 RESULT AND DISCUSSION | 25 |
| 4.1 The Description of the Treatment | 25 |
| 4.2 The Result of Interview | 26 |
| 4.3 The Result of Documentation | 26 |
| 4.4 The Result of The Data Analysis | 27 |
| 4.5 The Result of Post Test | 29 |
| 4.6 Discussion | 30 |
| CHAPTER V CONCLUSION AND SUGGESTIONS | 33 |
| 5.1 Conclusion | 33 |
| 5.2 Suggestion | 33 |
| REFERENCES | 34 |
| APPENDIX | 38 |



THE LIST OF APPENDICES

| | |
|---|-----------|
| APPENDIX 1. RESEARCH MATRIX..... | 38 |
| APPENDIX 2. INSTRUMENT OF THE PLELIMINARY STUDY | 40 |
| APPENDIX 3. TRY OUT LISTENING SCRIPT | 42 |
| APPENDIX 4. TRY OUT TEST | 46 |
| APPENDIX 5. SCORING METHOD | 53 |
| APPENDIX 6. LESSON PLAN 1 | 54 |
| APPENDIX 7. EXERCISE 1 LISTENING SCRIPT | 58 |
| APPENDIX 8. LISTENING EXERCISE I | 60 |
| APPENDIX 9. LESSON PLAN 2 | 64 |
| APPENDIX 10. EXERCISE 2 LISTENING SCRIPT | 68 |
| APPENDIX 11. LISTENING EXERCISE II | 70 |
| APPENDIX 12. LISTENING COMPREHENSION TEST | 74 |
| APPENDIX 13. SCORING METHOD | 80 |
| APPENDIX 14. THE RESULT OF TRY OUT TEST OF ODD NUMBER | 81 |
| APPENDIX 15. THE RESULT OF TRY OUT TEST OF EVEN NUMBER .. | 82 |
| APPENDIX 16. THE CALCULATION OF EACH ODD AND EVEN | 83 |
| APPENDIX 17. THE RESULT OF DIFFICULTY INDEX ANALYSIS | 85 |
| APPENDIX 18. THE POST TEST SCORE | 86 |

THE LIST OF TABLES

| | |
|--|-----------|
| Table 2.1 Bottom-up and Top-down..... | 7 |
| Table 3.1 Research Design | 18 |
| Table 3.2 Distribution of the Try out Test Items..... | 22 |
| Table 3.3 Composition test items | 24 |
| Table 4.1 The Average English Score of the eleventh grade students' | 27 |
| Table 4.2 Table of Specification of test items | 27 |
| Table 4.3 Distribution of the Post Test Items | 29 |
| Table 4.4 Descriptive Statistic for Post Test | 29 |
| Table 4.5 The Result of Independent Sample T-test | 30 |

CHAPTER I

INTRODUCTION

1.1 Research Background

Listening is one of the skills that should be mastered by the students. According to Tarigan (1986:2) listening is the first skill human acquired for the first time among the other skills. It was because children learn listening skill unconsciously and naturally first. Related to this, Burely and Allen (in Miller, 2003:1) state that listening is a language skill that is most frequently used in everyday life because more than 40% of our daily communication time is spent on listening, 35% on speaking, 16% on reading, and 9% on writing. Ur (1984, p.59), one of the several specialists in the area of listening comprehension, identified the main potential problems as stated: the typical sounds of English words, the system of stress – intonation – rhythm, different accents, and the ability to use environment clues to get the meaning of phrase.

On the contrary, listening comprehension had been ignored in many English language programs. It was because listening comprehension must be used simultaneously. We must understand the text as we listen to it, kept the information in memory, combined it with what follows and adjust our comprehending of what we heard through previous knowledge and next information. Listening was good for our students' pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress sound of both individual words and those which blend together in connected speech. In order to develop listening skills, an effective media used in English as a Foreign Language (EFL) classes was a crucial aspect of the teaching method. Technology had been played an increasingly important role in the methods of instruction. One of the technologies that could be used is short movie which offers teacher a wide variety of materials that could be used in EFL classrooms to improve students' listening comprehension.

Listening had an important role in mastering language skills and in fact English was just a foreign language in Indonesia. Nowadays in Indonesia, listening was not neglected anymore. It was because listening becomes a major of being tested in national examination

(Ujian Nasional) for junior and senior high school, but students still experience difficulties in achieving listening comprehension. Most of students wanted to be able to understand what people were saying to them in English, on TV, or on the radio, in theatres and cinema, or on tape, CDs or other recorded media.

Related to this condition, it was essential for English teachers to use various appropriate media to help their students' master listening comprehension. Short movie could be used an alternative instructional tool for teaching listening since it was a rich source of conversations and dialogues by English native speakers. It could be alternative media in addition to the listening materials in audio. Short movie also could greatly facilitate comprehension of pronunciation because short movie was a rich source for learning pronunciation. Secules, Herron & Tomasello (1992) mentioned that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities (audio and visual input) that can motivate learners and attract the learners' attention to the aural input. The result of using movies was widely employed the movie as an instrument to practice listening skill in English language learning. For these reasons, the aim of this study was to gain an understanding of the effects of using short movie materials in the development of listening skills in an EFL classroom.

Some previous studies had proved that the use of short movie or video gives positive effect on the students' listening comprehension. For example studies that were conducted by Woottipong (2014); Saidu (2017); Ikhsan (2016); Martinez (2010); Chan, Wang Lei, and Xu Lena (2013); Ismaili (2013); POTOSÍ, Edwin Andres, and Garcia(2009); Sarani, Behtash, and Arani (2014), those researchers conducted studies about the effect of using video on the university and junior high school students' listening comprehension achievement. The result of the studies found that video gave positive effect on the students' listening comprehension achievement score. Champoux (1999) entitled "Film as a Teaching Resource". This research showed some unique characteristics of film as a communication medium and the positive effects it has a teaching resource. Gilakjani' and Sabouri (2016) entitled "Learners Listening Comprehension Difficulties in English Language Learning: A Literature Review". The research concluded that listening comprehension is a complex process. The strategies of listening comprehension must be used simultaneously. We must understand the text as we listen to it, keep the information in memory, combine it with what follows and adjust our comprehending of what we heard through previous knowledge and next information. Teachers should teach the students

suitable listening strategies. There was no an ideal method that fits all types of English classes. Listening activities should be arranged from basic to more complex as the learners gain in English language.

From the tenth of the previous researchers above, there were similarities with this research that discuss about the effect or effectiveness of using video as media in teaching listening comprehension. In contrast, there were gaps on each previous research above with this research. The previous research did not mention clearly about kind of the videos, the length of the videos, and those researchers were conducted on junior high school and university level only. None of them was conduct for high school students. Based on the result of the previous studies above, it showed that it was potential to apply video as media in teaching listening to university and junior high school students'.

This research had the intention to identify the students' listening skill by using short movie especially on the skill which covers general idea and specific information. This research was implemented on the eleventh grade students which were on senior high school. The limitation of this research was to describe the effect of using short movies on student listening comprehension achievements. The idea of this research was identifying about the effect of using short movie on student listening skill. Based on the explanation, the writer was interested in conducting a research entitled *The Effect of Using Short Movies on The Eleventh Grade Students' Listening Comprehension Achievement*.

1.2 Research Question

Based on the research background above, the research question of this research would be formulated, as follows: Is there any significant effect of using short movies on the eleventh grade students' listening comprehension achievement?

1.3 Research Objective

The objective of the research was to prove that using short movies has significant effect on eleventh grade students' listening comprehension achievement.

1.4 Research Significance

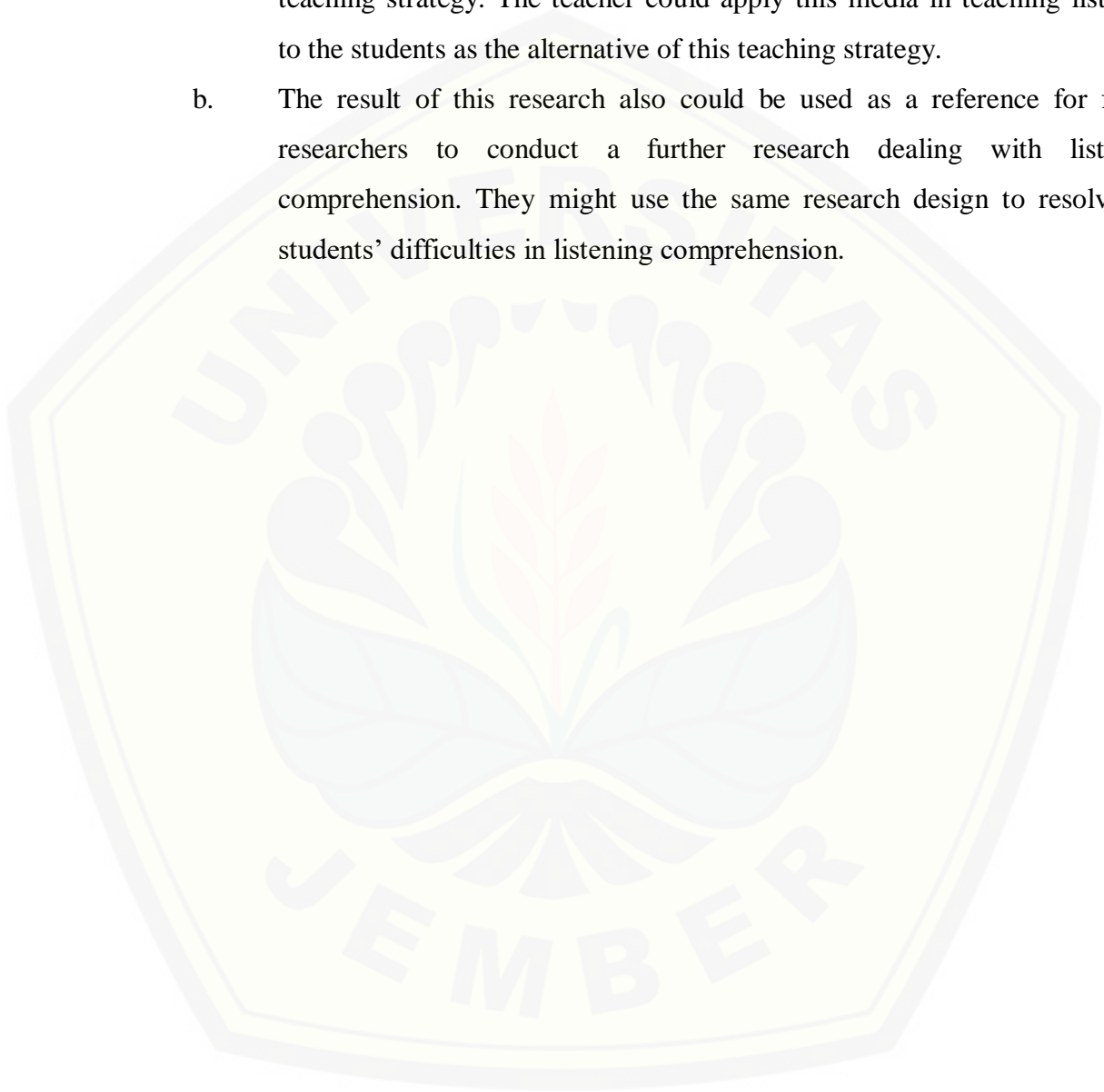
The contributions expected from the research result were specified into:

1. Empirical Contribution

The students could practice by using this media to make them more understand in listening comprehension. As a result it is expected to be able to increase their listening comprehension.

2. Practical Contribution

- a. The results of this research could be used as consideration to choose teaching strategy. The teacher could apply this media in teaching listening to the students as the alternative of this teaching strategy.
- b. The result of this research also could be used as a reference for future researchers to conduct a further research dealing with listening comprehension. They might use the same research design to resolve the students' difficulties in listening comprehension.



LITERATURE REVIEW

This chapter presents some theoretical aspects of teaching listening by using short movies or videos in English Language Teaching (ELT). The discussions include theoretical framework, conceptual framework, review of previous study, and research hypothesis. The details of each are explained in the following subchapters.

2.1 Theoretical Framework

The purpose of this research was to prove the effectiveness of using short movies in teaching listening comprehension. There are four main areas in theoretical framework that related to the research. They are the theories of listening comprehension, the processes of listening, the purposes of teaching listening, and the definition of short movies.

2.1.1 Theory of Listening Comprehension

Listening is one of the four English language skills and plays an important role in mastering all four skills. It was important for everyone to have the ability to listen well because listening plays a significant role in acquiring language and in the process of communication. There are a lot of definitions of the term “listening”, Steinberg (cited in Gilakjani and Sabouri, 2016) and Bingol, Celik, Yidliz, and Mart (2014) defined listening comprehension as one’s ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. According to Nadig (cited in Gilakjani and Sabouri, 2016), listening comprehension is the various processes of understanding and making sense of spoken language. According to Gilakjani and Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener’s anticipations, the situation and context, previous knowledge, and the subject. According to Luo (2008:25), listening is the basic way of receiving language input. That means that when people do not have good listening skill, they will face problem to develop other language skills. The other problem was that people with bad listening skill will be difficult to understand when other people speak.

Zhang (2001), states that there are two steps which are involved in listening comprehension. The first step is the process of receiving, memorizing, and repeating the sounds. It means the listener have to receive the information, memorize the information and repeating the sound. The second step is the listeners' ability to explain the message content that is being said by the speaker. The listener must have the ability to re-explain the information to another person from what they hear. From the explanation, it could be conclude when people can understand and able to explain the content or information what is being spoken, it means that people can really comprehend what they listen. Successful in listening class is done if the students do not only listen to the audio but also understand what is said by the speaker and interpret the idea based on their understanding. So, in the process of listening, students are not only listening to someone or something but also understanding the meaning of the spoken language.

2.1.2 The Processes of Listening

The process of listening occurs in five stages: hearing, understanding, remembering, evaluating, and responding (Rost, 1990). In stage one, the listener is receiving input, hearing the sounds, and distinguishing among them. It happens when the listener filter out others source, so that the listener can isolate the messages and avoid the confusing mixture of incoming stimuli. At this stage, the listeners are still only hearing the message. During the second stage, the listener understands the sound and attempt to learn the meaning of the message. In second language acquisition, the listener also decodes the words and grammar, while learning from the process, which is not always easy. If the speaker does not enunciate clearly, it may be difficult to tell what the message from the speaker. In the third stage, the listener is remembering what has been heard while maintaining working memory for comprehensive checking. Remembering relates to a process whereby the assimilated message is stored in memory to facilitate future recall. Remembering assumes significance because many times messages received are meant not for immediate consideration but for future use. During the fourth stage, the listener judges the information. In this stage, the listener analyzes evidence, sorts facts from opinion, determines the intent of the speaker, and judges the accuracy of personal conclusions. Finally in the fifth stage, they make appropriate responses to open-ended questions. In this stage the listeners' overt behavior that indicates to the speaker what has and has not been received. Giving feedback is an important art of being an effective listener. Feedback was defined as the response to a message that a receiver sends back to a source. Feedback helps ensure understanding and also helps speakers determine whether they have been

successful in communication. There are two types of listening process that teachers can use. They are bottom-up and top-down processes.

2.1.2.1. Bottom-up Process

Bottom-up processing involved perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2004:326). Besides, Wilson (2008:15) states that in a bottom-up process, the decoding or interpretation of the smallest-units – phonemes and syllables is being emphasized before directing the listeners towards the meaning. Thus, it could be inferred that in a bottom-up process, listeners understand the message part by part before understanding the meaning of the whole message. The listeners start by listen to the individual sounds and then joining these sounds together to make syllables and words which are then combined into phrases, clauses, and sentences. Then, these sentences are combined into one text of conversation.

2.1.2.2. Top-down Process

Nation & Newton (2009:40) state in the top-down process, the inference is the key. The other opinion, Wilson (2008:15) states that in a top-down process, the use of background knowledge is used to predict the content. With similar opinion, Vandergrift (2002:2) states that listeners use top-down process when they use prior knowledge to understand the meaning of a message. In this process, listeners need to recall their prior knowledge of the topic. The prior knowledge of the listeners has a function to predict the content of the message. Therefore, it can be concluded in the top-down process the listeners understand the content of the message through their prior knowledge. The difference between Bottom-up and Top-down process can be stated as follow:

Table 2.1 Bottom-up and Top-down

| Bottom-up | Top-down |
|--|--|
| 1. Identify sounds or lexical items according to their linguistic function. | 1. Identify the speaker's communicative purpose or the main idea of discourse. |
| 2. Use phonological cues to distinguish between positive and negative sentences or statements and questions. | 2. Use schemata to infer the contextual information from the heard speech or conversation. |
| 3. This process is designed to help learners develop their phonological, lexical, and grammatical knowledge. | 3. This process is designed to help learners develop their pragmatic and discourse knowledge. |
| 4. This process is often used for learning phonics and pronunciation practice. | 4. This process is often used for improving communicative skills focusing on meaning rather than form. |

According to the explanation above, the process of listening that will be activated in this research is an interactive process (a combination of the bottom-up and top-down process). Those processes have their own function; students will use the bottom-up process to answer questions related to specific information from the spoken text and top-down process to answer questions about the general idea of the information from the spoken text.

2.1.3. The Purposes of Teaching Listening

Most of students wanted to be able to understand what people were saying to them in English, either face-to-face, on TV, on radio, in theatres and cinemas, on tape, CDs or other recorded media. Anything we can do as teacher was to make that easier will be useful for them. Hennings (1997:155) divides listening for finding general information and for finding specific information, as follows:

2.1.3.1. Listening for Finding General Information

According to Hennings (1997:156), listening for finding general information is listening for finding the substance or the gist of the message. It meant the students have to find, identify, and understand the information from the recording. In this purpose, students were strived for identifying the main information about the English listening materials. Hennings also divided listening determining general information into two, listening for finding the topic and for finding the main idea. Listening for finding the topic means to collect the main information or main point only. Listening for finding the main idea means to get the main point of certain part of the recording. Based on that, students must have to find the general information from the recoding.

2.1.3.2. Listening for Finding Specific Information

Listening for finding specific information deals with finding the supporting ideas that works naturally to support the topic and the main information. Finding specific information or supporting detail is about scanning data which contains facts, statements, examples-specifics that guide the listener to a full understanding. The listener did not need to pay attention to whole the recording but they just need to focus on specific information or information they need. To find specific information in listening comprehension, students need to comprehend the recording and listen to the specific information stated in the recording.

Example :**The Indonesian Archipelago**

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the populations live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

The Example of Listening for Finding General Information

1. What is the text about?

The Indonesian Archipelago

2. What is the first paragraph tells us about?

The location of Indonesia

3. Where is the location of Indonesia?

The location is between Asia and Australia Continent

The Example of Listening for Finding Specific Information

4. What are the five main islands of Indonesia?

The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

5. Based on the recording, The Indonesian Archipelago consist of islands.

13.667

6. How many total population that Indonesia had?

The total population is 160 million

7. When was the greatest volcanic eruption happened in Indonesia?

It was happened in 1883

8. How many ethnic group that Indonesia had?

More than 300 ethnic groups

9. Based on the recording, ethnic group in Indonesia speak different languages.

Five hundred

10. What is the Indonesia official motto?

The official motto of Indonesia is Bhineka Tunggal Ika

2.1.4. The Medium of Teaching Listening

The English teachers in Indonesia usually use recording and oral text to give a listening material. The problem for those media is the students still face difficulty in getting information from the material. The weakness of oral text was the teacher should read the text loudly. It would make the students hard to get the information if the teacher could not speak loud or could not pronounce the word from the text correctly. In this era, technology and multimedia are developed very fast. That technology can be applied to so many fields in our life including in education. The use of technology like the short movie as a medium of instruction in the teaching and learning process is the example. Short movie is a kind of video. It can be applied to teaching and learning process, especially in teaching listening comprehension.

2.2 Conceptual Framework

2.2.1. The Definitions of Short Movie

Accoding to Woolfitt (2015), video is defined as digitally recorded content that has sound and motion that can be stored or delivered live, and can be streamed to a variety of devices. The type of video that used in this research is short movie. According to Wikipedia, short movie is any motion pictures not long enough to be considered a feature film. The Academy of Motion Picture Arts and Sciences defines a short film as “an original motion pictures that has running time of 40 minutes or less, including all credits. The Academy Awards defines that a short film or short movie is an original motion picture that has a running time of 40

minutes or less, including all credit. In this research, the short movie is used as a medium in teaching learning process of the listening subject to help the students' to comprehend the spoken information.

Nowadays short movie becomes more reachable for language learning. Teacher and students can get short movie easily from many sources, such as YouTube, Dailymotion, and Live leak. Canning-Wilson (2000) claims that video can help the language learners to enhance their ability in understanding the comprehensible input. Woottipong (2014) supports that video can be used as a medium in teaching listening since it can be the source of spoken English by Native. Through short movie, students can get additional clues since they not only listen but also watch the visual show. Therefore, teaching listening by using short movie could help students to comprehend a message since audio-visual are integrated each other to make language more understandable.

2.2.2. The Use of Short Movie as Medium in Teaching Listening

There are many materials that can be used in teaching listening comprehension and one of them is short movie. Neill (2011) states that movie is the richest communication with social implications, created within different social, historical and cultural context. Furthermore, movie is a type of audio-visual communication which uses motion pictures and sound to tell the stories or inform people to learn. Short movie is a type of video that can be used as media in teaching listening. Harmer (1998: 4) states that video is richer than audio, because the speakers can be seen; their body movements give clues as to meaning; so do the clothes they wear, the location where the action take place, etc. It can be said that short movie, movie, film, and also video are in the similar definition of motion pictures and are used as teaching and learning material for students.

According to Arysad (2006:50), audiovisual media can be used to develop students' achievement to stimulate their intellectual competence and present new language material. Video helps the students to comprehend the material and develop their skill achievement. Brett (1995:77) also states that video can provide second language students with contextual, visual, and non-verbal input that minimizes any lack of comprehension that might result from listening alone. That means by using video, students can get more benefit. They will have deep understanding and comprehend of something because video or short movie provides not only audio but also visual input. It means that short movie can help the students develop their skill and comprehension especially when the short movie is applied in teaching and learning listening comprehension process.

In this research, the researcher was used short movies as media with the topic about Asking and Giving Opinion. It was related with the syllabus and curriculum of eleventh grade student on senior high school.

2.2.3. The Criteria for Selecting Short movie

Selecting the appropriate a short movie as a medium in teaching listening comprehension is important because it can stimulate students' attention and motivation. It can help them increase their listening comprehension. Also, it is important to the teacher to select the content whether it is a positive video or negative video. The teacher should not choose the negative video, because it can give negative effect to the students. Berk (2009:7) states that there are three sets of criteria that must be considered in selecting short movie they include students' characteristic, the offensiveness of the short movie, and the structure of the short movie. Here are the details:

2.2.3.1. Students' Characteristic.

Teachers need to think about students' characteristics in finding the appropriate video. Teachers must know about socio-democratic of their students such as: age or grade level, gender, ethnicity, and language dominance. Those factors were very important as guidance for the teacher in choosing video. Those factors were very important because the students had to know the information or the message from the video. The video itself had to compatible with students age or grade level, and make the students more understand about the information from the video.

2.2.3.2. The Offensiveness of the Video

The teacher should consider about the contents of video. Before using the video in the classroom, a teacher must avoid using the video with inappropriate contents such as ridicule of female, racial and ethnic groups, mental and psychological abuse, and drug. The video is being used to facilitate learning, not impede it. Berk (2009:7) states that a student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. What was interpreted as offensive was a very personal decision by each student based on his or her own values, beliefs, and principles. The teacher should make every effort to reject any material that is even borderline or potentially offensive.

2.2.3.3. The Structure of the Short Movie

The structure of the short movie must be appropriate for the instructional use. In this research the instructional use was the way to teach listening by using short movie based on the lesson plan. The following guidelines are suggested by Berk (2009) when creating short movie:

2.2.3.3.1. Length

The teacher should consider the length of the video. It should be as short as possible to make the students can get the point easily. Twenty minutes is the maximum length of the video that the teacher uses in teaching and learning process.

2.2.3.3.2. Context

The context should be appropriate for the students' level and their characteristics. The teacher could take the context related to daily activities to make the students can understand how language is used in the real life.

2.2.3.3.3. Actions/visual cues

The teacher should eliminate the extraneous things or something not important in the video if that things an irrelevant with the context and distract the students' attention.

2.2.3.3.4. Number of characters

The characters must be limited, too many characters can be confusing or distracting the students.

Based on the explanation above, the teacher should choose the media wisely. The teacher should concern about the length of the video, the context, action/ visual cues, and the number of characters. So the students' could get information clearly and understand the information from the video.

2.2.4. The Procedures of Teaching Listening Using Short Movie

Gallacher (2004) states that there are three steps to teach listening using the video. They are pre-viewing activities, while-viewing activities, and post-viewing activities

2.2.4.1. Pre-viewing Activities

1. The teacher should introduce the topic on the video to the students.
2. The teacher gives leading questions to the students to build their prior knowledge about the topic on the video that will be discussed.

2.2.4.2. While - viewing Activities

1. The teacher plays the video 4x times and asks the students to pay attention on the video. The 1st time, students can identify the characters, facial expression, gestures, and also a story or the information. In this section, students are allowed to take a note.
2. Before the teacher played the video for the 2nd times, the teacher distributes the worksheet which contains some comprehension questions about the video played. While watching the video, students may answer the questions from the worksheet.
3. The teacher played the video for the 3rd times and asks the students to recheck their answer.

2.2.4.3. Post-viewing Activities

1. The teacher together with the students discusses the answers from the listening activities by playing the video once more.
2. The teacher asks the students about the materials they do not understand related to the video.

2.2.5. The Advantages of Using Short Movies in Teaching Listening

Champoux (1999: 11) lists some advantages and disadvantages of using short movie or movie in the classroom. The advantages are as follows:

1. Movie is comfortable. It can be used as a familiar material which is able to keep students' attention on the theories and concepts of discussion.
2. Movie has high production quality. It attracts the students' interest
3. Movie is an economical substitute for other real world visit. It gives the students new experiences that students are unlikely to have in a classroom.
4. Students can hone their analytical skills by analyzing movie scenes related to the theories and concepts they are studying.
5. Movie offers both cognitive and affective experiences. It provokes good discussion and assessment.

From the explanation above, it can be assumed that having movie or short movie as teaching and learning media in the classroom has benefits not only for the students but also the teacher. Students' can understand the material easily via audio-visual media than audio only. And the teacher can explain about the culture to the students' from the movie.

2.2.6. The Disadvantages of Using Short Movies in Teaching Listening

Besides the advantage of using short movies in teaching listening, there are some disadvantages of using short movies in teaching listening. Çakir (2006:68) states the disadvantages of using video or short movie in language learning are as follows.

2.2.6.1. Costs

When the teachers bring video as a medium in the teaching process, it means they need to provide the other equipment such as LCD, speakers, Laptop/computer. Those equipments are quite expensive. Thus, teaching process need extra money to buy such equipments. In this problem, there are two solutions to overcome the problem. First, we can rent the equipments from a certain rental place. Second, if the school has the equipment, we can borrow them and that does not need extra money to rent or buy.

2.2.6.2. Inconvenience

The use of the special effect, picture, scenes, and the light projector when teaching by using video can distract the students' concentration and the students will lose information. The other problem, music or back sound of the video sometimes makes the students can not concentrate; they just follow or hear the music and forget about the main goal in listening to find and collect the information. In this case, the teacher can play the short movie more than one time and ask the students to keep focus to get the information and eliminate the unnecessary thing from the video.

2.2.6.3. Fear of technology

Some teachers are not familiar with the use of the technologies. They do not understand how to use the equipment or learn to other people how to use the equipment and practice on how to utilize them until they are able to use the equipment well. In this case, we as the teacher must learn how to use the equipment and practice to utilize them.

From the explanation above, it can be concluded that using short movie in teaching listening has some disadvantages. To anticipate this disadvantages, as a teacher we can do as follow. First, teacher can rent the equipment from a certain rental place or borrow them if the school has the equipment. Second, teacher can play the short movie more than one time and ask the students to keep focus. So, as the teacher we have to know how to use equipment and practice to utilize the equipment.

2.2.7. Asking and Giving Opinion

According to the listening material in Indonesian Curriculum 2013 for Senior High School (*SMA/Madrasah Aliyah (MA)*), asking and giving opinion is an expressions that used to talk about argument and opinion of two or more people. Opinion itself is phrase or sentence that consists of argument, reason or opinion from someone. In Merriam-Webster Dictionary (2003), opinion is a belief, judgment, or way of thinking about something. It

could be concluded that opinion is an advice from someone with special knowledge and argument or opinion from someone about something particular.

An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Opinions are never right or wrong, they are merely a figment of what someone believes. However it could be reasoned that one opinion is better supported by the facts than another by analyzing the supporting arguments. In casual use, the term *opinion* may be the result of a person's perspective, understanding, particular feelings, beliefs, and desires.

2.3 Previous study

Some previous studies had proved that the use of short movie or video gives positive effects on the students' listening comprehension. Woottipong (2014), Saidu (2017), Chen Chan, Wang Lei, and Xu Lena (2013), Rolando, Jhoana, Andres, and Catalina, Sarani, Zare, and Moslemi (2014) they are the example of the researchers that conducted studies about the effect of using video on the university students' listening comprehension achievement. The result of the studies found that video gave positive effect on the students' listening comprehension achievement score.

Another study was conducted by Ikhsan (2016) and Merita Ismaili (2013) the result of their study state that movie was good for students' listening comprehension. Movies attract students' attention, present language in a more natural way. The more important is movies offer a visual context aids which help students understanding and improve their learning skills

Champoux (1999) conducted a study entitled "Film as a Teaching Resource". This study discussed using film as a resource for teaching organizational behavior and management theories and concepts. His research described how and why to use film as a teaching resource. It showed some unique characteristics of film as a communication medium and the positive effects that as a teaching resource. Films are a comfortable, familiar medium to contemporary students that can keep students interest in the topic under discussion. Therefore, films are high production quality. It will engage the students' interest.

Another study was conducted by Gilakjani' and Sabouri (2016) entitled "Learners Listening Comprehension Difficulties in English Language Learning: A Literature Review". The research concluded that listening comprehension is a complex process. The strategies of listening comprehension must be used simultaneously.

According to the tenth research, it can be stated that for ELLs (English Language Learners) watching a person during communicative acts helps scaffold comprehension because an ELL will also look at a person's body language and facial expressions to help encode the meaning of a message (Erben, 2009). Short movie as a worthy listening instrument can improve the listening knowledge for EFL students and it is totally effective in improving the listening ability of EFL learners

From the previous researches above, there were similarities with this research that discussed about the effect or effectiveness of using video or short movie as a medium in teaching listening comprehension. Meanwhile, there were some gaps on each previous research above with this research. The previous studies did not mention clearly about the genre of the content of short movie and those researches were conducted on junior high school and university level only. Those facts could be the gaps and the reason to conduct this present research.

This research aims to investigate the use of short movie on the eleventh grade students' listening comprehension achievement. The purpose is to know whether the use of short movie can improve or not to the eleventh grade students' listening comprehension achievement.

2.4 The Research Hypothesis

Based on the review above, the hypothesis was formulated as follows: "There is a significant effect of using short movie on eleventh grade students' listening comprehension achievement"

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methods used in this research; it consists of research design, research context, research participants, data collection method and data analysis method.

3.1. Research Design.

This research was intended to know whether or not there was a significant effect of using short movie as a medium of instruction on the eleventh grade students listening comprehension achievement. Therefore, this research was implemented quasi-experimental research design with nonequivalent class post-test design. The researcher measured a dependent variable following a treatment in one group and compares that measurement to a nonequivalent control/comparison group that did not receive the treatment. In this research, the nonequivalent control/comparison group had characteristics similar to the treatment group. The researcher would select two classes, one as the experimental class and the other as the control class. The two classes were determined based on the average scores from the teachers' document. The experimental class was taught listening by using short movie, and the control class was taught listening by using conventional media which used by the teacher. Therefore, both of the experimental and control classes were given different treatments. After giving the treatment, listening post-test was given to both classes in order to know the significant difference of listening comprehension achievement between the experimental class and the control class. The research design that was applied in this research can be reported as follows.

Table 3.1 Research Design

| Post-test Only Design | | |
|----------------------------------|--------------------------------|-----------|
| Selecting the Control Class | No Treatment | Post-test |
| Selecting the Experimental Class | Treatment by using short movie | Post-test |

(Cresswell, 2012:310)

In this research, the researcher adapted Cresswell explanation about quasi-experimental research with some adjustments which are conduct through some steps as follows.

1. Finding the average score to all the classes of the eleventh grade students of SMAN Kalisat to know the closest average of two classes. The source of document was from teachers' documents.
2. Determining the control and experimental classes based on the closest mean score. The control and experimental classes were chosen by the closest mean score based on the previous score of the previous English test on the even semester.
3. Administering a try-out test to the class which does not belong to the experimental and control class. The try-out test was administered to measure the validity, the reliability, and difficulty index of the teacher made test to find the result. Besides, the try-out test was administered to know whether the time allocation is appropriate or not and whether the instruction is clear or not.
4. Revising the test material based on the try-out test result.
5. Giving treatment to experimental group by teaching listening using short movie, while the control group was taught listening by using conventional teaching usually applied by the eleventh grade English teacher which was teaching listening using recording and displaying pictures
6. Giving post-test to both classes after giving the treatments, especially to the experimental class. It was done to know the result of the treatment given to the experimental class.
7. Analyzing the result of post-test by using t-test Formula by using SPSS to know whether the mean difference was significant or not.
8. Drawing a conclusion from the result of the data analysis to answer the research problem

3.2. Research Context

This research was conducted at SMAN Kalisat related to certain reasons. Thus it employed the purposive method. Based on Fraenkel, Wallen, and Hyun (2012), purposive method is how the researcher applies personal consideration to get a sample that reflects the research subject. In this research, the researcher decided to choose SMAN Kalisat because of the following reasons.

1. Short movie as teaching media had never been applied in this school.

2. Permission for conducting the research was given by the principal.
3. Collaboration between the researcher and the teacher.

3.3. Research Participants

The participants of this research were both of the control and experiment class of SMAN Kalisat. Both classes were selected from the English test average scores on previous semester. The researcher was selecting the control and experimental group based on the closest average score from the school document. There were 10 classes of the eleventh grade on this school. They were divided into two types, 6 classes for science or MIPA and 4 classes for social or IPS. The researcher was choosing XI MIPA as the population of this research. It was because the learning material is on XI grade.

3.4. Data Collection Method

The data in this research referred to the students' listening comprehension achievements that were collected by conducting the post test of listening comprehension from the participants (the experimental group and control group). There were two types' data collection methods in this research primary and secondary data. The primary data was obtained by using the listening test (try out and posttest). The secondary data were obtained by using interview and documentation. Each of them was explained in the following parts.

3.4.1. Interview

According to Burns (2010:74), interview is a conversation which is done by an interview with a purpose to get information from the interviewee. The type of this interview was open interview. It was suitable to gain the information from the teacher. It was done before selecting control class and experiment class. This interview was conducted to get some information about the strategy used by the English teacher in teaching listening, curriculum at the school, listening English materials used by English teacher, and the teaching media and technique used by the English teacher in teaching listening.

3.4.2. Documentation

Documentation in this research was used to gain the secondary data needed in this research. It was about students names (their name are then rewrite by using initials) of the eleventh grade at SMAN Kalisat and the syllabus.

3.4.3. Listening Test

Listening test was applied to collect the primary data after the treatment. Hughes (2003: 11), classifies four kinds of tests, those are: proficiency test, achievement test, diagnostic test and placement test. The researcher was decided to use achievement test to assess the students' achievement after giving treatment in the listening session. In this research, try out test would be conducted to establish the good test.

According to Hughes (2003:9), here are two types of test namely subjective test and objective tests. The test was objective if there was no judgment and interpretation required. Meanwhile, the test was subjective if there was judgment and interpretation. In this research, the researcher decided to use the objective test because it was more practical to correct the students' paper test.

The total numbers of posttest items needed were 30 questions in the form of 20 multiple choice and 10 true-false questions. The total score of the two tasks were 100. The posttest would be modified from tryout test which has 40 questions in the form of 25 multiple choices and 15 true-false, the total score of both tasks is 100. After the try out test was done, the researcher would eliminate some unnecessary questions that will make the test was not too easy or too difficult. The following table was the distribution of the test items:

Table 3.2 Distribution of the Try out Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|---|------------------------|-------------|
| | Task 1 (Multiple Choice) | Task 2 (True or False) | |
| Finding General Information | 1,3,6,10,16,17,20,22 | 1,4,6,10,11,14,15 | 15 |
| Finding Specific Information | 2,4,5,7,8,9,11,12,13,14,15,18,19,20,21,23,24,25 | 2,3,5,7,8,9,12,13 | 25 |
| Total | | | 40 |

These try out was intended to know the validity, reliability, and the difficulty level of the test. Each idea was presented in the following parts.

3.4.3.1. Validity of the Test

According to Hughes (1989:9), a test is valid if it measures what is intended to be measured. In this research, the listening comprehension test is constructed based on content validity. (Azwar) in Bahri (2019) states that content validation is the extent to which the elements in a measuring instrument are truly relevant and represent representations of constructs that are in accordance with the measurement objectives. That meant content validity was validity that was established by consulting the curriculum used. So, the test materials were constructed based on the guideline of the 2013 English Curriculum.

3.4.3.2. Reliability of the Test

Anastasia and Susana (1997) say reliability is something referring to score consistency that achieved by someone when they are tested with the same test and different times or different set of equivalent, or under condition with different test. There were three techniques of reliability. Those were internal consistency reliability, split-half technique, and non-split-half technique. The reliability of the test used *split half odd-even technique* to measure the difficulty level of the test item. The test would be established its reliability by using split half. The procedure of analysis as follow.

1. Conducting the try out and giving the score to each item.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving sign (X) to the odd numbers and sign (Y) to the even numbers.
4. Analyzing the correlation between X and Y by using Pearson correlation coefficient as follows.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X^2)(N\Sigma Y^2 - (\Sigma Y^2))}}$$

Notes:

| | |
|-------------|---|
| r_{xy} | : The correlation coefficient of product moment |
| N | : The total of participants |
| ΣXY | : The total number of odd items and even items |
| ΣX | : The total of odd items |
| ΣY | : The total of even items |

(Sudijono, 1996: 219)

5. Finding the reliability coefficient of the whole text is by using Spearman Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

| | |
|----------|---|
| r_{11} | : Reliability coefficient for the whole items |
| r_{xy} | : The correlation coefficient of product moment |

3.4.3.3. The Difficulty index of the Text

According to Arikunto (2006:207) a good test item should not be easy or too difficult. If the test items were too easy, it would not stimulate the student's effort to answer those test items. Also, if the test items were too difficult, it would make the student feel discouraged and unenthusiastic to answer the test items because they did not understand the test items well. Thus, the composition of the items was as follow.

Table 3.3 Composition test items

| Multiple Choice | | T-F | |
|-----------------|----|-----|---|
| 20 | | 10 | |
| E | 3 | E | 2 |
| F | 14 | F | 6 |
| D | 3 | D | 2 |

The composition was intended to know students capability level as only the high achiever students who can answer the difficult test item.

Next, the result of the try out test will be analyzed to know the difficulty of the test items by using the following formula:

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

Notes:

- FV : Facility of Value (the difficulty index)
 R : The number of the correct answer
 N : The number of students taking the test

The result of calculation of the difficulty index of each test items, will determine the test items into easy (E), fair (F), and difficult (D)

3.5 Data Analysis Method

Data analysis was needed to be done by the researcher in purpose of interpreting the information about the students' listening comprehension achievement test. The data were collected from the listening post-test of both the experimental and the control classes; the data were analyzed by using independent sample t-test with Statistical Package for the Social Sciences (SPSS). In order to know whether or not the difference was significant, the researcher applied 5% of significant level.

This chapter presents the conclusions of the findings and suggestions for the teacher and future researcher.

5.1 Conclusion

Based on the result of the data analysis and the discussion from previous chapter, it could be concluded that the use of short movies gave significant effect to the eleventh grade students' listening comprehension achievement at SMAN KALISAT. It was proved by the significant higher score by the experimental class on the post test. The audio-visual media gave more clear information rather than audio material. It also made the students pay more attention to get the information. It meant that short movie gave positive effect on the students' listening comprehension. It could be concluded that using short movie in teaching listening was better than using audio only.

5.2 Suggestion

Since there was a significant effect of using short movie on eleventh grade students' achievement, the researcher proposes some suggestions as follows.

5.2.1 The English Teacher

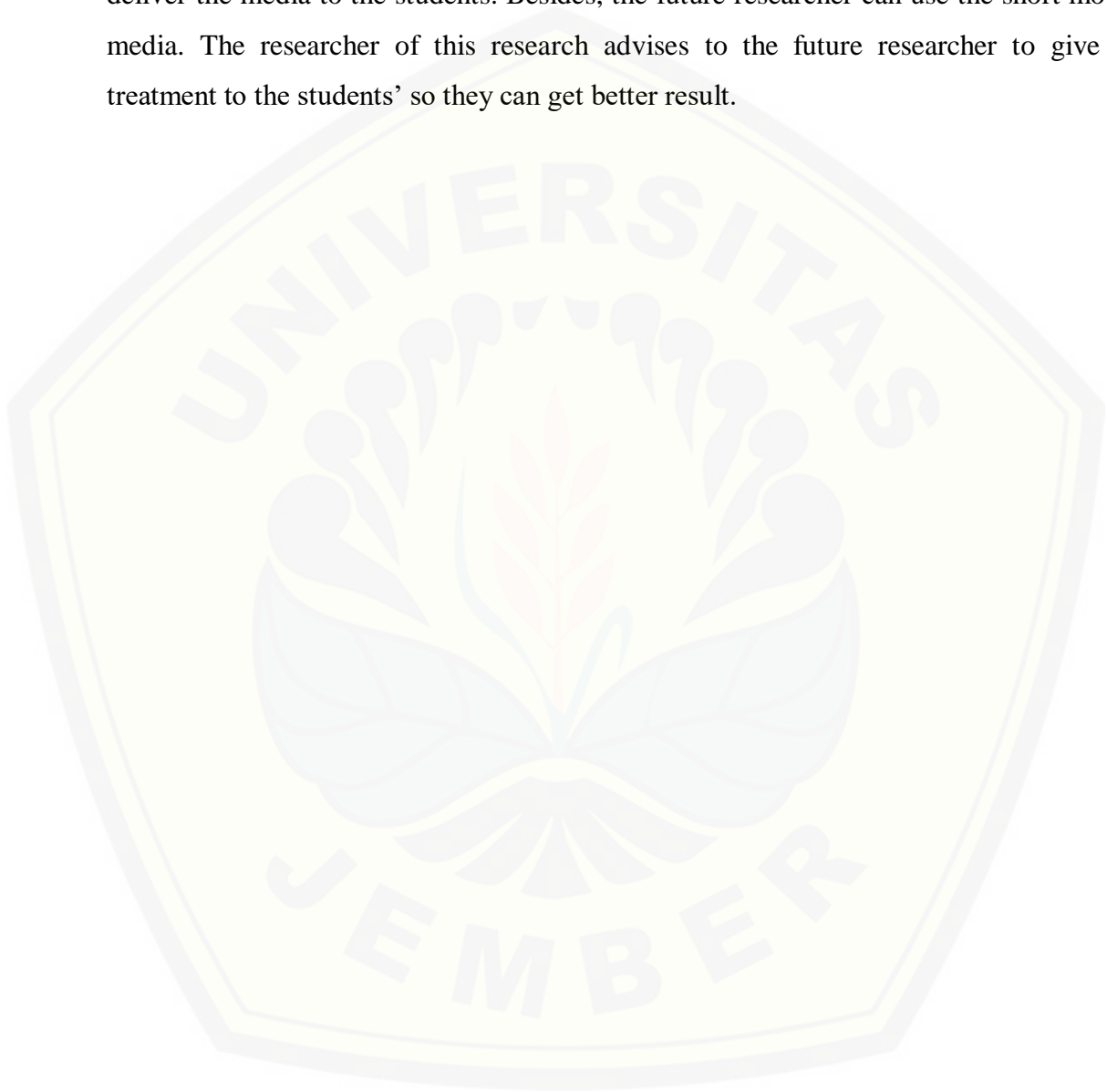
The researcher suggests the English teacher to deliver the material by using short movie. Short movie can help the teacher to provide interesting material and give the students chance to get more information related to the material given by the teacher especially listening comprehension material. It is a rich source of conversations and dialogues by English native speakers that more understandable by the students'. It is because the actor could be seen by the students' and the teacher.

5.2.2 The Students

The researcher suggests the students' to practice their listening comprehension skill by using audiovisual media, especially this short movie. It can improve their listening skill because they can see the actor in the short movie. The students' can find so many short movies on YouTube, but the researcher recommends MYM: Million Youth Media channel on YouTube because they provide so many proper short movies.

5.2.3 The Future Researcher

The result of this research can be used as reference and information about to conduct a further research dealing with the same problem but in different language skill or different research design such as classroom action research to improve the students' listening comprehension achievement. The future researcher can use proper media to deliver the media to the students. Besides, the future researcher can use the short movie as media. The researcher of this research advises to the future researcher to give more treatment to the students' so they can get better result.



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Appendix 1

Research Matrix

| Title | Problem | Variables | Indicator | Data Resources | Research Method | Hypothesis |
|---|---|---|---|--|---|---|
| The Effect of Using Short Movies on the Eleventh Grade Senior High School Students' Listening Comprehension Achievement | Is there any significant effect of using short movies on the eleventh grade Senior High School students' listening comprehension achievement? | <p>1. Independent variable</p> <p>Teaching listening by using short movies</p> | <p>1. The procedure of using short movies</p> <p>a. Introduce the topic</p> <p>b. Give leading questions to the students</p> <p>c. Play the short movie for the first time.</p> <p>d. Distribute the exercise to the students.</p> <p>e. Play the short movie for the second time</p> <p>f. Students do the exercise.</p> <p>g. Play the short movie for the third time.</p> <p>h. Discuss the answer of the exercise.</p> | <p>1. Research participants</p> <p>The eleventh grade students of SMAN Kalisat in the 2019/2020 Academic Year.</p> <p>2. Informant</p> <p>The English teacher of The Eleventh Grade Students of SMAN Kalisat.</p> <p>3. Document</p> <p>a. Students' names (initials)</p> <p>b. Students' scores of the odd semester English test</p> | <p>1. Research design :</p> <p>Quasi-experimental design with non-equivalent group posttest only design (Creswell, 2012:310)</p> <p>2. Research area :</p> <p>Purposive method</p> <p>3. Research Respondents :</p> <p>Cluster random sampling</p> <p>4. Data collection methods :</p> <p>a. Listening comprehension test (primary data)</p> <p>b. Interview and documentation (secondary data)</p> <p>5. Data analysis method</p> <p>The data taken from listening test will be analyzed with T-Test Formula by using SPSS.</p> | There is a significant effect of using short movies on eleventh grade Senior High School Students' Listening Comprehension. |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | <p>2. Dependent variable The eleventh grade students' listening comprehension achievement</p> | <p>2. The scores of listening on a. finding the general information b. finding the specific information</p> | | | |
|--|--|--|--|--|--|--|



Appendix 2

Instrument of the Preliminary Study

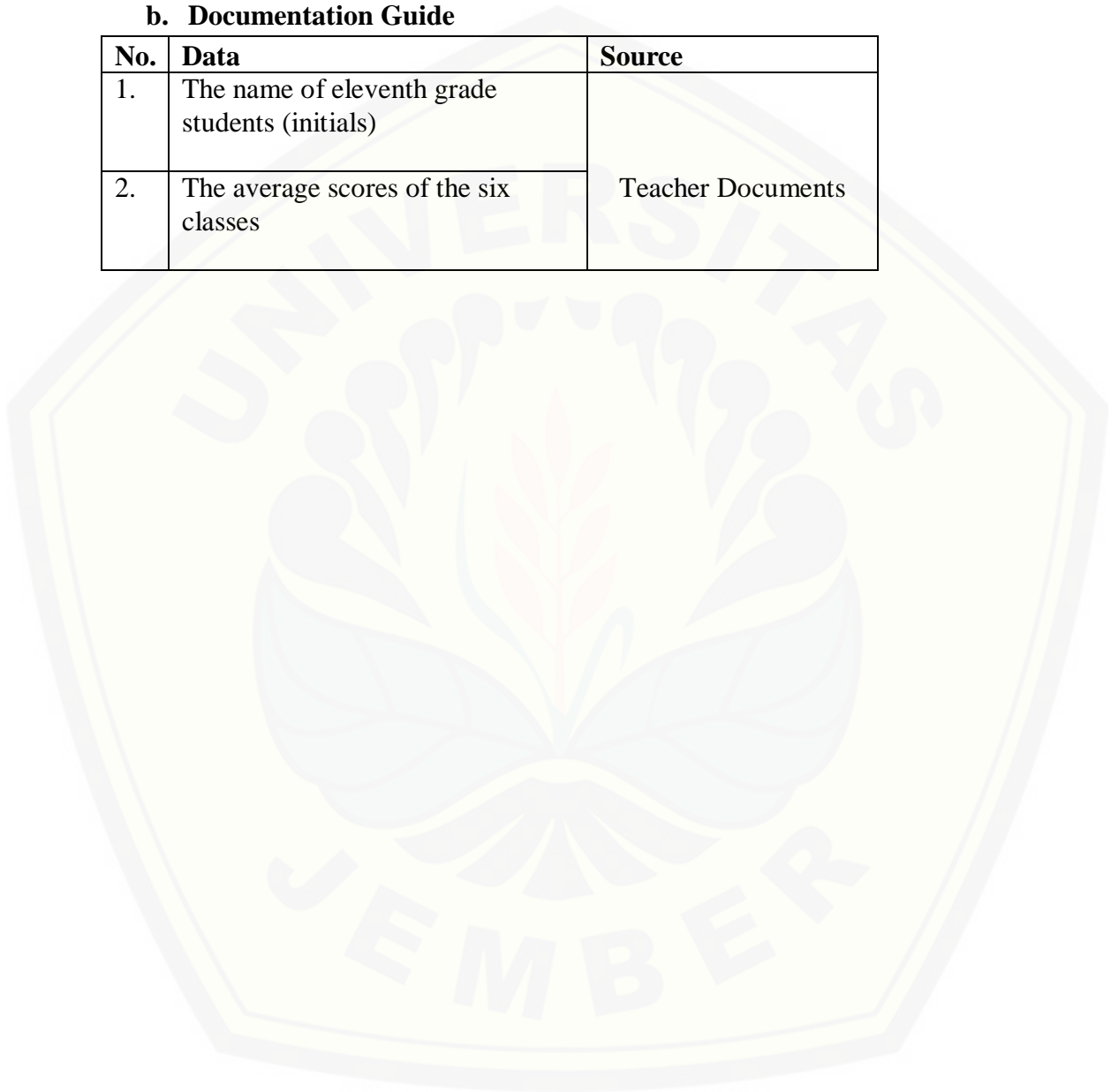
a. Interview Guide

| No. | Questions | Source |
|-----|--|---|
| 1. | Are the listening material used by the teacher always based on syllabus or not? | Sometimes based on syllabus, sometimes not |
| 2. | How do you teach listening? | by play some CD, listen song, or read the text by oral |
| 3. | Are there any difficulties in teaching listening comprehension? | Of course there are |
| 4. | How do you usually solve those difficulties? | by making the situation comfortable or relax situation |
| 5. | What media do you apply in teaching listening comprehension? | CD, Flashdisk, Laptop, and tape recorder |
| 6. | Is there any multimedia that support in teaching listening? | yes, there is screen and sound |
| 7. | Is the multimedia available on each class? | yes, it is |
| 8. | What kind of multimedia tools are available at each class? | there are viewer on each class |
| 9. | How are the conditions of multimedia tools at each class? | some at good condition, and some are not |
| 10. | Do you know about the media call short movies? | Yes, I do |
| 11. | Do you use the short movies in teaching listening? | No, I don't |
| 12. | What do you know the use of short movie in teaching listening? | Very interesting, especially when we have some good title for students' |
| 13. | What materials do you usually used for teaching listening? | Usually, I use song |
| 14. | What kind of media do you use on teaching listening What are the materials of listening on this semester? | Just song |
| 15. | Have you already taught the students about asking and giving opinion topic? | Yes, on this semester |
| 16. | Is asking and giving opinion taught to the students on this semester? | Yes, of course |

| | | |
|-----|--|---|
| 17. | Have asking and giving opinion been taught to the students on last semester? | No, I haven't |
| 18. | Have you ever used listening on asking and giving opinion material? | No, I haven't. I just use oral material (reading oral material) |

b. Documentation Guide

| No. | Data | Source |
|-----|--|-------------------|
| 1. | The name of eleventh grade students (initials) | Teacher Documents |
| 2. | The average scores of the six classes | |



Appendix 3**Listening Script****Swiped – Comedy Short Film (2019)**

Talia : Can you not wrap your arms around me so tight?

Ryan : Where else I gonna put them? You go like a million xm.

Talia : What am I supposed to do after we commit the robbery, stick to the 20 mile per hour speed limit?

Ryan : Just be considerate yeah?

Talia : bruv, are you serious? Hashtag me too.

Ryan : Hey that's too far fam, that's way too far.

Talia : Whatever ryan.

Jordan : My vision for "swiped" is making people more present. It's gotten to the point now where people are standing on the edges of buildings taking selfies. They are dying for likes literally.

Jordan : You need to be more present, bruv....

Jordan : I just wanna make people more present.... Namaste, in it? We got out quick.

Ryan : You done, though.

Talia : Ryan, what are you talking about you weren't even there?

Ryan : Yeah yeah, but like I timed you, in it? That shaved off last time by a whole ten second and that's.

Man voice : Do you feel guilty about what you do?

Jordan : Just like Jobs, Zuckerberg and Gates, we had a vision, and now we're executing that vision. You get me? Right you lot, let's show what we do with this phone. Come on you're making us look bad.

Ryan : It's heavy.

Talia : F*ck this, next.

Jordan : Yeah I think that's enough.

Janet : It all started because of you really, isn't it hon?

Neil : Here we go again.

Janet : Neil got a new I-Phone and you kinda became a bit addicted to that phone didn't you?

Neil : I wasn't addicted I just really like candy crush saga it helps me problem solving, perhaps I used it a bit too much.

Janet : Jordan noticed the effect that it had on him and I think that's when he came up with the idea.

Neil : Yeah pick my phone off me on his bloody Vespa didn't he? I don't know why they went to all that fuss he could have just picked it up off the table.

Janet : That I believed was the first moped phone robbery.

Ryan : Anyway it all started with like Neil's phone and ever since then it's got bigger like.... much bigger.

Suki : So, to confirm he'll be at bus stop B at 7.30 a.m.

Jordan : Ryan, you don't need to repeat everything she saying.

Suki : Okay he'll no doubt be engrossed in Grand Theft Auto but now you can show him the real thing.... Sorry.

Jordan : Right I think we have everything we need.

Suki : Everything was going really great with me and Ayden until he got a free upgrade on his phone and then he got bloody glued to it.... Babe the pasta all right?

Ayden : Yeah.

Suki : Can you just check that it's not boiling over?

Ayden : What?

Suki : Just checking it's not boiling over.

Ayden : Yeah.

Suki : I mean pillow talk went out the window overnight Babe I'm n**ed.

Ayden : I'm coming.

Suki : So anyway, friend of mine has used the guy's service before and she recommended I to get in touch... I was a bit nervous but they look really professional... and now it's like our relationship is back in the honeymoon period.... What are you looking at?

Ayden : Stuff. The moon and the stuff.

Suki : Oh it's nice isn't it? I mean we actually talk and occasionally we even have a s*x he tried to get a new one but I got them to nick as well. Now his insurance premium is so high he doesn't even have a phone and aside from the PTSD he really does so much happier now Don't you babe? I'm just waiting for him to grow a pair and pop the questions. Jordan is that you?

Jordan : Yeah.

Suki : Sorry, it just you all look the same because of the masks.

Ryan : Fam it's too hot wearing this mask.

Suki : I've been meaning to thank you like we are so grateful for everything you've done for us Tell them how grateful we are.

Ayden : Yeah, can't thank you guys enough for what you've done for us.

Suki : Thank you.

Ayden : I was thinking now I'm sort of not as rely on the phone I'm sort of win myself off maybe I could have it back.

All of them laugh.

Ayden : I'll do anything. I'll even get one of those apps that limit my screen time.

Jordan : You addict are all the same.

Man voice : would you say you're a Buddhist?

Jordan : Would I say I'm a Buddhist? Yeah I'd say I'm budd-ish. When we started this thing back in 2014, no one else is doing it and then we had some d***khead copycats who misinterpreted our vision and started doing it for the wrong reasons. The Buddha would definitely not approve.

Man voice : Are you concerned that by not hiding your identity you run the risk of going to prison?

Jordan : If that's the price we have to pay for getting a message out there, then so be it.

- Ryan : Oh Sh*t ... I don't think can never catch someone on the bike. Back In the day though I used to be the guy I could catch a bike calm easy but you know why my knees and that I'm a bit bit rounded and I used to be but it's all good though, cheeks.
- Suki : I think the "swiped" is really really great for sort of having the free service get people interest to get them hooked and stuff, but if it was me running things. Then I'd maybe start trying to build in some costs because I think about overheads.
- Jordan : Okay so regarding the kickstarter campaign yeah.
- Talia : Yes how much want to try and raise them.
- Ryan : I see at least 50 quick get me even go hard or go home cuz.
- Jordan : Look I say we aim for a target of at least a hundred thousand we should be used to purchase a new fleet of electrical mapper so that we can have a positive impact on the environment and people's mental health.
- Talia : Yes plus I reckon we can use extra cash to launch like a training program where we can teach other the best way to swipe people's phones and a quick and properly efficient manner.
- Ryan : Uh-oh I metric is happiness and now we're gonna pivot I'm without nationwide. One day we'll smile at our fellow man and women living together in peace and unity just as Jesus would have wanted it.
- Jordan : You were doing so well why just to bring Jesus on it?
- Ryan : Cause it's a holy mission, cuz.
- Talia : We're not extremist right.
- Jordan : What do I do when I'm not swiping phones? Well I've actually just got in to "Pilates" do you know it. It helps a lot of like core stability and stuff sometimes when I'm on the back of my Vespa it does my back in so it's been sorting me out quite a lot recently
- Ryan : What do you mean what do I do when I'm not swiping phones? Fam I'm on the job 24/7 fam this is what what I do fam I'm about this life ain't got nothing else to do fam it's a serious thing yeah like I'm about fam, yeah? What kind of question is that bruv? Sort yourself out
- Talia : There's no limit to how big this could get its just how much planning and brains goes behind it you know I mean hashtag limitless hashtag successful hashtag gonna break the future dot com
- Ayden : It was just selfie after selfie with her. I guess you could say she's a selfie obsessed, sorry.
- Suki : Right everyone smile well no like actual smile.
- Ayden : I'm smiling.
- Suki : Ok fine.
- Ayden : After watch that, I had to do something about it so I did.
- Suki : That's my best selfie.
- Jordan : This is what I'm talking about my guy with the dumb phone see we practice what we Preach.
- Ryan : What do you mean I swiped this earlier?

Jordan : What are you doing? Swiping dumb phones for them lot are on our side

Ryan : Fam you told me to swipe phones okay.

Jordan : You're an idiot.



Appendix 4

Listening Comprehension Test 1

Topic: Asking and Giving Opinion

Grade: XI

Time Allocation: 90 Minutes

I. Answer the following questions by crossing a, b, c, d, or e!**Directions:**

In this part of the test you will watch short movie spoken in English. The short movie will be played three times, so you must listen and watch carefully to understand what the short movie is saying. After you listen and watch the short movie, answer these following questions by choosing the best answer.

1. What is the short movie about?
 - A. Swipe a phone
 - B. Robbery someone
 - C. Take a phone
 - D. Phone addict
 - E. Social media addict

2. What are Talia and Ryan doing?
 - A. Riding car
 - B. Argue each other
 - C. Doing a robbery
 - D. Have a hug
 - E. Doing a charity

3. What is the name of the activity?
 - A. Wipe
 - B. Swipe
 - C. Pipe
 - D. Life
 - E. Five

4. What is the reason for Jordan doing that swipe?
 - A. He is making people more decent
 - B. He is giving people a present
 - C. He is making people more addicted
 - D. He is making people not present
 - E. He is making people more present

5. What are the people doing?
 - A. People are standing on the edges of buildings taking selfish
 - B. People are going inside of buildings taking selfies
 - C. People are standing on the edges of buildings taking selfies
 - D. People are standing on the outside of buildings taking selfies
 - E. people are sending selfies to the buildings

6. How fast did they take the phone?
 - A. 3 second
 - B. 7 second
 - C. 9 second
 - D. 10 second
 - E. 20 second

7. Which is the asking opinion statement below spoken in the short movie?
 - A. Do you feel guilty about what you do?
 - B. Do you feel not guilty about what you do?
 - C. Do you feel satisfy about what you do?
 - D. Do you feel happy about what you do?
 - E. Do you feel anything about what you do?

8. Which is the giving opinion statement below spoken in the short movie?
 - A. We had a vision, and now we're cutting that vision
 - B. We had a mission, and now we're executing that mission
 - C. We had a perception, and now we're executing that perception
 - D. We had a vision, and now we're executing that vision
 - E. We had a execution, and now we're executing that

9. Who inspire Jordan doing this swipe?
 - A. Steve Jobs
 - B. Mark Zuckerberg
 - C. Bill Gates
 - D. Roosevelt
 - E. A, B, and C

10. How many people are doing the swipe?
- A. 3
 - B. 13
 - C. 23
 - D. 30
 - E. 33
11. What makes Neil become addicted to the game?
- A. Mandy Crush Saga
 - B. PUBG Saga
 - C. Candy Crush Saga
 - D. Call Of Duty Saga
 - E. Moody Crush Saga
12. What is the vehicle Jordan used for swiping Neil phone?
- A. He uses moped
 - B. He uses car
 - C. He uses motorcycle
 - D. He uses tricycle
 - E. He uses bicycle
13. Who was the first victim of this swipe activity?
- A. The first victim was Jordan
 - B. The first victim was Neil
 - C. The first victim was Ayden
 - D. The first victim was Talia
 - E. The first victim was Janet
14. What did happened to Ayden based on the short movie?
- A. He got paid for upgrade and glued to his phone
 - B. He got upset for upgrade and thrown his phone
 - C. He got a free phone and glued into it
 - D. He got a free upgrade and glued into his phone
 - E. He got a free phone case and glued into it
15. What is Suki's opinion about the swiper?
- A. They are not professional
 - B. They are optional
 - C. They are emotional
 - D. They are proportional

E. They are professional

16. How many times was Ayden robbed by Jordan and friends?

- A. 2 times
- B. 3 times
- C. 4 times
- D. 5 times
- E. 6 times

17. When did Jordan and friends start the swiping activities?

- A. 2004
- B. 2014
- C. 2015
- D. 2040
- E. 2050

18. How many customers did Jordan and friends have so far in the short movie?

- A. Four customers
- B. Five customers
- C. Fourteen customers
- D. Fifteen customers
- E. Forty customers

19. Which is the asking opinion statement below spoken in the short movie?

- A. Are you concerned that by not hiding your identity you run the risk of going to prison?
- B. Are not you concerned that by hiding your identity you run the risk of going to prison?
- C. Are you concerned that by showing your identity you run the risk of going to prison?
- D. Are not you concerned that by swiping you run the risk of going to prison?
- E. Are you concerned that by swiping you run the risk of going to prison?

20. Which is the giving opinion statement below spoken in the short movie?

- A. if that's the price, we have to pay for getting a message out there
- B. if that's the price, we have to get out of there
- C. if that's the price, we have to pay for sending the message
- D. if that's the risk, we have to pay for getting a message out there
- E. if that's the risk, we have to get out of there

21. What could Ryan do back then when based on the short movie?
- A. He thought that he cannot catch someone on the bike
 - B. He could catch a bike calm and easily
 - C. He had not a problem with his knees
 - D. He could not catch a bike
 - E. He is not a bit rounded because of his knees
22. How many targets does Jordan want?
- A. Hundred
 - B. Thousand
 - C. Hundred million
 - D. Hundred thousand
 - E. Two thousand
23. In the video, what should they do to get positive impact on the environment and people's mental health?
- A. Purchase old fleet
 - B. Stop their activity
 - C. Change the activity
 - D. Purchase a new fleet
 - E. Purchase a new feet
24. What did Ryan do when he was not swiping?
- A. He has another job
 - B. He is going somewhere
 - C. He is helping someone
 - D. He is delivery guy
 - E. He has no job than swipe
25. At the end of the short movie, what did Ayden did to his wife?
- A. He asked her to check the pasta
 - B. He did a revenge to her
 - C. He took selfies with her
 - D. He check the pasta
 - E. He did avenge to her

II. Choose the correct statements bellow by giving tick (√) T (True) or F (False)!**Direction :**

In this part of the test you will watch short movie spoken in English. The short movie will be played three times, so you must listen and watch carefully to understand what the short movie is saying. After you listen and watch the short movie, answer these following questions by choosing True or False.

Question No 1 – 15

| No. | Statement | T | F |
|-----|---|---|---|
| 1. | The short movie tells us about mental health. | | |
| 2. | The first girl didn't want to stick to the 20 mile per hour speed limit. | | |
| 3. | Jordan vision for "swiped" is making people less present. | | |
| 4. | Jordan thinks people nowadays always take selfie picture. | | |
| 5. | The people nowadays are not dying for likes. | | |
| 6. | Jordan get inspired by Jobbs, Zuckerberg and Gates. | | |
| 7. | Neil got an old I-Phone and became addicted. | | |
| 8. | Neil didn't like to play Candy Crush Saga. | | |
| 9. | Jordan taking Neil's phone by his Vespa. | | |
| 10. | Jordan get the idea of "SWIPED" from Neil addiction to a phone. | | |
| 11. | The swipe activity is getting bigger and bigger. | | |
| 12. | "Everything was going really great with me and Ayden until he got a paid upgrade on his phone and glued into it". | | |
| 13. | Suki thinks, the "Swiped" is really great for sort of having the free service get people interest. | | |
| 14. | Suki gets the information about swiped from her family. | | |
| 15. | Ayden uses the "Swiped" to rob his wife phone. | | |

Answer Key

I.

- | | | |
|------|-------|-------|
| 1. A | 10. A | 19. A |
| 2. C | 11. C | 20. A |
| 3. B | 12. A | 21. B |
| 4. E | 13. B | 22. D |
| 5. C | 14. B | 23. D |
| 6. D | 15. E | 24. E |
| 7. A | 16. A | 25. B |
| 8. D | 17. C | |
| 9. E | 18. A | |

II.

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. T
11. T
12. F
13. T
14. F
15. T

Appendix 5

Scoring Method

$$1. \text{ Multiple Choice Score} = \frac{\sum \text{Correct Answer}}{\sum \text{Total Number MC}} \times 100$$

$$2. \text{ True or False Score} = \frac{\sum \text{Correct Answer}}{\sum \text{Total Number T/F}} \times 100$$

$$3. \text{ Final Score} = \frac{\text{Tor F Score} + \text{MC Score}}{2}$$

Reliability Coefficient

Reliability Statistics

| | | | |
|--------------------------------|------------------|------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | ,837 |
| | | N of Items | 20 ^a |
| | Part 2 | Value | ,781 |
| | | N of Items | 20 ^b |
| | Total N of Items | | |
| Correlation Between Forms | | | ,874 |
| Spearman-Brown Coefficient | Equal Length | | ,932 |
| | Unequal Length | | ,932 |
| Guttman Split-Half Coefficient | | | ,927 |

a. The items are: soal1, soal2, soal3, soal4, soal5, soal6, soal7, soal8, soal9, soal10, soal11, soal12, soal13, soal14, soal15, soal16, soal17, soal18, soal19, soal20.

b. The items are: soal21, soal22, soal23, soal24, soal25, soaltf1, soaltf2, soaltf3, soaltf4, soaltf5, soaltf6, soaltf7, soaltf8, soaltf9, soaltf10, soaltf11, soaltf12, soaltf13, soaltf14, soaltf15.

Appendix 6

Lesson Plan I

| | |
|-----------------|------------------------------|
| Subject | : English |
| Level | : Senior High School |
| Grade | : XI |
| Topic | : Asking and Giving Opinion |
| Language Skill | : Listening |
| Time Allocation | : 2 lesson hours @45 minutes |

A. Core Competence

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural 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 preosedural 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 dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

| Basic Competence | Indicator |
|--|---|
| 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) | 3.2.1 Introducing to the pattern of asking and giving opinion. 3.2.2 Explaining the function of asking and giving opinion. 3.2.3 Mentioning the language features of asking and giving opinion. |
| 4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan, lisan dan tulis pendek dan sederhana terkait dengan pendapat dan pikiran, sesuai dengan konteks penggunaannya. | 4.2.1 Finding the general information related to the video in the forms of Multiple Choice, and True or False. 4.2.2 Finding the specific information related to the video in the forms Multiple Choice and True or False. |

C. Learning Objectives

Students are expected to be able to:

1. Recognize the pattern of asking and giving opinion.
2. Mention the function of asking and giving opinion.
3. Mention the language features of asking and giving opinion.
4. Find general information related to the video in the form of Multiple Choice and True or False.
5. Find specific information related to the video in the form of Multiple Choice and True or False.

D. Teaching and Learning Materials

Materials are enclosed.

E. Teaching Strategy

1. Approach : Scientific Approach
2. Method : Co-operative Method
3. Technique :
 - The experimental class : Scientific approach by using short movie.
 - The control class : Scientific by using audio.

F. Media, Tools, and Teaching Sources

1. Media :
 - a. Video (*for the experimental class*)
 - b. Audio (*for the control class*)
2. Tools : Board markers, white board, LCD projector, Active speakers.
3. Learning Source : <https://www.myenglishteacher.eu/blog/asking-giving-opinions-agreeing-disagreeing/>
4. Video source :

G. Teaching and Learning Activities

| The Experimental Class | Time | The Control Class | Time |
|---|------------|---|------------|
| Pre- viewing Activities | 8' | Pre-listening Activities | 8' |
| 1. Greeting the students and checking their attendance. | 2' | 1. Greeting the students and checking their attendance. | 2' |
| 2. Asking the students to guess the topic by giving riddle and leading questions about asking and giving opinion to the students. | 4' | 2. Asking the students to guess the topic by giving riddle and leading questions about asking and giving opinion to the students. | 4' |
| 3. Stating the topic and learning objective. | 2' | 3. Stating the topic and learning objective. | 2' |
| While-viewing Activities | 70' | While-viewing Activities | 70' |
| <i>Observing</i> | 20' | <i>Observing</i> | 20' |
| 4. Playing the short movie for the first time and ask the students to pay attention to the activities or expression on the video. | 10' | 4. Playing the audio for the first time and ask the students to pay attention to the activities or expression on the video. | 10' |

| | | | |
|---|------------|---|------------|
| 5. Playing the short movie for the second time, and give the list expression of asking and giving opinion | 10' | 5. Playing the audio for the second time, and give the list expression of asking and giving opinion | 10' |
| <i>Questioning</i> | 2' | <i>Questioning</i> | 2' |
| 6. Asking the students to match the sentence whether it belongs to asking or giving opinion by giving check to it. | 2' | 6. Asking the students to match the sentence whether it belongs to asking or giving opinion by giving check to it. | 2' |
| <i>Collecting Information</i> | 38' | <i>Collecting Information</i> | 38' |
| 7. Asking the students to find general and specific information by selecting the correct answer while listen to the short movie multiple choice questions individually. | 15' | 7. Asking the students to find general and specific information by selecting the correct answer while listen to the audio multiple choice questions individually. | 15' |
| 8. Asking the students to write True when the information is correct or False when the information is false individually when they watch to the short movie. | 15' | 8. Asking the students to do True or False questions individually. | 15' |
| 9. Playing the short movie for the third time and letting the students to check their answer. | 10' | 9. Playing the audio for the third time and letting the students to check their answer. | 10' |
| <i>Associating</i> | 10' | <i>Associating</i> | 10' |
| 10. Playing another short movie and ask the students to match the sentence whether it belongs to asking or giving opinion in group. | 10' | 10. Playing another audio and ask the students to match the sentence whether it belongs to asking or giving opinion in group. | 10' |
| Post-viewing Activities | 10' | Post-viewing Activities | 10' |
| <i>Communicating</i> | 8' | <i>Communicating</i> | 8' |
| 10. Asking one the students to announce of the result their discussion with their group. | 8' | 10. Asking the students to discuss the result of the exercise together with the teacher. | 8' |
| <i>Closing</i> | 2' | <i>Closing</i> | 2' |
| 11. Asking the students to draw conclusion of what they have learned and discussed. | 2' | 11. Asking the students to draw conclusion of what they have learned and discussed. | 2' |

H. Learning Assessment (enclosed)

1. Assessment Exercise (*Listening Exercise*)
2. Instrument form
3. Multiple choice and True or False questions.

Learning materials for both the experimental and control class

A. *Leading questions*

1. Do you know what the picture is?
2. What do you think about this situation?
3. What are these people doing in this picture?



B. *The definition of asking and giving opinion*

In general, an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Asking Opinion is a sentence which asking opinion or argument to other people to satisfaction. Giving Opinion is a sentence that gives a reason to someone or other people. So, *Asking and Giving Opinion* is expressions that is used for talking about argument or opinion of two or more people.

C. *The expression of asking and giving opinion*

1. Expressions of Asking Opinion

1. Expressions of Asking Opinion

- How did you feel about me when I first talking?
- Do you feel guilty about what you do?

2. Expressions of Giving Opinion

- It was though at the start, isn't it?
- If that's the price, we have to pay for getting a message out there

Appendix 7

Exercise I Listening Script

Reality – Romance Short Film (2019)

- Luke : Come on come on come on alright goodness fine, man, she is a girl, it's fine, alright, why are you scared? When you've already got.
- Michelle : Tell me about it.
- Luke : If that's your birthday that makes you Scorpio it kind of makes sense.
- Michelle : Tell me about Scorpio, I've never looked into it.
- Luke : Okay well um so typically they are strong-minded, smart, tend to have magnetic charm but they can be secretive. I mean typically.
- Michelle : And what about you?
- Luke : I'm a Pisces, so I am emotional and sensitive but we can be caring.
- Michelle : Well they're three good qualities to have.
- Luke : Yeah but I wasn't always like that.
- Michelle : You still haven't told me what happened to you at unit, you said you left halfway through
- Luke : Yeah so I am I ended up in a really dark place. My life became so hard, I just locked myself away for months. I was generally scared of people but that change when I met you. I mean when we start our talking, I do woke me up again. Made me alive.
- Michelle : I could say the same thing.
- Luke (Voice) : How did you feel about me when I first talking?
- Michelle (Voice) : It was though at the start, you weren't feeling very vulnerable and trying to get to know each other properly online didn't help. That's why I am so glad that finally we can see each other.
- Luke : I know I was shy at the beginning, but you need understand I spent entire my life on social media. It's too embarrassed to meet anyone especially someone like you.
- Michelle : Someone like me?
- Luke : I mean you're gorgeous. You're like way.....
- Michelle : Okay, well you can stop thinking like that because I like you. I really do and if you want to know I like you even more in person.
- Waiter : More wine sir?
- Luke : Yes thank you that was a bit rude doesn't?
- Michelle : don't bother I don't need it anymore.
- Luke : No, are you sure?
- Michelle : Yes I'm sure I feel a little bit dizzy anyway.
- Luke : So how are you living anyway? I know you told me that you're not working at the moment.

- Michelle : I feel kind of free at the moment. Feel free so not tied down to anything.
Although, career paths we choose struggle, we go through with our bosses at work. When it's all said and done. It doesn't really matter better to make the most of your time with the people you care about.
- Luke : You know I wasn't even gonna come today, I was too scared.
- Luke (Voice) : I've never left the house so long or scared of what you might think of me. I've loved every bit of this when I remember what of it.
- Michelle (Voice) : Well babe I'm not going anywhere
- Luke : You know what we should take a selfie. I haven't taken one in so long and I really want something to cap of the moment.
- Michelle : I don't look right.
- Luke : You look gorgeous. Come on no it's not fair though enough. Excuse me sir, can you take a picture of us together please?
- Waiter : Really?
- Luke : Yeah come on you must get this all the time.
- Waiter : No not really but okay.
- Luke : Thank you. Yeah that's the one I'm gonna keep this file.
- Michelle : Okay, I'm gonna head to ladies room and then we can head off.
- Waiter : Everything okay sir?
- Luke : Yeah you can probably get the wine out.
- Waiter : Is everything okay with you man?
- Luke : Yeah the frame is perfect we know that date not gonna fail.
- Waiter : Thanks
- Luke : Yeah she just wants to tell that tell that okay I mean just look at.
- Waiter : Yeah that's great very great.
- Luke : Oh, I see what happened you know you're wondering how I got go like that? That's the power of social media my friend.
- Waiter : Right.

Appendix 8

Listening Exercise I

I. Answer the following questions by crossing A, B, C, D, or E!

1. What is the short movie about?
 - A. Reality
 - B. Ability
 - C. Utility
 - D. Property
 - E. Capability

2. What is the man doing in front of mirror?
 - A. Give a speech for himself
 - B. Make him enthusiast
 - C. Encourage himself
 - D. Speechless with himself
 - E. Make him speechless

3. Where did the short movie take place?
 - A. Bathroom
 - B. Market
 - C. Library
 - D. Restaurant
 - E. Museum

4. What was the girl zodiac?
 - A. Pisces
 - B. Scorpio
 - C. Leo
 - D. Sagittarius
 - E. Aries

5. What is the wrong character about Scorpio?
 - A. It is Strong-minded
 - B. It is Smart
 - C. It has Magnetic charm
 - D. It can be secretive
 - E. It can be selective

6. What happened to the man after he left his unit?
 - A. He ended in the beautiful place
 - B. He ended in the full of light place
 - C. He ended in the darkness
 - D. He ended himself
 - E. He ended in the better place

7. Why the man did lock himself after he left his unit?
 - A. He scared of himself
 - B. He scared of apple
 - C. He scared of maple
 - D. He scared of people
 - E. He scared of world

8. Which is the asking opinion statement below spoken in the short movie?
 - A. How did you feel about me when I first talking?
 - B. How did you feel about him when he first talking?
 - C. How did you feel about her when she first talking?
 - D. Is everything okay with you?
 - E. Is everything okay with her?

9. Which is the giving opinion statement below spoken in the short movie?
 - A. It was hard at the start
 - B. You could probably get the wine out
 - C. It was though at the start
 - D. I'm not going anywhere
 - E. I was too scared

10. What happened to the man after the girl left him?
 - A. He felt lonely
 - B. He was talking with himself
 - C. He cried
 - D. He left the restaurant
 - E. He took a picture of himself

II. Choose the correct statements bellow by giving tick (√) T (True) or F (False)!

| No. | Statement | T | F |
|-----|---|---|---|
| 1. | The short movie is about Relationship. | | |
| 2. | The Scorpio characteristics were strong-minded, smart, tend to have magnetic charms and can be secretive. | | |
| 3. | The man zodiac was Aries. | | |
| 4. | The Pisces characteristics were emotional, sensitive, and can be ignorant. | | |
| 5. | The man changed after he met the girl. | | |
| 6. | The girl think that she trying to get know each other properly online help him. | | |
| 7. | He spent his entire life on real life. | | |
| 8. | The man thinks the girl was ugly. | | |
| 9. | The girl feels free because she is not tied down to anything. | | |
| 10. | He never left his house for long time. | | |

Group Task

II. Choose the sentences below by giving checklist (√) whether it belongs to asking opinion, giving opinion or none!

| Sentences | Asking opinion | Giving opinion | None |
|---|----------------|----------------|------|
| 1. After all this time you're still in the stockroom? | | | |
| 2. Wow, that's very amazing gift. | | | |
| 3. This is the worst birthday ever. | | | |
| 4. That's what you got your daughter for her birthday? | | | |
| 5. I can't imagine how disappointed she is going to be. | | | |

Answer key**I.**

1. A
2. C
3. B
4. D
5. E
6. A
7. C
8. D
9. B
10. E

II.

1. T
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. F

Distribution of the Exercise Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|------------------------------|------------------------|-------------|
| | Task 1 (Multiple Choice) | Task 2 (True or False) | |
| Finding General Information | 1,3 | 1 | 3 |
| Finding Specific Information | 2,4,5,6,7,8,9,10 | 2,3,4,5,6,7,8,9,10 | 17 |
| Total | | | 20 |

III.

1. A
2. G
3. G
4. N
5. G

Appendix 9

Lesson Plan II

| | |
|-----------------|------------------------------|
| Subject | : English |
| Level | : Senior High School |
| Grade | : XI |
| Topic | : Asking and Giving Opinion |
| Language Skill | : Listening |
| Time Allocation | : 2 lesson hours @45 minutes |

A. Core Competence

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan procedural 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 preosedural 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 dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

| Basic Competence | Indicator |
|--|---|
| 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) | 3.2.1 Introducing to the pattern of asking and giving opinion. 3.2.2 Explaining the function of asking and giving opinion. 3.2.3 Mentioning the language features of asking and giving opinion. |
| 4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan, lisan dan tulis pendek dan sederhana terkait dengan pendapat dan pikiran, sesuai dengan konteks penggunaannya. | 4.2.1 Finding the general information related to the video in the forms of Multiple Choice, and True or False. 4.2.2 Finding the specific information related to the video in the forms Multiple Choice and True or False. |

C. Learning Objectives

Students are expected to be able to:

1. Recognize the pattern of asking and giving opinion.
2. Mention the function of asking and giving opinion.
3. Mention the language features of asking and giving opinion.
4. Find general information related to the video in the form of Multiple Choice and True or False.
5. Find specific information related to the video in the form of Multiple Choice and True or False.

D. Teaching and Learning Materials

Materials are enclosed.

E. Teaching Strategy

1. Approach : Scientific Approach
2. Method : Content-Focused Method
3. Technique :
 - The experimental class : Teach by using short movie
 - The control class : Teach by using audio

F. Media, Tools, and Teaching Sources

1. Media :
 - Video (*for the experimental class*)
 - Audio (*for the control class*)
2. Tools : Board markers, white board, LCD projector, Active speakers.
3. Learning Source : <https://www.myenglishteacher.eu/blog/asking-giving-opinions-agreeing-disagreeing/>

G. Teaching and Learning Activities

| The Experimental Class | Time | The Control Class | Time |
|---|------------|---|------------|
| Pre- viewing Activities | 8' | Pre-listening Activities | 8' |
| 1. Greeting the students and checking their attendance. | 2' | 1. Greeting the students and checking their attendance. | 2' |
| 2. Asking the students to guess the topic by giving riddle and leading questions about asking and giving opinion to the students. | 4' | 2. Asking the students to guess the topic by giving riddle and leading questions about asking and giving opinion to the students. | 4' |
| 3. Stating the topic and learning objective. | 2' | 3. Stating the topic and learning objective. | 2' |
| While-viewing Activities | 70' | While-viewing Activities | 70' |
| <i>Observing</i> | 20' | <i>Observing</i> | 20' |
| 4. Playing the short movie for the first time and ask the students to pay | 10' | 4. Playing the audio for the first time and ask the students to pay attention to the | 10' |

| | | | |
|---|------------|---|------------|
| attention to the activities or expression on the video. | | activities or expression on the video. | |
| 5. Playing the short movie for the second time, and give the list expression of asking and giving opinion | 10' | 5. Playing the audio for the second time, and give the list expression of asking and giving opinion | 10' |
| <i>Questioning</i> | 2' | <i>Questioning</i> | 2' |
| 6. Asking the students to match the sentence whether it belongs to asking or giving opinion by giving check to it. | 2' | 6. Asking the students to match the sentence whether it belongs to asking or giving opinion by giving check to it. | 2' |
| <i>Collecting Information</i> | 38' | <i>Collecting Information</i> | 38' |
| 7. Asking the students to find general and specific information by selecting the correct answer while listen to the short movie multiple choice questions individually. | 15' | 7. Asking the students to find general and specific information by selecting the correct answer while listen to the audio multiple choice questions individually. | 15' |
| 8. Asking the students to write True when the information is correct or False when the information is false individually when they watch to the short movie. | 15' | 8. Asking the students to do True or False questions individually. | 15' |
| 9. Playing the short movie for the third time and letting the students to check their answer. | 10' | 9. Playing the audio for the third time and letting the students to check their answer. | 10' |
| <i>Associating</i> | 10' | <i>Associating</i> | 10' |
| 10. Playing another short movie and ask the students to match the sentence whether it belongs to asking or giving opinion in group. | 10' | 10. Playing another audio and ask the students to match the sentence whether it belongs to asking or giving opinion in group. | 10' |
| Post-viewing Activities | 10' | Post-viewing Activities | 10' |
| <i>Communicating</i> | 8' | <i>Communicating</i> | 8' |
| 10. Asking one the students to announce of the result their discussion with their group. | 8' | 10. Asking the students to discuss the result of the exercise together with the teacher. | 8' |
| <i>Closing</i> | 2' | <i>Closing</i> | 2' |
| 11. Asking the students to draw conclusion of what they have learned and discussed. | 2' | 11. Asking the students to draw conclusion of what they have learned and discussed. | 2' |

H. Learning Assessment (enclosed)

1. Assessment Exercise (*Listening Exercise*)
2. Instrument form
3. Multiple choice and True or False questions.

Learning materials for both the experimental and control class

A. *Leading questions*

1. Do you know what the picture is?
2. What do you think about this situation?
3. What are they doing in the place like this?



B. *The definition of asking and giving opinion*

In general, an opinion is a subjective belief, and is the result of emotion or interpretation of facts. An opinion may be supported by an argument, although people may draw opposing opinions from the same set of facts. Asking Opinion is a sentence which asking opinion or argument to other people to satisfaction. Giving Opinion is a sentence that gives a reason to someone or other people. So, *Asking and Giving Opinion* is expressions that is used for talking about argument or opinion of two or more people.

C. *The expression of asking and giving opinion*

3. Expressions of Asking Opinion

- How did you feel about me when I first talking?
- Do you feel guilty about what you do?

4. Expressions of Giving Opinion

- It was though at the start
- If that's the price, we have to pay for getting a message out there

Appendix 10**Exercise II Listening Script**

- Security : Id please! Arms up, please! Id Please!
- Staff : Are you keeping tabs on the numbers coming in?
- Security : Of course.
- Staff : Are you sure? Because my account for close to capacity.
- Security : By my account it's still good.
- Staff : Just be more featured on the numbers coming in okay?
- Man 2 : Excuse me, hi sorry, how much is an entry?
- Security : Ten. Anyone with you?
- Man 2 : I was with some people earlier, um but they all kind of bunked off, you know how it is right?
- Security : Just wait here please! I have gentleman in a wheelchair here; can you send a member of staff to assist him?
- Staff : Is he on a company?
- Security : He is alone.
- Staff : This isn't going to fly.
- Security : Excuse me!
- Staff : Look I'm sorry he can't come in, explain to him that we're at full capacity and that the club inaccessible
- Security : Well, isn't there anything we can do? Maybe get a member of staff to accompany him.
- Staff : Listen vic, we're at full capacity, everyone here is doing two jobs at once, he should have notified us in advance, it's his fault.
- Security : Fine, I'll tell him. I'm afraid I won't be able to let you in sir.
- Man 2 : What's the matter?
- Security : The venue is inaccessible.
- Man 2 : That's alright, I can manage Jonas.
- Security : It's a crowded place down there. Stairs, narrow corridors, if something was to happen we cannot guarantee your safety. There is another place just down the road you could check that out.
- Man 2 : What place?
- Security : The Hive.
- Man 2 : That's like an hour away.
- Security : I'm sorry, my hands are tied.
- Man 2 : Look, just let me smoke this here, I mean getting here was so long and then I'll be gone okay?
- Security : You'll have to wait by the side, I need the entrance clear.
- Man 2 : Busy night.

- Security : The usual.
Man 2 : You are you've been working here for long?
Security : Two years.
Man 2 : Two years, that is a long time. You don't really see many female bounces around though, you must see some shit, I've met he was a bounce once, big guy real freaking tower block. This one time some guys tried to stab him because he refused them entry he got a real nasty car from it. It's brutal. I'm not threatening to stab you for refusing the entry by the way just so we're clear
- Security : Appreciate that
Man 2 : I bet you I can guess your favorite music though
Security : What are you a music oracle or something?
Man 2 : Well, something like that
Security : What makes you thinks I have a favorite anyway?
Man 2 : Everyone does. Anyone who say they don't is either a four liar so
Security : I don't gamble for moneys
Man 2 : Alright, what about this? What if if I get it wrong, I owe you a tenner, if I get it right though, you let me in the club.
- Security : I've told you, it's not my decision to make
Man 2 : But you're the head of security with the lord almighty as I'm concerned
Security : You probably won't get it anyway
Man 2 : So you do have one. Okay let me see. It's going to be something you listen back in the day. Funk? Nah, that's too slow. It has to be faster bit heavier on the beat. Rock? Nah. Alternative, I don't really see it. Post punk? Definitely not. Wait, yes house. I'm right on right?
- Security : Maybe you're right.
Man 2 : I knew it
Security : I said maybe
- Staff : What's going on here? Victoria, what do you call this?
Security : It's just a bit
Staff : I guess I'll do your job for you then, turn the music off please! Come on mate I said off!
- Man 2 : I bought that last week! So you refused me entry into your club and then you break my speakers? F*cking kidding me
- Staff : Sorry, listen look that was an accident sir. Look, look let me make up to you. I'll find someone to assist you in the club and we'll put this whole thing behind you okay? Come this way.

Appendix 11**Listening Exercise II****I. Answer the following questions by crossing A, B, C, D, or E!**

1. What is the short movie about?
 - A. The short movie is about a man who wants to enter to the club
 - B. The short movie is about a man who wants to enter to the pub
 - C. The short movie is about a woman who became a club security
 - D. The short movie is about a man who wants to join football club
 - E. The short movie is about the experience of the security

2. How much is the entrance ticket to the club?
 - A. Twelve
 - B. Thirteen
 - C. Ten
 - D. Twenty
 - E. Three

3. Where did the short movie take place?
 - A. Restaurant
 - B. Club
 - C. Stadium
 - D. Café
 - E. Concert place

4. What did the security say to the man that he cannot enter the club?
 - A. The club capacity is empty
 - B. The club is closed
 - C. They can guarantee his safety
 - D. The club capacity is full
 - E. They cannot guarantee his safety

5. Why the man cannot enter the club?
 - A. Because he is walking alone to the club
 - B. Because he is on a wheelchair and he is with someone
 - C. Because he is walking with someone to the club
 - D. Because he is on a wheelchair and he is alone
 - E. Because he is on a wheelchair and he is not alone

6. The security recommends him to a place. What is the name of that place?
 - A. The beehive
 - B. The live
 - C. The hive
 - D. The life
 - E. The five

7. What happened to the man after he cannot enter the club?
 - A. He stayed at the front of the club
 - B. He left the club with smoking
 - C. He went to another club
 - D. He left the club with anger
 - E. He bought the club

8. Which is the asking opinion statement below spoken in the short movie?
 - A. What are you a music oracle or something?
 - B. What makes you think I have a favorite music anyway?
 - C. What makes you think I have a favorite food anyway?
 - D. What are you an oracle or something?
 - E. What are you my uncle or something?

9. Which is the giving opinion statement below spoken in the short movie?
 - A. I bet you, I can guess your favorite plastic
 - B. I bet you, I can guess your favorite batik
 - C. I bet you, you cannot guess my favorite music
 - D. I bet you, I can guess your favorite music
 - E. I bet you, you can guess my favorite music

10. In the end of the short movie, what happened to the man on the wheelchair?
 - A. The staff expelled him
 - B. The staff broke his wheelchair
 - C. The staff let him go
 - D. The staff let him smoke
 - E. The staff let him in to the club

II. Choose the correct statements bellow by giving tick (√) T (True) or F (False)!

| No. | Statement | T | F |
|-----|--|---|---|
| 1. | The short movie title is “Please leave quietly” | | |
| 2. | There are 3 characters in the short movie | | |
| 3. | The man cannot enter the club because he is on wheelchair and he is alone | | |
| 4. | The staff of the club didn’t let him in because they can guarantee his safety | | |
| 5. | The man decided to go to the Hive | | |
| 6. | The man guess he can’t guess the security favorite music | | |
| 7. | The security asks opinion “What makes you think I have favorite music anyway?” | | |
| 8. | The man think that her favorite music is rock | | |
| 9. | The security is happy when listening to her favorite music | | |
| 10. | The staff broke his speaker | | |

Answer Key

I.

1. A
2. C
3. B
4. D
5. E
6. C
7. A
8. B
9. D
10. E

II.

1. T
2. T
3. T
4. F
5. F
6. F
7. T
8. F
9. T
10. T

Distribution of the Exercise Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|------------------------------|------------------------|-------------|
| | Task 1 (Multiple Choice) | Task 2 (True or False) | |
| Finding General Information | 1,3 | 1,2 | 4 |
| Finding Specific Information | 2,4,5,6,7,8,9,10 | 3,4,5,6,7,8,9,10 | 16 |
| Total | | | 20 |

Appendix 12

Listening Comprehension Test 2

Topic: Asking and Giving Opinion

Grade: XI

Time Allocation: 90 Minutes

I. Answer the following questions by crossing a, b, c, d, or e!**Directions:**

In this part of the test you will watch short movies spoken in English. The short movie will be played three times, so you must listen and watch carefully to understand what the short movies are saying. After you listen and watch the short movie, answer these following questions by choosing the best answer.

1. What are Talia and Ryan doing?
 - A. Riding car
 - B. Argue each other
 - C. Doing a robbery
 - D. Have a hug
 - E. Doing a charity

2. What is the reason for Jordan doing that swipe?
 - A. He is making people more decent
 - B. He is giving people a present
 - C. He is making people more addicted
 - D. He is making people not present
 - E. He is making people more present

3. What are the people doing?
 - A. People are standing on the edges of buildings taking selfish
 - B. People are going inside of buildings taking selfies
 - C. People are standing on the edges of buildings taking selfies
 - D. People are standing on the outside of buildings taking selfies
 - E. people are sending selfies to the buildings

4. How fast did they take the phone?
 - A. 3 second
 - B. 7 second
 - C. 9 second
 - D. 10 second
 - E. 20 second

5. Which is the asking opinion statement below spoken in the short movie?
 - A. Do you feel guilty about what you do?
 - B. Do you feel not guilty about what you do?
 - C. Do you feel satisfy about what you do?
 - D. Do you feel happy about what you do?
 - E. Do you feel anything about what you do?

6. Which is the giving opinion statement below spoken in the short movie?
 - A. We had a vision, and now we're cutting that vision
 - B. We had a mission, and now we're executing that mission
 - C. We had a perception, and now we're executing that perception
 - D. We had a vision, and now we're executing that vision
 - E. We had a execution, and now we're executing that

7. Who inspire Jordan doing this swipe?
 - A. Steve Jobbs
 - B. Mark Zuckerberg
 - C. Bill Gates
 - D. Roosevelt
 - E. A, B, and C

8. What makes Neil become addicted to the Pone?
 - A. Mandy Crush Saga
 - B. PUBG Saga
 - C. Candy Crush Saga
 - D. Call Of Duty Saga
 - E. Moody Crush Saga

9. What is the vehicle Jordan used for swipe Neil phone?
 - A. He uses moped
 - B. He uses car
 - C. He uses motorcycle
 - D. He uses tricycle
 - E. He uses bicycle

10. What did happen to Ayden based on the short movie?
- A. He got paid for upgrade and glued to his phone
 - B. He got upset for upgrade and thrown his phone
 - C. He got a free phone and glued into it
 - D. He got a free upgrade and glued into his phone
 - E. He got a free phone case and glued into it
11. What is Suki's opinion about the swiper?
- A. They are not professional
 - B. They are optional
 - C. They are emotional
 - D. They are proportional
 - E. They are professional
12. How many times was Ayden robbed by Jordan and friends?
- A. 2 times
 - B. 3 times
 - C. 4 times
 - D. 5 times
 - E. 6 times
13. When did Jordan and friends start swiping activities?
- A. 2004
 - B. 2014
 - C. 2015
 - D. 2040
 - E. 2050
14. How many customers did Jordan and friends have so far in the short movie?
- A. Four customers
 - B. Five customers
 - C. Fourteen customers
 - D. Fifteen customers
 - E. Forty customers

15. Which is the asking opinion statement below spoken in the short movie?
- A. Are you concerned that by not hiding your identity you run the risk of going to prison?
 - B. Are not you concerned that by hiding your identity you run the risk of going to prison?
 - C. Are you concerned that by showing your identity you run the risk of going to prison?
 - D. Are not you concerned that by swiping you run the risk of going to prison?
 - E. Are you concerned that by swiping you run the risk of going to prison?
16. Which is the giving opinion statement below spoken in the short movie?
- A. if that's the price, we have to pay for getting a message out there
 - B. if that's the price, we have to get out of there
 - C. if that's the price, we have to pay for sending the message
 - D. if that's the risk, we have to pay for getting a message out there
 - E. if that's the risk, we have to get out of there
17. How many targets does Jordan want?
- A. Hundred
 - B. Thousand
 - C. Hundred million
 - D. Hundred thousand
 - E. Two thousand
18. In the video, what should they do to get positive impact on the environment and people's mental health?
- A. Purchase old fleet
 - B. Stop their activity
 - C. Change the activity
 - D. Purchase a new fleet
 - E. Purchase a new feet
19. What did Ryan do when he was not swiping?
- A. He has another job
 - B. He is going somewhere
 - C. He is helping someone
 - D. He is delivery guy
 - E. He has no job than swipe

20. At the end of the short movie, what did Ayden do to his wife?
- He asked her to check the pasta
 - He did a revenge to her
 - He took selfies with her
 - He check the pasta
 - He did avenge to her

II. Choose the correct statements bellow by giving tick (√) T (True) or F (False)!

Direction :

In this part of the test you will watch short movies spoken in English. The short movie will be played three times, so you must listen and watch carefully to understand what the short movies are saying. After you listen and watch the short movie, answer these following questions by choosing True or False.

Question No 1 – 15

| No. | Statement | T | F |
|-----|--|---|---|
| 1. | The first girl didn't want to stick to the 20 mile per hour speed limit. | | |
| 2. | Jordan vision for "swiped" is making people less present. | | |
| 3. | Jordan thinks people nowadays always taking selfie picture. | | |
| 4. | The people nowadays are not dying for likes. | | |
| 5. | Jordan get inspired by Jobbs, Zuckerberg and Gates. | | |
| 6. | Neil got an old I-Phone and became addicted. | | |
| 7. | Jordan taking Neil's phone by his Vespa. | | |
| 8. | The swipe activity is getting bigger and bigger. | | |
| 9. | Suki gets the information about swiped from her family. | | |
| 10. | Ayden uses the "Swiped" to rob his wife phone. | | |

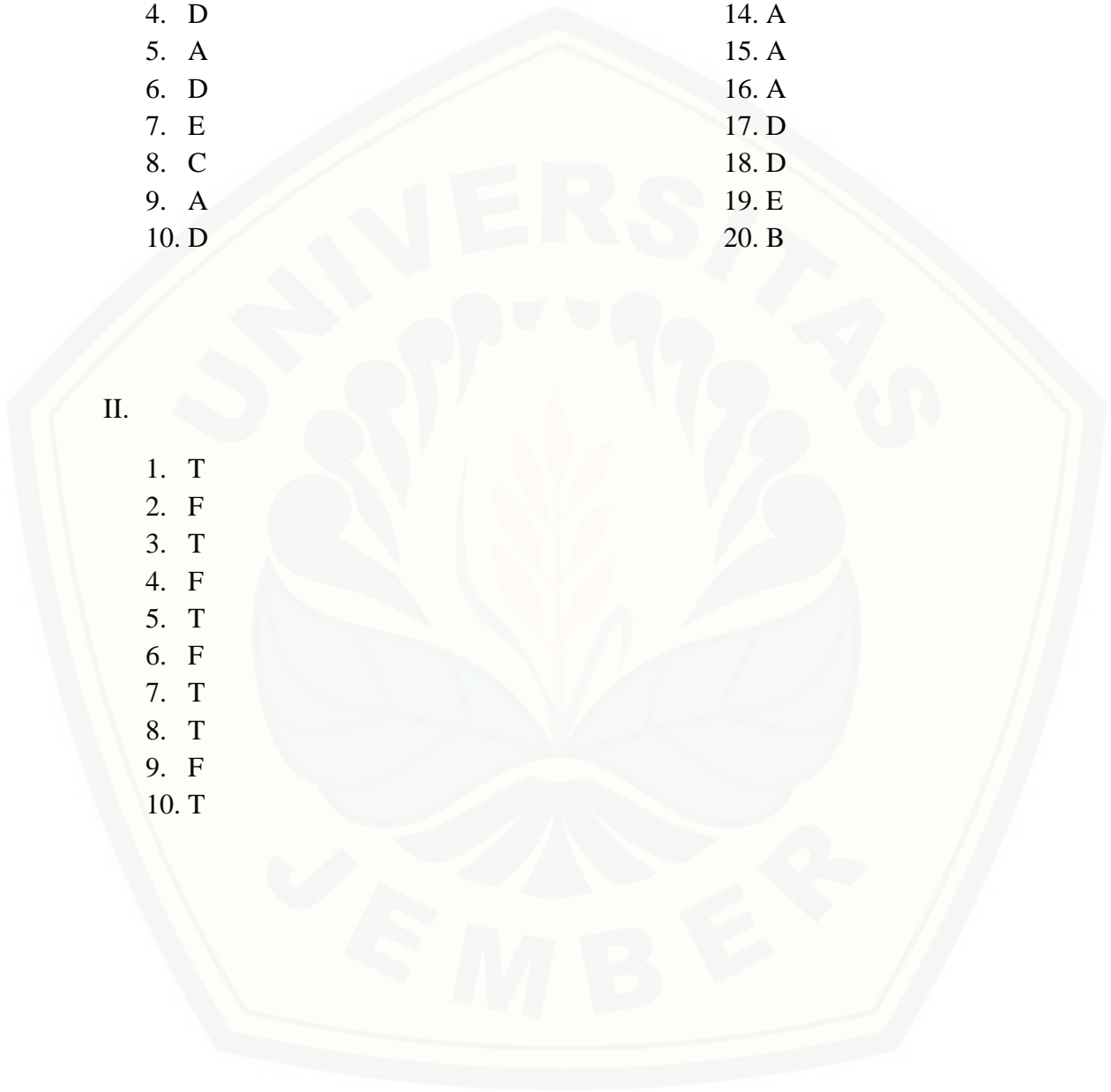
Answer Key

I.

- | | |
|-------|-------|
| 1. C | 11. E |
| 2. E | 12. A |
| 3. C | 13. B |
| 4. D | 14. A |
| 5. A | 15. A |
| 6. D | 16. A |
| 7. E | 17. D |
| 8. C | 18. D |
| 9. A | 19. E |
| 10. D | 20. B |

II.

1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. F
10. T



Appendix 13

Scoring Method

$$4. \text{ Multiple Choice Score} = \frac{\sum \text{Correct Answer}}{\sum \text{Total Number MC}} \times 100$$

$$5. \text{ True or False Score} = \frac{\sum \text{Correct Answer}}{\sum \text{Total Number T/F}} \times 100$$

$$6. \text{ Final Score} = \frac{\text{Tor F Score} + \text{MC Score}}{2}$$

Distribution of the Post Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|--------------------------------------|------------------------|-------------|
| | Task 1 (Multiple Choice) | Task 2 (True or False) | |
| Finding General Information | 6,12,13,14,17 | 3,5,8,9,10 | 10 |
| Finding Specific Information | 1,2,3,4,5,7,8,9,10,11,15,16,18,19,20 | 1,2,4,6,7 | 20 |
| Total | | | 30 |

Appendix 15. The Result of Try Out Test of Even Number (Y)

| No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | | | | | |
|-----|----|---|---|---|----|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|----|----|----|
| 2 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 35 | | |
| 4 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 32 | | |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | | | |
| 8 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 25 | |
| 10 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 | | |
| 12 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 36 | | |
| 14 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 9 | | |
| 16 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 28 | |
| 18 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 28 | |
| 20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 48 | | |
| 22 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 24 | | |
| 24 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 26 | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 9 | | |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 38 | |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | |
| 8 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 36 |
| 10 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 37 | |
| 12 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 29 | |
| 14 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 31 | |
| Σ | 13 | 5 | 5 | 8 | 10 | 7 | 15 | 5 | 5 | 15 | 9 | 8 | 7 | 4 | 12 | 7 | 15 | 16 | 13 | 8 | 7 | 7 | 13 | 16 | 14 | 8 | 7 | 16 | 7 | 16 | 13 | 13 | 13 | 11 | 9 | 10 | 10 | 15 | 15 | 16 | 8 | 8 | 9 | 17 | 15 | 15 | 15 | 16 | | | | | |

Notes :

- The top row : The number of the test taker
- The bottom row : The total number of questions the students answered correctly
- The left-side row : Even test items
- The right-side row : The total number of students who answered the questions correctly

Appendix 16. The Calculation of Each Odd (X) and Even (Y)

| No. | Initial name | X | Y | X ² | Y ² | XY |
|-----|--------------|----|----|----------------|----------------|-----|
| 1 | AA | 13 | 13 | 169 | 169 | 169 |
| 2 | AAS | 7 | 5 | 49 | 25 | 35 |
| 3 | AC | 8 | 5 | 64 | 25 | 40 |
| 4 | AD | 8 | 8 | 64 | 64 | 64 |
| 5 | ADK | 13 | 10 | 169 | 100 | 130 |
| 6 | ADR | 6 | 7 | 36 | 49 | 42 |
| 7 | AM | 16 | 15 | 256 | 225 | 240 |
| 8 | AN | 12 | 5 | 144 | 25 | 60 |
| 9 | AP | 9 | 5 | 81 | 25 | 45 |
| 10 | AR | 16 | 15 | 256 | 225 | 240 |
| 11 | AS | 12 | 9 | 144 | 81 | 108 |
| 12 | AW | 9 | 8 | 81 | 64 | 72 |
| 13 | DB | 8 | 7 | 64 | 49 | 56 |
| 14 | DP | 8 | 4 | 64 | 16 | 32 |
| 15 | EG | 16 | 12 | 256 | 144 | 192 |
| 16 | EW | 10 | 7 | 100 | 49 | 70 |
| 17 | FW | 15 | 15 | 225 | 225 | 225 |
| 18 | GA | 17 | 16 | 289 | 256 | 272 |
| 19 | GD | 16 | 13 | 256 | 169 | 208 |
| 20 | IA | 8 | 8 | 64 | 64 | 64 |
| 21 | IR | 9 | 8 | 81 | 64 | 72 |
| 22 | IT | 9 | 7 | 81 | 49 | 63 |
| 23 | JN | 16 | 13 | 256 | 169 | 208 |
| 24 | KK | 14 | 16 | 196 | 256 | 224 |
| 25 | KR | 15 | 14 | 225 | 196 | 210 |
| 26 | LP | 7 | 8 | 49 | 64 | 56 |
| 27 | MA | 11 | 8 | 121 | 64 | 88 |
| 28 | MAA | 16 | 16 | 256 | 256 | 256 |
| 29 | MF | 12 | 7 | 144 | 49 | 84 |
| 30 | MFA | 17 | 16 | 289 | 256 | 272 |
| 31 | MFB | 14 | 13 | 196 | 169 | 182 |
| 32 | MG | 15 | 13 | 225 | 169 | 195 |
| 33 | MH | 15 | 13 | 225 | 169 | 195 |
| 34 | MS | 14 | 11 | 196 | 121 | 154 |
| 35 | MV | 10 | 9 | 100 | 81 | 90 |
| 36 | NA | 13 | 10 | 169 | 100 | 130 |
| 37 | NAS | 8 | 10 | 64 | 100 | 80 |
| 38 | NE | 16 | 15 | 256 | 225 | 240 |
| 39 | PM | 16 | 15 | 256 | 225 | 240 |
| 40 | RS | 16 | 16 | 256 | 256 | 256 |

| | | | | | | |
|----|----|----|----|-----|-----|-----|
| 41 | RT | 11 | 8 | 121 | 64 | 88 |
| 42 | SB | 7 | 8 | 49 | 64 | 56 |
| 43 | SC | 6 | 9 | 36 | 81 | 54 |
| 44 | SD | 16 | 17 | 256 | 289 | 272 |
| 45 | TA | 16 | 15 | 256 | 225 | 240 |
| 46 | TP | 17 | 15 | 289 | 225 | 255 |
| 47 | ZA | 18 | 15 | 324 | 225 | 270 |
| 48 | ZI | 17 | 16 | 289 | 256 | 272 |



Appendix 17. The Result of Difficulty Index Analysis

| | Soal | N | FV | Criteria | Status |
|-----|------|----|----------|------------------|---------------|
| MC | 1 | 6 | 0,125 | difficult | Delete |
| | 2 | 35 | 0,729167 | fair | Used |
| | 3 | 34 | 0,708333 | fair | Delete |
| | 4 | 32 | 0,666667 | fair | Used |
| | 5 | 26 | 0,541667 | fair | Used |
| | 6 | 9 | 0,1875 | difficult | Used |
| | 7 | 24 | 0,5 | fair | Used |
| | 8 | 25 | 0,520833 | fair | Used |
| | 9 | 43 | 0,895833 | easy | Used |
| | 10 | 37 | 0,770833 | fair | Delete |
| | 11 | 30 | 0,625 | fair | Used |
| | 12 | 36 | 0,75 | fair | Used |
| | 13 | 26 | 0,541667 | fair | Delete |
| | 14 | 9 | 0,1875 | difficult | Used |
| | 15 | 33 | 0,6875 | fair | Used |
| | 16 | 28 | 0,583333 | fair | Used |
| | 17 | 40 | 0,833333 | easy | Used |
| | 18 | 28 | 0,583333 | fair | Used |
| | 19 | 29 | 0,604167 | fair | Used |
| | 20 | 48 | 1 | easy | Used |
| | 21 | 6 | 0,125 | difficult | Delete |
| | 22 | 24 | 0,5 | fair | Used |
| | 23 | 8 | 0,166667 | difficult | Used |
| | 24 | 26 | 0,541667 | fair | Used |
| | 25 | 24 | 0,5 | fair | Used |
| T/F | 1 | 26 | 0,541667 | fair | Delete |
| | 2 | 9 | 0,1875 | difficult | Used |
| | 3 | 29 | 0,604167 | fair | Used |
| | 4 | 38 | 0,791667 | fair | Used |
| | 5 | 30 | 0,625 | fair | Used |
| | 6 | 9 | 0,1875 | difficult | Used |
| | 7 | 24 | 0,5 | fair | Used |
| | 8 | 36 | 0,75 | fair | Delete |
| | 9 | 37 | 0,770833 | fair | Used |
| | 10 | 37 | 0,770833 | fair | Delete |
| | 11 | 42 | 0,875 | easy | Used |
| | 12 | 29 | 0,604167 | fair | Delete |
| | 13 | 39 | 0,8125 | easy | Delete |
| | 14 | 31 | 0,645833 | fair | Used |
| | 15 | 42 | 0,875 | easy | Used |

Notes :

Easy : 6 items (15%)

Fair : 27 items (67,5%)

Difficult : 7 items (17,5%)

Appendix 18. The Post Test Score**The Score of Participants in the Control Class (XI MIPA 5)**

| XI MIPA 5 | | Final score |
|-----------|------|-------------|
| No. | Name | |
| 1 | AMF | 70 |
| 2 | ALS | 67,5 |
| 3 | BAH | 72,5 |
| 4 | DRN | 60 |
| 5 | DA | 80 |
| 6 | HNSR | 100 |
| 7 | MFAH | 72,5 |
| 8 | NNF | 60 |
| 9 | RAA | 60 |
| 10 | SU | 80 |

The Score of Participants in the Experimental Class (XI MIPA6)

| XI MIPA 6 | | Final score |
|-----------|------|-------------|
| No. | Name | |
| 1. | DPR | 97,5 |
| 2. | DTA | 82,5 |
| 3. | FF | 80 |
| 4. | LN | 87,5 |
| 5. | NY | 95 |
| 6. | NAN | 92,5 |
| 7. | RGI | 80 |
| 8. | SNH | 95 |
| 9. | YAA | 80 |

Research Permission from the Dean of the Faculty of Teacher Training and Education



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Nomor : 5838 / UN25.1.5 / LT / 2020 29 JUL 2020
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala Sekolah SMAN KALISAT
Jember

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

Nama : Darmawan Aldi Prakoso
NIM : 140210401071
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Rencana Penelitian : Agustus Tahun 2020

Berkeaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Short Movies On The Eleventh Grade Students' Listening Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n: Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP. 1967062519992031003



Statement Letter of Accomplishing the Research from Principal of SMAN Kalisat

**PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN****SMA NEGERI KALISAT**

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Kalisat - Jember Kode Pos 68193
Website : www.smankalisat.sch.id - Email : smankalisat42@yahoo.com

SURAT KETERANGAN

Nomor : 670/0185/101.6.5.13/2020

Yang bertanda tangan di bawah ini :

nama : **AHMAD ROSIDI, S.Pd., M.Pd**
NIP : 19650309 198902 1 002
pangkat/golongan : Pembina Tingkat I, IV/b
jabatan : Kepala Sekolah
unit kerja : SMA Negeri Kalisat - Jember

menerangkan dengan sebenarnya bahwa :

nama : **DARMAWAN ALDI PRAKOSO**
NIM : 140210401071
jurusan : Pendidikan Bahasa dan Seni
program studi : Pendidikan Bahasa Inggris

yang bersangkutan telah melaksanakan Penelitian di SMA Negeri Kalisat dengan judul :
" The Effect of Using Short Movies On The Eleventh Grade Students' Listening Comprehension Achievement " yang dilaksanakan pada 3 Agustus 2020 sampai dengan 18 Agustus 2020.

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya dan kepada yang berkepentingan harap maklum.

Jember, 18 Agustus 2020
Kepala Sekolah,

AHMAD ROSIDI, S.Pd., M.Pd
NIP. 19650309 198902 1 002

